Northwest Commission on Colleges and Universities

Truckee Meadows Community College
Reno, Nevada

A Comprehensive Evaluation Report
10-12 October 2005

A Confidential Report Prepared by the Evaluation Committee
for the Northwest Commission on Colleges and Universities

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Introduction

A ten-person evaluation team from the Northwest Commission on Colleges and Universities visited Truckee Meadows Community College (TMCC) 10-12 October 2005, to conduct a full-scale comprehensive evaluation. TMCC is a public community college and part of the Nevada System of Higher Education, which governs the state's entire public system of higher education. The College's main campus, Dandini, is located in Reno, Nevada, with four other sites in the Reno area: the Meadowood Center, the IGT Applied Technology Center (Edison facility), the Nell J. Redfield Foundation Performing Arts Center, and the Redfield High Tech Center. First accredited as a separate college within the University of Nevada system in 1980, the college serves approximately 11,800 students, an enrollment increase of 58 percent in five years.

The last ten-year full scale evaluation was conducted in 1995. Accreditation was reaffirmed, but TMCC was asked to submit a progress report addressing Recommendation #1 from the 1995 evaluation report; additionally, a focused interim report and visit occurred in 1997 that addressed Recommendations #2, #3, #4, and #5. Recommendation #1 was deemed a non-compliance issue because one degree program and several certificate programs lacked a component of general education or other related education. The College submitted a report addressing this Recommendation, but the Commission expressed disappointment with the quality of the report and requested that the focused interim visit the following year include addressing this Recommendation. In 1997, following the focused interim visit, the College's accreditation was reaffirmed, and the Commission commended the quality of the report and noted significant progress had been made regarding the Recommendations. A second focused interim visit occurred in 1999 with particular emphasis on library and compliance with policies on assessment and faculty evaluation. The regular focused interim visit took place in 2000, with accreditation reaffirmed, but the Commission requested a progress report in 2002 addressing a Recommendation concerning administrative operating procedures, participatory decision making, and institutional communication. The 2002 report was partially accepted; however, information on relationships, responsibilities, and flow among committees and individuals was insufficient to evaluate the administrative process and procedures used for decision-making. A second progress report was requested for 2003, which was accepted.

Truckee Meadows Community College is an institution in the midst of change. A new president was hired in 2002, and new vice presidents for academic affairs, student services, and administrative serves have been hired since that time. As the *Self-Study Report* points out, the impact of the changes in administration cannot be overstated (x). Morale is positive at the institution, and all members of the college interviewed by the evaluators made references to the changed atmosphere, the spirit of collaboration, and the commitment to core values and service to students.

The Evaluation Team wishes to thank each person at Truckee Meadows Community College for facilitating the visit and for the assistance provided. The team was greeted with gift baskets at the hotel and was provided breakfast, lunch, and snacks each day. Meetings were scheduled in a timely fashion, requests for additional information were met with immediate responses, the committee room accommodated our every need, and the host liaisons were extremely helpful in organizing the visit.

Self-study Report

It was clear that the members of Truckee Meadows Community College took the preparation of the self-study document and the self-study process very seriously. Over 200 people participated in some part of the preparation of the final report. It was well formatted, easy to read, and well organized.

The Evaluation Team appreciated the obvious work involved in putting the self-study document together; however, because the chapter on Standard Two, Educational Program and Its Effectiveness, did not include any specific program information, it made the evaluators' task a difficult one. Some specific program information was on campus in the Exhibit Room in Program Discipline Review notebooks; however, not all areas had completed Program Discipline Reviews. Although some professional/technical programs had older reviews or external accreditation reports, the transfer disciplines were relatively new to the process and those reviews had not taken place. There was access to information in some areas, but it could not be described as comprehensive. Evaluators found the self-study report rich in "big picture" information, but the committee also felt that it lacked depth, especially in program areas. Therefore, the evaluators who were charged with reviewing the programs within Standard Two had difficulty, within the time constraints of the visit, in tracking down sufficient information about the college's programs in order to evaluate them against Standard Two criteria as represented by the Northwest Commission on Colleges and Universities. The other chapters, in conjunction with available exhibits, were adequate; and the organization of the chapters—Historical Context, Current Situation, Analysis and Appraisal, and Next Steps—was helpful and informative.

Eligibility Requirements

The team concluded that the institution met all eligibility requirement established by the Northwest Commission on Colleges and Universities. This was fully addressed in the preface of the *Self-Study Report*.

Standard One
Institutional Mission and Goals, Planning and Effectiveness

Mission and Goals

In the 1995 self-study evaluation team report, Recommendation #2 specified that the college "immediately implement energetic efforts" to address the lack of a "conceptual framework or scheme which links data/information to a planning process which would provide the institution a sense of direction or purpose" (49). The college has acted on this directive by first bringing in consultants and conducting a series of college forums. In 1997, the college formulated a strategic planning document. However, a series of senior-level administrative changes from 1997 to 2002 prevented the college from implementing a planning process or evaluating how well it was accomplishing its mission and goals (Standard 1.A, 1.B). Under a new administration in 2002, the college engaged in a college-wide effort to draft and review mission and strategic goals. A Planning Council was created with the following charge: revisit TMCC's mission statement, develop strategic goals for institutional initiatives, ensure communication with stakeholders, integrate TMCC's plans with state directives, create an assessment system, and enhance cooperation and understanding among stakeholders.

All college constituencies had a role in setting the direction of the college and reviewing its progress; however, although students had representation on the Planning Council, the TMCC Self Study document states that "students as a constituency did not have substantial input into the development of either the Mission Statement or the Strategic Goals" (*Self-study Report* 2). The president established seven strategic initiatives to facilitate TMCC's planning processes. All college faculty and staff had an opportunity to review the work of the Planning Council as it developed a mission statement and strategic goals for each of the initiatives. The *Universities and Community Colleges Master Plan for Higher Education* sets the general direction of those institutions under its purview, and TMCC created its strategic goals within the context of the *Master Plan*. The Board of Regents approved Truckee Meadows College's mission statement October 2004, commenting that the mission statement and strategic goals supported system-wide priorities. Without exception, those interviewed at the college felt a sense of purpose and direction, and collaboration was in evidence throughout the institution.

Planning and Effectiveness

TMCC has made a good start to the planning process; however, work needs to continue 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). Evaluators met with every constituency of the college, and while progress is being made and everyone was justly proud of the first steps in planning and effectiveness, each group and each individual agreed that the 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 (Standard 1.B.4, 1.B.5, 1.B.7, 1.B.8).

At the department and program level, there are varying levels of information about program effectiveness, graduate placement, and pre- and post-tests of student knowledge, skills, and abilities. In the professional/technical areas, the data is more complete in some areas because of job placement information and some external certification activities. Again, the college has made a good start in institutional planning and effectiveness, but much remains to be done.

Standard Two
Educational Program and Its Effectiveness

General Requirements
and
Educational Program Planning and Assessment

Truckee Meadows Community College (TMCC) offers collegiate level programs that lead to degrees and certificates in recognized fields of studies appropriate to the college's mission and goals. The college is organized into five divisions and provides the opportunity of achieving degrees in Associate of Arts, Associate in Science, Associate of Applied Science, and Associate of General Studies; the college also offers a variety of certificates. Human, physical, and financial resources are sufficient to deliver a high quality education at TMCC. Budgets for state-of-the-art equipment may not be sufficient for all programs. However, funds for instructional supplies and staff development are adequate (Standard 2.A).

Educational program goals are compatible with the college mission and goals, and the institution is committed to high standards of teaching and learning (Standard 2.A.1). Programs have established degree requirements and outcomes, and there is an established process for curriculum approval and implementation (Standard 2.A.2, 2.A.7).   TMCC recently established a program review and assessment plan, but overall educational program assessment is at a very initial stage. Program review exists within many programs in the professional/technical areas, but it is at different stages across programs. The institution's student learning outcomes are identified, but processes for assessing those outcomes were not in evidence (Standard 2.B). Further, the committee found no evidence that through regular and systematic assessment, the college demonstrates that students who complete its programs have achieved these outcomes and that assessment activities lead to the improvement of teaching and learning (Standard 2.B.2, 2.B.3). The process needs to be clearly defined, encompass all of its educational offerings, conducted on a regular basis, and integrated into the overall college wide planning and evaluation process (Standard 2.B.1).

Undergraduate Programs

Applied Industrial Technology

The Applied Industrial Technology programs include the following: Apprenticeship, Automotive Technician, Construction Management, Diesel Technician, Environmental Control Technology, Electronics Technology, Industrial Maintenance Technology, Manufacturing Training, Welding Technology, and Heating, Ventilation, and Air Conditioning/Refrigeration (HVAC)**.** A review of the college's *Catalog*, other published materials, and interviews with

college administrators, faculty, and staff indicate that these college programs are consistent with the program's mission statement and general objectives. The specific goals of the Applied Technology programs are also consistent with and supportive of the college's mission statement and general objectives. The Applied Industrial Technology programs appear to be geared to the needs of the business and industries they are designed to serve. They provide the appropriate combination of theory and application necessary to present viable job training (Standard 2.C).

To ensure a consistent linkage with local employers, each program within the department utilizes advisory committees. It appears that the committees meet on a regular basis. A sampling of advisory committee minutes verified committee members' understanding of their role and the importance of their participation. Faculty members indicate a strong desire to utilize advisory committees for the continuous updating of their programs. The advisory committees appear to have very active members who are willing to give of their time to assist the programs in the teaching and learning process. Many advisory committee members also donate equipment and supplies to the programs. This is just one example of the active participation of the college's advisory committees.

The appropriate advisory committee evaluates each program within the department at least every other year. This is accomplished during a regularly scheduled committee meeting. Program review appears to be based on enrollment, placement rates, and the opinions of faculty, administrative, and advisory committees; the review results in changes, additions, and deletion of program courses. There is extensive use of advisory committees in the program review process (Standard 2.B). A review of course materials shows that all programs have implemented outcomes-based instruction. The faculty interviewed appear to understand the nature of outcomes-based instruction and its purpose in assessing student performance and program effectiveness at the program level (2.B.1). Faculty have not had time to measure the effectiveness of the assessment process for program improvement. This evaluator found no evidence that assessment data is being used to change or improve teaching and/or student learning (2.B.3).

A review of curriculum offerings shows that all degree and certificate programs include appropriate levels of related instruction in areas of communication, computation, and human relations (Policy 2.1). All AAS degrees have sufficient and appropriate levels of general education. All programs in this division have a strong student-centered curriculum that focuses on industry expectations. The inclusion of the identified college-wide abilities in every program's curriculum is an indication of faculty willingness to provide a broad-based quality education to its entire constituency. While program faculty within the division are involved in student follow-up to ascertain placement rates and use some additional assessment measures, the overall assessment program is in the beginning stages of development and implementation (Policy 2.2).

Students interviewed speak highly of the college, its programs, services, and faculty. Throughout the college, one senses a faculty, staff, and administrative commitment to students. People seem to genuinely like students and work hard to meet their needs.

The division dean, associate dean and program chairs have input in the budgeting process. Funding appears to be on par with other departments within the institution. The materials and supplies budgets are adequate; however, dollars for the purchase of new state-of-the-art equipment is limited. There is no apparent plan for the routine replacement of equipment, and most equipment is purchased with grant funds or donated by local industry. This enhances the quality of the equipment for student use, but faculty must take their time to write grants and solicit donations. Equipment is generally adequate, although technological advances and business requirements are creating challenges for the department. The facilities are functional, generally attractive to students, and appear to be adequate to accomplish the department's goals and each program's objectives. The facility is in the final stages of a construction project that has delayed the start of some classes.

TMCC's Applied Industrial Technology programs are well organized and student-centered. The programs are geared to job markets and the needs of area business and industry. Facilities and equipment, while always a challenge for institutions, are adequate and allow the college to meet its mission and goals. The college has an outstanding faculty who are student-centered and committed to excellence and who are enthusiastic in mutual support for one another. Faculty, also, have a willingness to develop and maintain relationships with area business and industry through the advisory committee structure. Faculty have an overall sensitivity and responsiveness to industry requirements in areas of job preparation and job upgrading.

Arts and Humanities

The Visual and Performing Arts Department is part of the Arts and Humanities Division. A review of the College's *Catalog*, other printed materials, and interviews with college administrators and faculty indicate that the program is consistent with the college's mission statement and general objectives. The specific program mission statement is consistent with and supportive of the college's mission statement. The Fine Arts-Theater Emphasis Program completed an assessment plan in 2000-01 and completed the assessment report of 2001-02 (2.B.1). Fine Arts-Visual Arts completed an assessment plan in 2001-02, and Fine Arts-Music Emphasis completed an assessment plan in 2002-03. Dance, Music, and Theater have developed program learning outcomes (2.B.2); however, no evidence was found that assessment activities lead to improvement in teaching and learning (2.B.3). The faculty and division chair have input into the budget process. The budget appears to be adequate and is supplemented by grants, augmentation requests, and "end-of-the-year" funds.

The English Department is part of the Arts and Humanities Division. A review of the College's *Catalog*, other printed materials, and interviews with college administrators and faculty indicate that the program is consistent with the college's mission statement and general objectives. The English Department completed an assessment plan and completed assessment reports in spring 2004. For example, in 2003, eighty English 102 essays were assessed; and in 2004, seventy-three English 102 essays were assessed.

The department is doing a global assessment of student progress from various starting points in English as a Second Language and Developmental Education through transfer English courses with English 102 as the exit point. The spring 2005 Curriculum Review Form General

Education forms are being completed using the standardized rubrics (2.B.1). The next steps will be to use standardized rubrics at the course level; however, no evidence was found that assessment activities lead to improvement in teaching and learning (2.B.3). English 101 includes two class sessions in the library and has a library assignment. Online classes also have a library assignment. A "library scavenger hunt" assignment is being developed for English 102.

Business

Most faculty of the Accounting, Bookkeeping, Business, and Construction Management departments were interviewed. They expressed high satisfaction with the computer facilities, computer classroom equipment, and statewide software licensing agreements. Regular classrooms are adequate for classroom lecture, labs, and discussions. The one exception in classroom facilities that needs attention is in the Construction Program where the roof caved in after a snow storm in February 2005; this is currently being addressed. Faculty feel budgets are adequate to meet their program needs.

Faculty have a major role and responsibility in the design, integrity, and implementation of their curriculum. According to students, they are pleased with the instruction they are receiving at TMCC and believe that the college has a knowledgeable and caring faculty. The departments have developed course syllabi to reflect a student-centered approach that focuses on student learning. The syllabi, along with faculty interviews, indicate the use of the library and, in particular, the use of the Internet for research in course assignments. A number of students indicated they appreciated the library services, faculty, and staff for their dedication in helping them in becoming successful.

The department faculty meet with their advisory committee once a term. To build linkages with local employers, each program within the departments utilizes its advisory committee for continuous curricular updating and program evaluation. The advisory committee members participate in curriculum decisions and share their insights as to the current and future directions of businesses and industry. The advisory committee also helps with obtaining grants and donations. The committee has active members and meets at least twice per year, and more meetings are scheduled when the need arises. Partnerships with local construction businesses and Job Corps have been developed in Construction Technology Management.

Catalogs and other official publications should be readily available and accurately depict degree and program completion requirements, including length of time required to obtain a degree or certificate of completion. The 2005-06 college *Catalog* includes a Certificate of Achievement in Accounting Technology. This program is being developed as a program option from the college curriculum. There have been no students officially registered in the program. Faculty have reported that when students inquire about the certificate they are encouraged into other related programs. The college does not meet Policy 3.1 requirements and Standard 9.A.3, which requires that an institution represents itself accurately and consistently to its constituencies, the public, and prospective students through the catalogs, publications, and official statements.

Computer and Office Technology

The department has developed course syllabi to reflect a student-centered approach that focuses on student learning. The syllabi, along with faculty interviews, indicate the use of the library and, in particular, use of the Internet for research in course assignments. A number of faculty and students indicated they appreciated the library services, faculty, and staff for their dedication in helping them in becoming successful. Faculty have a major role and responsibility in the design, integrity, and implementation of their curriculum. According to students, they are pleased with the instruction they are receiving at TMCC and believe that the college has a knowledgeable and caring faculty.

To build linkages with local employers, each program within the department utilizes its advisory committee for continuous curricular updating. The advisory committee appears to have active members participating in curriculum decisions and sharing their insights as to the direction businesses and industry is going. The advisory committee has active members and meets at least twice per year and more often, if needed. Partnerships have been developed with IGT (International Gaming Technology) and Harrah's Casino.

Faculty in the Computer Office Technology Department were interviewed. They expressed high satisfaction with the computer facilities, computer classroom equipment, and statewide software licensing agreements. Regular classrooms are adequate for classroom lecture, labs, and discussions. Faculty feel budgets are adequate to meet their program needs. The faculty offer many courses online to meet the needs of working students.

Computer Information Technologies

The Computer Technologies Department offers courses leading to an Associate of Applied Technology (AAS) degree under Computer Information Technologies (CIT) in Computer Programming, Networking, or Webmaster. A Networking Program Certificate and Technical Support Certificate are also available. The network certificate offers Cisco, MCSE, and UNIX/Linux tracks. Course titles include Networking, Technical Support, Computer Programming, Cisco Networking, and A+ courses. Computer Graphics courses are taught within the Arts and Humanities Division's Graphic Arts Department and are a component of the Associate of Applied Science Degree in Graphics Communications. Certificates of Achievement are available in Computer Graphics and Imaging Technologies. Courses are designed to serve both students' pursuit of degrees and certificates and computer industry certifications. A significant number of students enroll in both computer graphics and computer technologies courses that are unavailable in programs at a local four-year university, which can augment their educational experiences within the division's offerings.

The courses are taught in a manner consistent with Northwest Commission standards. Sufficient resources are provided. Degree and certificate programs are well designed and offer appropriate depth and sequence. Degree designators are consistent with program content, and courses required for degrees are identified and syllabi for courses are posted on instructors' web pages. Syllabi identify course objectives and skills to be mastered. The use of the library is required. Although there were several reports and evidence was presented by various people and offices

that data collection was ongoing, evidence of the identification of student learning outcomes and use of assessment of data for program improvement was unavailable (Standard 2.B).

Student learning is documented using a semester credit hour systems consistent with procedures common to institutions of higher education. Responsibility for design, approval, and implementation of curriculum is vested in the Curriculum Committee. Faculty play a major role in the design, integrity, and implementation of curriculum. Students report accessible scheduling of classes. Credit for prior learning is described in a manner consistent with standards. A review of curriculum offerings shows that all degrees and certificates require the completion of a recognizable component of communication, computations, and human relations (Policy 2.1). Students who were interviewed spoke well of the college and its programs. Students specifically commended the personal attention of faculty members within the CIT and Graphic Arts programs.

Deans and department chairs indicated understanding of the budgeting process and feel that requests for resources are considered and funded appropriately. Comments by students indicate they feel that have access to state of the art equipment and software. The facilities are attractive and well maintained. The student technical fees are used to support equipment and computer replacement on a four-year cycle which is viewed as adequate by faculty and students. Students reported feeling comfortable and welcome within the college.

There was evidence that some, but not all, program faculty base program planning and improvement on assessment activities. However, other programs have not identified student outcomes as required by Standard 2.B and Policy 2.2, nor were they able to show evidence of data collection or analysis. There was confusion related to how assessment can be used to evaluate programs and their effectiveness on the basis of the changes brought about in students after training. Further, no evidence was presented of the use of such data for the purpose of program improvement or the improvement of teaching and learning (Standard 2.B, 2.B.3).

Culinary Arts

The Culinary Arts program is part of the Health Sciences and Safety Division. A review of the College's *Catalog*, Culinary Arts Department information and other printed materials, and interviews with college administrators and faculty indicate that the program is consistent with the college's mission statement and general objectives. The specific program mission statement is consistent with and supportive of the college's mission statement. The program completed an assessment plan in 2003-04 and will complete the assessment report of 2004-05 (Standard 2.B.1). Faculty stated that this was their first plan and attempt at measurable outcomes (2.B.2) and that they had not used assessment activities to lead to improvements in teaching and learning (2.B.3).

The program appears to meet the employment needs in the culinary arts industry and provides an appropriate combination of theory and application. In May 2005, the program earned it full five-year accreditation by the American Culinary Federation (ACF), assisted by its advisory committee. The advisory committee meets a minimum of two times per year and has several members who are also members of the High Sierra Chefs' Association. A review of curriculum

offerings indicates that all degrees and certificates include the appropriate level of related instruction in areas of communication, computation, and human relations (Policy 2.1). An Associate of Applied Science, a Certificate of Achievement-Culinary Arts emphasis, and a Certificate of Achievement are offered and give students various exit points.

The faculty appears to be well qualified in terms of industry certifications and experience, e.g., Certified Executive Chef (CEC), Certified Executive Pastry Chef (CEPC), and Certified Food Protection Management Instructor (CFPMI). Faculty maintain currency in the field with work experience and continuing education courses. The college also offers professional development activities for faculty such as training for Grade Book and Room Scheduler software. The faculty/program coordinator has input into the budget process and manages five different budgets. The budget appears to be adequate and is supplemented by catering events, augmentation requests, and "end-of-the-year' funds. This is the second year in the newly remodeled culinary arts program facilities. The faculty had significant input into the design of the facilities.

Health Sciences

TMCC offers six health science programs, culminating in Certificates of Completion and Associate of Applied Science and Associate of Science degrees in recognized fields of study. These include the following: Nursing, Dental Assisting, Dental Hygiene, Emergency Medical Technician—Paramedic, Radiology Technology, and Dietetic Technician. In addition, a few programs contain courses that prepare students for external certifications, such as Emergency Medical Technicians or Certified Nursing Assistants.

The physical facilities generally provide adequate space and functioning of faculty offices, classroom, laboratory, and other instructional space. The new High Tech Center at Redfield offers exceptional facilities. Faculty offices are accessible to students and faculty. Except for a few cases, faculty members are satisfied with the laboratory materials, equipment, and media. The programs are allocated adequate financial resources and are provided with needed budgetary information. The program coordinators or directors have the responsibility for the management of budgets that support their programs. Program faculty and coordinators report sufficient secretarial support for their needs.

The programs and courses foster the achievement of TMCC's mission and goals. Program degrees demonstrate a coherent design. The nursing program offers two means of accelerating degree completion. The fast track program allows students to continue through the summer semester to complete the degree. The pipeline program provides a means for dual enrollment while completing high school courses to reduce the time toward graduation. Students who enroll in these programs demonstrate mastery of the same program goals and outcomes as the traditional nursing program offering.

The responsibility for the development, integrity, and implementation of the curriculum resides with the program faculty. Syllabi define course outcomes. The development or modification of programs or courses has a process that begins at the program level, is approved by the dean, and then is submitted to the Curriculum Committee and/or the Academic Standards Committee.

While the 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. In some cases, catalog changes do not reflect the changes that were presumably approved. For example, while the director of the Dental Hygiene program believes that the "B" course designation was removed to indicate transferability of program courses for the Associate of Science degree, this change still requires final administrative approval. Also, while NUTR 106 and NURS 90, 120B, 292B, 198B, 204B, 211, 240B, 260, 275B, 290B, 296, and EMTP 100B have been deleted from the program offerings, the catalog still lists them as potential course offerings. A procedure or process for acknowledging and documenting final administrative decisions would clarify the approval or non-approval of the modifications and facilitate accurate catalog changes. This process should be reviewed to ensure a clearly defined process for curricular changes (Standard 2.A.2, 2.A.7; Policy 3.1; Standard 9.A.3).

The course catalog provides information regarding pre-requisites, general education requirements, and emphasis/core requirements. The information provided is at times not clear, is not current, or is inaccurate in the following areas. (1) The course catalog program information for Radiologic Technology does not include NURS 130B (6 credits) and LTE 110 (4 credits); however, since these are required courses to be accepted into the program, these courses need to be included in the degree pre-requisites. In addition, the course catalog identifies the program's length as six semesters; however, seven semesters would be necessary to complete the pre-requisites (BIOL 223, 224, ENG 101, MATH 105B, and RT 100B) and the core requirements. (2) The program length for the Dental Hygiene AAS and AS degrees is listed as four semesters. Since the programs require 95 credit hours (AAS) and 101 credit hours (AS) for degree completion, more semesters are required to complete the degree. (3) The program length for Dental Assisting AAS degree is listed as two semesters plus a five week summer session. Since 62.5 credit hours are required, more semesters are required to complete the degree. (4) The Paramedic program requires more than the listed three semesters to complete the general education and core requirements. The institution does not represent itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs and other publications (Standard 9.A.3; Policy 3.1).

Health Science courses integrate library and appropriate information resources into the learning process. A sampling of course syllabi from each program documents the inclusion of learning activities that would require the use of these resources. Each certificate and degree program contains appropriate general education or related instruction offerings. Admission into most health science programs requires a separate admission process. Processes and requirements are documented. Advising is usually done by program faculty prior to and after admission. Generally this is done through multiple orientation or informative sessions held throughout the year and by one-on-one advisement with potential or actual students.

Program assessment plans generally have identified goals and program outcomes; however, the assessment measures and criteria, assessment results, and use of results to make changes in the program are not consistently documented nor is the process always understood (Standard 2.B.1). Most health science programs cannot provide evidence that their assessment activities document the achievement of expected learning outcomes (Standard 2.B.2) nor lead to the improvement of

teaching and learning (Standard 2.B.3). In addition, program admission, graduation, state licensing examination pass rates, and job placement rates are not consistently tracked (Standard 2.C.8).

Assessment of programs through the TMCC program review process has been completed for all but two of the health science programs. EMT—Paramedic and Dental Hygiene have not had program reviews since the inception of their programs (Standard 2.B.1). These programs are scheduled for upcoming reviews in 2006-07. While some of the program reviews have utilized TMCC guidelines, many reflect the review process of the specific program's accrediting body. With the new program review guidelines, all programs will be required to have institutional program reviews.

Mathematics

 The Mathematics Department delivers coursework ranging from the four levels of remedial math to Calculus III. Faculty is comprised of 15.9 full-time and 13.4 part-time instructors. In addition to TMCC students who concentrate in math, the department serves a large contingent of students who are concurrently enrolled at UNR, but who are filling undergraduate course requirements at TMCC. Students are able to meet some math requirements by taking on-line courses that have been developed by the math faculty. The math faculty have worked hard to implement/develop innovative teaching strategies for mathematics. It was also reported by faculty that common course numbering has contributed to seamless articulation of math credits to other higher education institutions in the state of Nevada. Instructor evaluation appears to be part of the culture of the department.

Para Legal/Law

The department faculty work with their advisory committees and, in some instances, work closely with industry to offer training for special industry accreditation, such as the Paralegal/Law Program with its accreditation with the American Bar Association (ABA). The department has developed syllabi to reflect a student-centered approach that focuses on student learning. The syllabi, along with faculty interviews, indicate the use of library, and, in particular, use of the Internet for research in course assignments. A number of students indicated they appreciated the library services, faculty, and staff for their dedication in helping them be successful. Many courses are online to meet the needs of working students. Most library needs are covered through the Washoe Law Library because of ABA requirements. The college library is there to help when needed.

Faculty have a major role and responsibility in the design, integrity, and implementation of their curriculum. According to students, they are pleased with the instruction they are receiving at TMCC and believe that the college has a knowledgeable and caring faculty. This department also offers a certificate of Achievement in Legal Office Professional. All the credits in the Legal Office Professional Certificate are also embedded in the Associate of Applied Science Degree in Para Legal/Law.

To build linkages with local employers, each program within the department utilizes advisory committees for continuous curricular updating. The advisory committees appear to have active members participating in curriculum decisions and sharing their insights as to the direction of the law program. The advisory committees have active members and meet at least twice per year and more when advice is needed. The faculty member also is in regular contact with his or her advisory board through email because of the committees members' busy schedules. Partnerships with local law firms have been developed, and students are placed in worksites for work experience.

Pre-Engineering and Engineering

The Pre-Engineering and Engineering programs at Truckee Meadows Community College serve 105 students who have declared majors within the engineering discipline. Most of these students come to the college with intentions of taking lower division courses that will fill the requirements for math at the University of Nevada-Reno (UNR). Students tend to find easier access to math and physics courses at TMCC than at UNR. The program has experienced difficulty in retaining these students to completion of degrees because they tend to transfer or concurrently enroll at UNR before they have completed course requirements for a degree at TMCC.

The faculty reports that they have established good working relationships with UNR faculty, but they would like to find ways to encourage students to complete the entire program and stay at TMCC to complete graduation requirements. As presently constituted, the engineering curriculum lacks courses in Statics, Dynamics, and Computer Science which would be needed in order to deliver a complete associate's degree program at the college. Common course numbering across all institutions in Nevada has made it possible for students to articulate from this program to any other engineering program in the state with minimal loss of credits. While this is a laudable accomplishment that serves students, it appears to contribute to the short-fall of graduates from the Pre-Engineering and Engineering programs at the college. According to faculty, students also experience a smooth transition to baccalaureate engineering programs in California, Idaho, and other states.

Engineering/Drafting

Engineering/Drafting programs are housed in excellent classroom and laboratory facilities with student projects displayed in the hallways and study areas. Students are exposed to board work as well as computer assisted drafting. Several classroom/lab areas are used by the programs, and equipment/software needs appear to be addressed on a regular basis. Programs of one and two years are available to students.

Architecture

Five academic and technical degree and certificate options are available through the architecture group of program offerings leading to a number of academic transfer and career opportunities. The faculty has engaged students in programs ranging from golf course management, which

leads directly to employment, to architecture/landscape architecture programs resulting in AA degrees which lead to baccalaureate programs at other institutions.

Fire and Police Academies/Criminal Justice

The college has joined with local fire departments and law enforcement agencies to create a training center located near the main campus. The center is used by the agencies and the college to provide training for fire and police personnel and to provide initial training to new recruits of the participating agencies. The college uses the facility to train law enforcement officers and fire department personnel. Expensive, state-of-the-art training equipment is available to all who offer training in the facility. In addition, the criminal justice program offerings provide opportunities for academic transfer and a variety of careers associated with law enforcement and corrections. The collaborative nature of the entire project including the facility, training equipment, training grounds and training activities, constitutes an exemplary college/community partnership. It is an exceptional model of local and regional collaboration which resulted in a training site beneficial to students and the community.

Environmental Science

The Environmental Science program has evolved over a period of years in response to the needs of the community and the region. The Associate of Science degree is the credential that is available to graduates. A relatively new initiative associated with the program is coursework focused on Global Information Systems (GIS). Students are engaged in the use of this and other technologies with respect to using and/or conserving natural environments and resources. Course outcomes have been defined for each course. In response to a program review conducted in 2003, the AAS degree in Environmental Science was deleted and a new AS degree is proposed in Environmental Science to replace it.

Social Sciences

Social Sciences at TMCC are organized into two departments: Social Sciences and Cultural and Societal Studies, both reporting to the Dean of Social Science and Business. The Social Sciences department includes faculty from Anthropology, Psychology, Sociology, Early Childhood Education, Education (Teacher Preparation), the Mental Health Technician program, and the QUEST first-year program. The Cultural and Societal Studies Department includes faculty from History, Political Science, and Paralegal/Law; the department chair is also coordinating the Education program during the leave of the regular coordinator.

Course offerings fulfill general education requirements for transfer and applied degrees and provide pre-majors with foundations courses and electives. In addition, specific programs in Applied Anthropology (AA and certificate), Early Childhood Education (AA, AAS, and certificate), Mental Health Technician (AAS), and Education (AA with elementary or secondary emphasis) are offered. Degree and certificate programs include general education requirements, core requirements, and, for some programs, additional emphasis requirements that together demonstrate coherent design and appropriate breadth, depth, and sequencing. Appropriate related instruction is included in certificate programs. AAS degrees, as well as AA transfer

degrees, address breadth areas such as diversity, science, and humanities in addition to communications, quantitative reasoning, and human relations. Certificate programs include the appropriate related instruction.

Resources available to the social sciences appear to be sufficient to meet the needs of the curriculum. The Dean and department chairs have access to relevant budget information and avenues for input into the budget decision process. Facilities are cited as a good fit with program needs and are pleasant spaces in which to work and teach. "Smart" classrooms with integrated presentation technology are available and utilized by faculty. Workshops and training opportunities for technology use are accessible by both full- and part-time faculty, and faculty praise the quick response time from IT staff when faced with technical problems. Classrooms are inviting and can be arranged for lecture or small group discussion. Specialized facilities include an applied anthropology laboratory. The Dandini campus also has a child care facility expressly designed both to support the learning and development of children attending the center and facilitate observations by college students. In addition to formal practicum experiences for ECE students, the center incorporates learning experiences for students in a wide variety of social science courses as well as other programs such as nursing.

Library resources are integrated into the curriculum and are used in learning experiences. Library research is a hallmark of many social science offerings, and undergraduates also have opportunities to participate in the conduct of original research under faculty supervision. Faculty appear to be in close communication with receiving departments at the University of Nevada-Reno and are able to advise transfer students of appropriate courses and prerequisites.

All faculty members are evaluated regularly. Student evaluations are conducted for both full- and part-time faculty for each course taught. For part-time faculty, feedback is compiled by the Part-Time Faculty Center and data are made available to the instructor and to the department chair. Full-time faculty also develop an annual plan each year and review this plan with the Dean.

Departments in social sciences are participating in the program and discipline review cycle as scheduled. This review process addresses program data such as enrollment, student/faculty ratios, staffing, student demographics, and resource needs. Outcome information is limited to indices such as completion rates or placement rates; this process addresses program-level decision-making needs but does not assess expected learning outcomes for students (2.B.2). A program assessment process is in place for the degrees and certificates within social sciences. General education transfer courses are not participating in this process as they do not meet the college's operating definition of a program. General education courses are included in the college-wide efforts to identify and assess general education outcomes at the course level. However, the process of identifying these outcomes was only recently completed (spring 2005), and the assessment cycle has not yet been followed to its end point of using data to make improvements in teaching and learning (2.B.3). Evidence available to the evaluation committee indicates that, while there are plans to conduct regular assessment, there has not yet been full implementation and not all educational offerings within these departments are encompassed (2.B.1). To date, four programs have completed assessment plans and one program has reported on implementation.

Courses and programs are scheduled with student needs in mind. Interviews with faculty (full- and part-time) and students indicate that these departments are strongly student-centered and reflective of a genuine commitment to the college and its work. Students speak positively about the support they receive from faculty and the connection they feel to TMCC.

Veterinary Science

The new Redfield High Tech Center provides exceptional facilities, laboratory space, and laboratory equipment. In addition, the program utilizes the Washoe County Regional Facility for classroom space, radiology services, and a surgical suite. Small animals are available for instructional purposes at this facility. The University of Nevada at Reno provides large and laboratory animals for instructional purposes. The program is allocated adequate financial resources and is provided with the information necessary to manage the program's budget. Secretarial support is available at the campus site.

The program's curriculum fosters the achievement of TMCC's mission and goals. The responsibility for the development, integrity, and implementation of the curriculum resides with the program faculty. The program has recently completed a specialized accreditation visit. Syllabi define course objectives and document the need for library resources to complete program outcomes. The program coordinator reports that the Redfield library is sufficient for the program's needs. The program initially admitted 18 students fall semester 2003. At the end of spring 2005, 12 students graduated and passed both the Veterinary Technician National Exam and the Nevada State Exam. While 18 students were admitted during the second year of the program, only seven students entered during fall 2005. The program has the capacity for 24 students. Effective program advising procedures are in place and functioning.

The program contains appropriate general education within the identified course work. The course catalog lists the program's length as four semesters; however, an additional semester is required to complete the science general education requirements. Accurate program length information would provide constituencies, the public, and prospective students correct information regarding the program (Standard 9.A.3; Policy 3.1). The program assessment plan has identified goals, outcomes, and assessment measurement criteria. This assessment plan needs to be completed to "close the loop," documenting that the assessment activities led to the improvement of teaching and learning and that students have achieved the program's expected learning outcomes (Standard 2.B.1, 2.B.2, 2.B.3).

Workforce Development and Continuing Education

The Meadowood Center is one of four off-campus sites. A review of the College's *Catalog,* other printed materials, and interviews with College administrators, faculty, and staff indicate that the programs are consistent with the college's mission statement and general objectives (Standard 2.G). Workforce Development and Continuing Education (WDCE) mission statement and goals are consistent and supportive of the college's mission. WDCE activities are an integral part of the college's mission and maintain the same academic standards as regularly scheduled programs and courses. Resources appear to be adequate to maintain high quality programs. The Workforce Development and Continuing Education sections of WDCE were certified by the

Learning Resource Network (LERN). The LERN report also identified strengths and areas for improvement.

Policy 2.1 General Education/Related Instruction

At TMCC, the degrees designed for transfer (Associate of Arts and Associate of Science) incorporate a substantial core of general education instruction. In addition, all non-transfer degrees (Associate of General Studies and Associate of Applied Science) demonstrate substantial and coherent general education course requirements. The rationale and plan for the general education requirements were developed by the faculty in conjunction with the TMCC administration. These general education requirements are published in the course catalog. In addition, the programs that offer a Certificate of Completion contain a recognizable body of instruction in communication, computation, and human relations. These courses are offered as specific courses and are not embedded within the program curriculum.

Currently ten descriptive areas for general education include communications, English, fine arts, humanities, science, mathematics, human relations, social science, diversity, and constitution. These have been grouped into five knowledge areas by the Student Learning Outcomes Assessment Committee (SLOA). Analysis and revision of courses meeting general education requirements have been completed and will become officially operative for students matriculating fall 2006. In addition, general education is now designated as a "program" and will be included in future program reviews. TMCC meets policy 2.1 General Education/Related Instruction Requirements.

Policy 2.2 Educational Assessment

Recent efforts in assessment planning have been led by the Vice President of Academic Affairs since his arrival at TMCC. Reports generated in 2000, 2002, and 2004 were available to the evaluation team. Faculty are actively involved in planning educational programs through the curriculum development and review process. The Faculty Senate Committee on Curriculum reviews and makes recommendations on new and revised courses, degree programs, and certificate programs.

A key organization for faculty involvement in educational program assessment is the Student Learning Outcomes Assessment (SLOA) Committee. This group has undertaken the development of an overall strategy for examining general education outcomes at the degree level, starting with work to ensure that general education is coherently defined and aligned with the institution's mission and goals. This group includes faculty representation from both the Academic Standards and Curriculum Committees to maintain linkage with the work of those groups. Beginning in the fall 2005 semester, a faculty Coordinator for Learning Outcomes and Assessment position was created through half-time release. This position is designed to be a resource for faculty as they implement assessment within their courses and programs. The creation of this position is cited as an element of the college's strategic decision to embed assessment activities within academic affairs and provide support from a faculty perspective. The faculty are commended for the work they have done in developing course and program outcomes.

Assessment activities are defined by the college at institutional, program, and course levels. At the institutional level, the college has worked to refine its definitions of abilities outcomes for general education through a participative process led by the SLOA Committee beginning in January 2005. These outcomes have been published in the college *Catalog* and other documents to begin raising student awareness, though they will not be fully implemented until the fall 2006. An annual cycle of assessment within each discipline is planned, but has not yet occurred (Standard 2.B.1). The college also plans to do an institution-wide assessment of the abilities in 2007 and 2010 as data from cohorts of graduating students will be accumulated each year. Evidence of well-designed assessment planning was readily available through published college documents and the work of the SLOA Committee; however, the evaluation committee did not find evidence demonstrating that students who complete TMCC programs are achieving the defined outcomes (Standard 2.B.2).

At the program level, each program which awards a formal degree or certificate is expected to develop an assessment plan identifying program goals, outcomes, assessment measures, and criteria and to report results and the use of results. Assessment reports are scheduled to be completed every three years. At the time of the full-scale evaluation, 33 programs had completed assessment plans, but only 13 had completed the reporting cycle. As the self-study report lists 85 two-year degrees and 70 certificates offered at TMCC, the evidence indicates that this process remains in the early stages of implementation.

A program/discipline review process is also in place. The current set of guidelines and format was implemented beginning in 2003-04, and a group of programs is scheduled to be reviewed each year. The Program and Discipline Review Committee (PDRC) is the oversight body for this process, comprised of members of the Faculty Senate Academic Standards Committee and staff from Institutional Research, Student Services, and other areas. Recommendations which result from this process are routed through the department chair, PDRC Committee, Dean, and Vice President of Academic Affairs and are shared at an open campus forum. These recommendations typically address resource allocation needs such as budget, staffing, and program expansion (or contraction). The vice president completes the process with a report to the president. Assessment activities focused on student learning outcomes are monitored as one component in this process, but the process itself is not oriented toward assessing student learning. The self-study report notes that the relationship between the program/discipline review process and the college's overall assessment strategy needs clarification as some activities overlap but the processes are seen as separate.

At the course level, the college assessment plan states the expectation that learning outcomes and assessment will be defined for all courses. In addition, course-level assessment should address the college-wide abilities for general education when appropriate to the course. These outcomes are identified in course syllabi, and a consistent format is followed by both full- and part-time instructors. These updates were initially due to be submitted to the Curriculum Committee during the spring 2005 semester, and departments are now in the process of following up on courses that are not complete or need revisions. A full cycle of assessment including the gathering of data and use of results to make improvements has not yet been completed (Standard 2.B.1, 2.B.2, 2.B.3).

The commitment of the faculty and staff to student success is unquestioned and was evident to the evaluators in their encounters throughout TMCC. While many sources indicate that the college is student-centered, the visiting evaluation team observed that the college has not yet fully embraced an outcomes assessment perspective to become learning-centered. Accomplishments in the past several years, particularly those related to general education outcomes, represent quality foundational work in assessment planning. However, evidence that demonstrates student achievement of program learning outcomes or how assessment activities lead to the improvement of teaching and learning is very limited. Some isolated examples of "closing the loop" exist within the 13 completed assessment reports and in anecdotal reports from faculty, but the lack of evidence of a regular and systematic program is of concern. The college's efforts, while encouraging, are not yet sufficient to conclude that TMCC has fully implemented a regular and continuous cycle of academic planning, implementation, assessment of outcomes, and that the planning process is influenced by the assessment activities (Standard 2.B).

2.6 Policy Distance Delivery of Courses, Certificate and Degree Programs

A review of the College's *Catalog*, other printed materials, and interviews with college administrators and faculty indicate a clearly defined purpose which is congruent with the institution's mission and purposes. Curriculum has been approved according to established TMCC approval policies. Using distance delivery, Truckee Meadows Community College offers a transfer degree Associate of Arts transfer degree and Associate of Applied Sciences in Business and Criminal Justice. Over 100 courses in forty-three disciplines are offered distance delivery via asynchronous web-based instruction, cable broadcast, and compressed video. From fall 2000 to fall 2004, courses expanded from 9 to 115, and FTE increased from 57 to 866. Students may fill out evaluations; however, there were only 400 responses from over 3,300 students last year. Distance education faculty spoke highly of the support from Teaching Technologies. In 2003, two members of the department were recognized by WebCT as digital content leaders. The division is using a consultant's report and matrix of course offerings to identify needs, create a plan, and prepare budget.

Standard Three
Students

Purpose and Organization

The Student Services Division, under the leadership of the Vice President for Student Services, supports the mission and goals of the college by offering services and programs which are student centered and which facilitate student success. Essential services such as admissions, advising, counseling, financial aid, and registration are offered online as well as on ground, which allows access to distance and satellite campus students. While these services are available, the adequacy of access to and scheduling of these services has not been thoroughly evaluated.

Student Services is comprised of experienced and qualified staff and faculty who are dedicated to student success. Staff members are clear about their job responsibilities. The performance of

personnel is annually evaluated. Professional development is encouraged, as evidenced by support for yearly attendance at national and regional conferences. In addition, many trainings and workshops are offered on campus throughout the year, and staff is provided the opportunity to attend. Human, physical, and financial resources for student services are allocated on the basis of identified needs and are adequate to support the services and programs offered.

The establishment of appropriate polices and procedures for student development programs and services are a work in progress. Recently, a policy has been formally adopted with regard to student complaints and grievances. There is not a policy that addresses standards of academic progress (Standard 3.D.4).

Concern
- As the college continues to expand, a comprehensive evaluation of services and programs and an associated planning process are needed to insure that the needs of distance and satellite campus students are met.

General Responsibilities

Each Student Services unit develops annual goals related to institutional strategic priorities, action steps, target dates for completion, and measures of assessment. An annual report is provided to the Vice President for Student Services, which indicates college and program mission, goals related to strategic initiatives, assessments and results, and future direction. A review of Student Services was conducted by an American Association of Collegiate Registrars and Admissions Officers (AACRAO) consultant in July 2005, and recommendations from this review are being used to reorganize in order to serve students more effectively. It is not evident how recent assessment measures, such as the Community College Survey of Student Engagement, will inform program planning and effectiveness.

Opportunities for student participation in shared institutional governance are provided. Students are invited to serve on various college committees and the Associated Students of Truckee Meadows (ASTM) provide a representative to each of the major committees on campus. Policies on student rights and responsibilities, including those related to academic honesty and procedural rights specifically related to student conduct, are clearly stated; but they are not well publicized and readily available. For example, a Student Bill of Rights exists and is only published in the Administrative Manual (Standard 3.B.3). It appears that policies are implemented in a fair and consistent fashion.

The institution makes adequate provision for the safety and security of its students and their property. The campus police department shares information concerning student safety, including sexual assault prevention strategies and publishes crime rate statistics. This information is provided in the college catalog as well as in the student newspaper. A college catalog is available online and includes information on admissions, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other items related to attending the institution or withdrawing from it. The catalog does not clearly state students' rights and responsibilities, although it does indicate policies and procedures related to student conduct (Standard 3.B.5). Truckee Meadows Community College

publishes a student handbook that includes information on services available, student government, and student clubs, and it references the student conduct policy.

Institutional efforts around assessment are relatively new, and with regard to the programs and services for students, there are current examples that demonstrate periodic or systematic evaluation regarding the appropriateness, adequacy, and utilization of student services and programs and the use of results as a basis for change.

Concern
- To comply with Standard 3.B.3, a clear statement of student rights and responsibilities, as well as the student complaint and grievance policy, should be well publicized and readily available to students.

Academic Credit and Records

Criteria for the awarding of credit are clearly stated and transfer credit is accepted from accredited institutions or other institutions under procedures which provide adequate safeguards to ensure high academic quality and relevance to students' programs. Implementation of transfer credit policies is consistent with Standard 2.C.4 as well as Policy 2.5 *Transfer and Award of Academic Credit*. Admissions staff evaluates transfer credit and creates a Degree Audit Report (DAR). It can take from four to six months for a student to receive an official Degree Audit Report, although an unofficial report is available through Web-Reg. Recent changes in the distinctions between degree and non-degree credit make it clear which courses can and cannot be used toward fulfilling degree requirements.

The institution provides security for student records and has a back-up technology strategy in place as part of the TMCC Disaster Recovery Plan. Student records, including transcripts, are private, accurate, and complete and are protected in a locked, fire-proof file cabinet. Truckee Meadows Community College adheres to the Family Educational Rights and Privacy Act (FERPA) and conducts periodic employee training about confidentiality and FERPA. Information regarding FERPA and the information-release policy is clearly stated in the catalog.

Concern
- As expressed in the self-study and the AACRAO review, the length of time it takes for a student to receive a Degree Audit Report is a major concern, and it is suggested that efforts currently underway to remedy this situation continue.

Student Services

Truckee Meadows Community College has an "open-door" admissions policy, allowing students with varying skills and backgrounds admission to the college. ACCUPLACER placement assessment is used to assess entry skills in English, math, and reading. Appropriate policies and procedures guide the placement of students into courses that ensure a reasonable likelihood of success. As an open access institution, it demonstrates regard for individual differences within its student body. Services and programs are provided to address the needs of a diverse population, such as offering a variety of student activities and clubs, providing re-entry

assistance for displaced homemakers and economically disadvantaged students, creating awareness and providing services through the Disability Resource Center, and designating a manager of Ethnic and Community Relations.

The institution does not have an approved policy that addresses requirements for continuation in, or termination from, its educational programs (Standard 3.D.4). Institutional and program graduation requirements are clearly stated in appropriate publications, such as the catalog, and are consistently applied in the certificate and degree verification process. Appropriate reference to the Student Right-to-Know Act is included in the college catalog. The college provides an effective program of financial assistance for students, and relevant policies and procedures are clearly and consistently stated in campus publications and on the web. The loan default rate for Truckee Meadows Community College is on the rise, and steps have been taken to address this trend. Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students.

A variety of new student orientation programs are offered for specific student populations such as re-entry students, first generation students, international students, and veterans. In addition, there is an orientation for students who have never attended college and one for students who are transferring to Truckee Meadows Community College. The Quest (Quality Undergraduate Education Starts at TMCC) program is a first-year program that includes orientation, a guaranteed class schedule, faculty mentoring, and an individualized educational plan.

Academic and program advising is provided by advisors, faculty members, and counselors who help students make choices concerning academic and career direction. There does not appear to be a cohesive and systematic program of academic and other educational program advisement. Specific advisor responsibilities seem to be unclear and, therefore, are not defined, published, and made available to students. While the quality of advising provided by program specific faculty members, counselors, and professional advisors is good, concerns regarding peer advising were expressed in the self-study and through the evaluation process.

Career services are provided and are consistent with student needs and institutional mission. Health services and counseling services are available to all students as appropriate. Students who are registered in one credit or more are eligible to use the Health Clinic at the University of Nevada Reno and counseling services are available on the Truckee Meadows Community College campus. Appropriate food services are conveniently located and available for students. Food services are contracted out to a private vendor.

Co-curricular activities and programs offer intellectual and personal development of students consistent with the college's mission and include adaptation for under-represented students. Students registered for seven or more credits have the opportunity to participate in activities and programs sponsored by the Associated Students of the University of Nevada. According to the college catalog, Truckee Meadows Community College (TMCC) students participate in these activities at the same rate as University of Nevada Reno (UNR) students. In addition, enrolled students may access the TMCC Fitness Center or the UNR recreational facilities.

The bookstore is centrally located in the Student Services area, and its operations are contracted out to a private company. It is adequately stocked with textbooks, as well as a variety of related items. Online services are provided. A bookstore advisory committee exists and provides feedback and recommendations to the bookstore management. There does not appear to be a clearly defined institutional policy regarding the institution's relationship to student publications and media.

Concerns
- To ensure compliance with Standard 3.D.4, the college is advised to establish a policy addressing continuation in, or termination from its educational program, which includes an appeals process as well as requirements for readmission.
- The concern about advising roles and responsibilities and the lack of a systematic program of academic and other education program advisement expressed in the self-study and in the evaluation process suggest that the institution should conduct a comprehensive assessment of its advising program and services, including the role of faculty and peer advisors to assure they are meeting student and institutional need.
- While there are student publications and media, there appears to be no policy that clearly defines the institution's relationship to student publications and other media (Standard 3.D.19).

Intercollegiate Athletics

The college does not have an intercollegiate athletics program.

Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered are emphasized in all advertisements, publications, promotional literature, and recruitment activities. While many statements and representations are clear, factually accurate, and current, exceptions were found in the catalog and course program guides, including the listing of courses and programs that are no longer offered and inaccurate statements regarding length of time to degree or certificate (Policy 3.1; Standard 9.A.3).

Qualified professional Student Services staff conducts student recruitment activities. Representation of accredited status is used appropriately.

Concern
- To ensure compliance with Policy 3.1, it is advised that the catalog and course program guides be updated to accurately depict basic information on programs and courses as well as degree and program requirements, including length of time required to obtain a degree or certification of completion.

Standard Four
Faculty

Summary

Members of the Accreditation Team confirmed that TMCC has assembled a qualified and committed faculty. Faculty members are generally satisfied with their roles in the institution, particularly their participation in institutional governance under the new leadership of the college. The balance of full-time and part-time faculty seems appropriate in most departments. Part-time faculty like the teaching and learning environment, support of their full-time colleagues, administrative support, and other support services, as well as the campus facilities.

Faculty are well supported with their professional development system, which provides adequate funding and latitude in resources used. Faculty appear to be actively involved in significant development projects which have allowed them to remain knowledgeable in their fields and excited about their professions. Faculty report that academic freedom issues are being addressed through college systems and processes. Faculty are free to approach their subjects in the manner they see fit, using the techniques they feel are appropriate.

The selection, development, and retention of full- and part-time faculty appear to support the mission and goals of the college. Faculty seem well qualified and dedicated to student success. Many carry certification from professional organizations, and all appear to be committed to the mission of the college. The entire faculty is dedicated to the process of teaching and learning, quality curriculum, and the placement of students in the workforce. Faculty members appear to have meaningful input into decisions related to academic planning, curriculum development, and allocation of resources. The system of faculty evaluation seems regular, systematic, and uses multiple indices in accordance with the requirements of Standard 4. Full-time, non-tenured faculty members and part-time instructors are evaluated annually. All tenured and non-tenured faculty members are evaluated annually, and tenured faculty members are observed in the classroom at least once every three years and non-tenured faculty every year. Multiple indices are used, including self assessments and evaluations by students, department chairs, and deans. Overall, the evaluation process and procedures developed by the College are well-designed, comprehensive, and carefully administered.

Policy 4.1 *Faculty Evaluation*

Truckee Meadows Community College provides a strong process for regular and systematic evaluation of probationary full-time faculty performance as evidenced by a four-year tenure process which consists of student evaluations, administrative and peer review, and an annual faculty development plan. Each probationary member of the faculty develops a plan for professional growth activities and reviews this plan yearly with the dean, the department chair, and the tenure review committee. This process is continued for four years until a decision is made for granting tenure. An additional year may be added if there are issues to be addressed. All divisions appear to be completing these comprehensive evaluations.

Tenured faculty members develop an annual development plan for each academic year in consultation with their immediate supervisors. Every course taught has a student evaluation component. An administrator may or may not follow this up with a classroom visit and or conference. Evaluations are scheduled annually and a more intense evaluation occurs on the third year with an administrative conference. Similar processes and procedures for evaluation are used for non-instructional faculty. Both librarians and counselors follow the above procedure, but these faculty members create annual plans using different criteria that are more appropriate for their positions.

Policy 4.1 states "Multiple indices are utilized by the administration and faculty in the continuing evaluation of faculty performance which is evidenced by student evaluations, peer review, administrative evaluations and a development plan for both probationary and tenured faculty." These processes are in evidence at TMCC. Where areas for improvement in a faculty member's performance are identified, the department chair and the dean will work with the faculty member to develop and implement a plan to address identified areas of concern. The committee finds that faculty evaluations are consistent between the divisions. Truckee Meadows has similar but separate evaluations for part-time instructors. Every course taught by a part-time instructor is evaluated by students; in addition, department chairs perform classroom observations. Self-appraisal forms are distributed to part-time instructors, which they are encouraged to fill out, but they are not required to do so.

The requirement for the continuing evaluation of faculty performance has been accomplished through the joint efforts of Faculty Senate and college administration. The retention of a competent faculty helps ensure that the mission of an institution of higher education is being accomplished in a manner consistent with its accredited status.

Standard Five
Library and Information Services

Truckee Meadows Community College's main library facility is the Elizabeth Sturm Library, an airy and attractive 37,000 square foot building, which opened in 1995. In addition to serving the main campus the staff also serves—albeit in a very limited way—programs at the IGT Applied Technology Center, the Meadowood Center, the High Tech Center at Redfield, and the Nell J. Redfield Foundation Performing Arts Center. The 1995 self-study report mentions telephone registration and other technologies that reflect a completely different era in computer technology. Today, Information Technology (IT) serves the college and its constituents with an extensive web site, online registration, "smart" classrooms, more than 800 student-accessible computers in a variety of instructional labs, and a high-speed network infrastructure commensurate with current needs and standards. To address technology goals, the college maintains four committees with representation for all the college constituencies: the Technology Committee, the Academic Technology Committee, the Administrative Computing Committee, and the Web Management Committee. Library staff members actively participate in each one of these committees.

Purpose and Scope

Since the last evaluation, library staff have focused on the instructional mission of the library within the college. The staff has done an outstanding job of developing and maintaining the library's support function in relation to programmatic and enrollment growth at the college, despite a stagnant acquisitions budget which has not shown any increase in the last ten years. Library administration and staff have reviewed and codified internal policies and procedures for better service, and the library's professional staff members have also become integrated into the instructional processes through such venues as the Curriculum Committee and the Planning Council.

The organization of Information Technologies into two departments, Information Technology Operations and Applications Development and Media Services (with Applications Development and Media Services functioning within the one department as two discrete units), has created a clearly defined structure that allows for focus and defined planning. Information Technology Operations supports instructional and administrative computing needs not only at the Dandini campus, but at all instructional centers. This includes all faculty and administrative desktop computers and general student computer labs, as well as program specific computer labs. Media Services operates as a service provider for cablecast and video production and support for the audio/visual needs of the college. Media Services is responsible for distance education broadcasts, audio/visual electronic equipment repair, audio/visual equipment deployment, television production, distance education and smart classroom design/implementation, and training of faculty and staff for equipment use. The Applications Development area is responsible for special purpose programming for the college's administrative software, as well as maintaining the college's award-winning web site.

Information Resources and Services

With diminishing resources, the library staff continues to work closely with faculty to make sure that the resources needed for instruction are available to students. With the advent of online resources, this has meant spending an ever larger portion of the library's acquisition budget on online resources. The library has an ongoing "tour" program—highly acclaimed by both students and staff—which teaches students how to conduct research effectively using available resources. As needs are identified, by either students or staff, the library responds either by acquisition or referral to other local libraries. Faculty and students universally speak in positive terms about a welcoming atmosphere and a helpful staff willing to go the extra mile to provide for their needs. As new teaching centers have opened, this has resulted in a limited development of specialized collections for the programs housed there. Unfortunately, there have not been sufficient resources allocated to also staff these centers so that services are provided that are equivalent to those found on the Dandini campus. Clear policies and procedures are in place guiding collection development.

Information Technology Operations provides many core services for faculty, staff, and students, including LAN administration support, internet connectivity, web server access, information technology planning, design, development, security, and e-mail access. The availability of funds generated by a $4 per credit technology fee has made it possible for all student-accessible computers, as well as the equipment in all "smart" classrooms, to be put on a 4-year replacement

cycle. In addition, there are funds to meet other campus needs. TMCC's Technology Fee Committee, representing campus-wide constituencies, along with student input, makes recommendations for allocation of these funds.

Facilities and Access

The library on the Dandini campus is readily available to students and faculty at that location. It maintains numerous student-specific study areas, including study carrels, quiet study areas, a group study area, computer stations, and a smart classroom. The library's collection has grown rapidly in the last decade to meet the demands of both a growing student population and the addition of both courses and programs. Circulation transactions from 2000 to 2004 show a steady increase in demand for library materials. All the library and media resources owned—or subscribed to—by the college can be searched through the library's web site either from campus or from a distance. In addition, the students have reciprocal borrowing privileges with the University of Nevada, Reno library system. The library also has a cooperative written agreement with the Utah Academic Library Consortium.

Whereas the services and resources are sufficient for the main campus, there is concern about meeting the needs of the other centers related to both the size of facilities and the levels of service. With the growth in programs and sites, the challenges for Information Technology Operations to provide sufficient technology and services have increased. The Meadowood Center has one open access computer lab and a total of 145 computer stations available for students. In addition there are 11 classrooms currently equipped with "smart" technology. Students attending programs at the IGT Applied Technology Center have access to 62 computer stations, many with software connected to a specific program. This facility does not have a designated open-access computer lab. The IGT Applied Technology Center currently has 12 classrooms equipped with "smart" technology. Finally, the Nell J. Redfield Foundation Performing Arts Center currently has no rooms equipped with "smart" technology, and students have access to only six computer stations at this site.

Personnel and Management

The Elizabeth Sturm Library is staffed by highly qualified librarians, all of whom have a master's degree in library science and some of whom have additional advanced degrees. They are supported by a competent and committed group of classified staff. One area of concern is the lack of a dedicated staff position to perform the cataloging function of the library. Even though new instructional centers have been opened, there has been a decrease in library staff, as the services of one full-time librarian and one full-time classified—located at the IGT Applied Technology Center until 30 June 2004—was discontinued when the grant funding ended. As a consequence, only classified staff members provide support at the IGT Applied Technology Center (one full-time) and the Meadowood Center (one half-time). As a result, the library instruction and reference services provided on the main campus are not available at these sites, although many of the courses that use these services on the main campus are also offered at these sites. In fall 2005, the High Tech Center at Redfield opened and houses nursing, veterinary technician, and other programs that require significant library services, including reference service; yet, only a part-time library technician is provided at the present time.

Information Technology Operations and Applications Development and Media Services are staffed by skilled managers and staff who bring a range of expertise and experience from their varied backgrounds. Each position has a list of specified duties and work performance standards; individuals in these areas bring a combination of degrees, professional certifications, and experience to benefit the campus community. The information technology areas strive to provide all their constituents with the best possible service, while at the same time safeguarding networks, hardware, and software. They accomplish this by working from a series of clearly established policies. As needs change, policies and procedures are re-examined—and adjusted when feasible—to best meet the expressed needs.

To help meet TMCC's educational mission, Applications Development is working on creating and implementing the Employee Resource Management Application (ERMA), developing an enrollment modeling system, enhancing security and access, and creating Web portals. In support of the College Strategic Goal of Finance and Institutional Effectiveness, Applications Development is working on data integrity and management reporting. Information Technology Operations is updating the disaster recovery plan.

Planning and Evaluation

TMCC's governance structure provides for participation from students, faculty, and staff and is open to all members of the college community. Faculty and staff from the library and Information Technologies actively participate in these efforts including the Planning Council which is the primary planning body at the college. Both library and information technology are represented on Faculty Senate via the allocation of senators; currently, library staff members sit on the Faculty Senate's Academic Standards, Curriculum, Part-time Faculty Issues, and Diversity committees.

Librarians also participate in the program and discipline review process. As part of the course approval process, faculty must obtain library verification of the adequacy of the collection. In response to this, the library will—within budgetary limitations—ensure that sufficient resources are available to serve both students and faculty.

The library uses a data-driven approach to inform its day-to-day operations as well as short- and long-term planning processes. In order to evaluate the quality, adequacy, and utilization of resources, the library conducts regular student and faculty. These surveys track both student and faculty satisfaction with library instruction, electronic resources, print collections, media resources, library facilities management, and library personnel interactions. These surveys are used to guide future purchases and changes in library services. For instance, after evaluating what materials were available through consortia agreements, the library realized savings on electronic resources, at the same time expanding its database offerings for greater student access.

Concern
- The college should ensure that it provides the necessary financial support to provide adequate library, media, and technology resources and services to all instructional centers (Standard 5.D.6).

Standard Six
Governance and Administration

Governance System

The governance system of Truckee Meadows Community College is part of Nevada statute; and the Board of Regents, college administrative policies, and the terms of the Nevada Faculty Alliance Collective Bargaining Contract further delineate the system of governance. The relationships between the Board of Regents, the state Chancellor's office, the governing board for the Universities and Community Colleges of the State of Nevada, and local college administration are clearly outlined in the *Board of Regents Handbook*. Further, the *Handbook* includes TMCC's organizational structure and personnel policies (*TMCC Institutional Bylaws*). These Bylaws are augmented by other significant local policy documents, including the Faculty Senate Bylaws, the Associated Students of Truckee Meadows Constitution, and the Nevada Faculty Association Contract. In addition, the college has an administrative manual which defines administrative authority and responsibilities (Standard 6.A.1). The intent of the *TMCC Administrative Manual* is to provide information for administrators to assist them "in understanding and implementing college policies, identifying responsibilities, and providing guidelines in the performance of specific tasks" (15). Faculty roles and responsibilities are delineated in the *TMCC Institutional Bylaws*, the administrative manual, and the Faculty Senate bylaws.

All groups of employees at TMCC expressed confidence that there were opportunities to participate in the governance system of the college (Standard 6.A, 6.D, 6.E). The college sought input through campus climate surveys in 2002 and 2004. Comparative percentages between the two surveys show increases in such categories as "input is sought in decisions that affect [your] work" and "the administration is supportive of shared governance," indicating that morale and confidence in the college governance system are improving. According to the self-study document, however, "only 26 percent of classified staff members agree with the notion that administration is supportive of shared governance." In talking with classified staff employees, it was pointed out that the survey instrument was a poor one and that not many people participated in the survey. Additionally, a reorganization of department chairs and deans and changes in faculty pay rates were ongoing at that time; both of these changes affected classified staff employees, but they were not consulted or told beforehand. It made their subsequent work extremely difficult and confusing. Classified staff also commented that very often open informational or discussion meetings were held at times when they could not attend. However, several members of the institution commented that ITV facilitated inclusion of distant sites in campus meetings, which was appreciated.

Overall, TMCC's system of governance facilitates the successful completion of its mission and goals (Standard 6.A). Governance is clearly defined from the state to the local level, and roles and responsibilities are clearly articulated. All constituencies at the college agreed that, over the past three years, communication throughout the college had improved, shared governance—though a work in progress—was in place, and the climate was collaborative and inclusive.

Governing Board

Truckee Meadows Community College is part of the University and Community College System of Nevada and governed by a thirteen-member Board of Regents. The TMCC president reports to a state Chancellor of the System, whose staff includes three vice chancellors. The members of the Board of Regents are elected state officials, and the Board elects a chair and vice chair. The *Board of Regents Handbook* outlines presidential responsibilities and authority and makes provisions for college governance structures. As noted earlier in the report, the Board of Regents approved the college Planning Council's new versions of a TMCC mission statement and strategic goals in October 2004. The Board receives regular reports from the president of the college, and the president is evaluated annually. The duties and responsibilities of the Board are outlined in the *Board of Regents Handbook* (Standard 6.B).

Leadership and Management

The college experienced a great deal of instability and turnover at the senior administrative level from 1995 to 2002. Morale was low, and internal processes were in disarray. Because of the frequent changes in leadership, it was difficult to sustain planning and assessment; however, in the past three years, the college has made great strides in both areas. The president is a full-time employee of the college; duties, responsibilities, and ethical conduct requirements of senior-level administrators are clearly defined in position descriptions and in the *TMCC Faculty/Staff Handbook*. Ethical conduct for all college employees is also defined at the state level in UCCSN documents. The senior administrators seem well qualified both by training and experience, and faculty and staff expressed confidence in the direction set by college leadership (Standard 6.C.1, 6.C.2, 6.C.3).

Over the past two years, the President's Cabinet and the President's Extended Cabinet developed an instrument to evaluate administrative faculty performance, based on an annual evaluation tied to specific performance indicators and a comprehensive triennial evaluation. The two-tiered process has not been in place long enough to ascertain how effectively it works, and faculty members requested an opportunity beyond this process for providing input in the annual evaluation cycle. The president indicated that faculty will have an opportunity for annual input (Standard 6.C.3).

Although there is clarity around the roles of the president and vice presidents in the administrative structure of the college, there is less clarity around the roles of deans and department chairs. According to the self-study report, "Following TMCC's reorganization of academic divisions in December 2003, some administrative duties were reallocated from the deans to the department chairs. This shift caused a lack of clarity regarding roles between instructional deans and the department chairs" (217). Under the direction of the instructional vice president, a committee has been organized to review these roles and develop an evaluation instrument that, according to the self-study, "accurately reflects the department chair position in the administrative structure of the College" (217-218). Further, through the President's Extended Cabinet and Faculty Senate, these roles—both dean and department chair—are being assessed.

Institutional advancement activities, under the direction of the TMCC Foundation, are clearly and directly related to the mission and goals of the college, and donations and gifts to the institution support college scholarships, programs, equipment purchases, and activities. Also, the TMCC Foundation awards internal grants through an annual application process; these grants have supported such activities as the college arts magazine and classroom equipment (Standard 6.C.4).

TMCC's administration is committed to timely decision-making processes and to open and frequent institutional communication. The president and vice presidents communicate regularly to the college and their constituencies via email and appropriate meetings. The President's Cabinet includes a faculty member, and the President's Extended Cabinet includes Faculty Senate and classified staff representatives, as well as representatives from all divisions of the college. This is further confirmed through the 2002 and 2004 climate surveys: in 2004, forty-one percent agreed that communication was effective, compared to twenty-seven percent in 2002; in 2004, sixty percent agreed that the college atmosphere encouraged open expressed of ideas, compared with forty-eight percent in 2002 (Standard 6.C.5).

Institutional research at TMCC is becoming part of its culture. The processes and results of institutional research are widely disseminated at the institution, through email, electronic newsletters, and the Institutional Research Office website. The director regularly meets with committees and task forces throughout the college and presents data and analyses to the Cabinet, Extended Cabinet, deans' meetings, the Planning Council, and the Assessment Committee (Standard 6.C.7).

Policies, procedures, and criteria for administrative and staff appointment, evaluation, promotion, and/or termination are readily available on the college website and in printed form in the *Search Committee Manual*. These processes are also governed by the *Board of Regents Handbook* and by the policies and procedures established by the UCCSN. Because of concerns about advancement opportunities for professional/technical faculty, Human Resources, in collaboration with the Faculty Senate and the NFA, made changes in the Professional Advancement Plan (Standard 6.C.8).

Truckee Meadows Community College is in compliance with Policies 6.1—Affirmative Action and Nondiscrimination—and 6.2—Collective Bargaining. The college's local policy reflects the UCCSN's equal opportunity employer policies. The college publishes and disseminates its Affirmative Action Plan internally and externally. In reviewing the college's statement of policy and philosophy and its Affirmative Action Plan, it is clear that the institution has established goals and objectives to assure that protected classes and underrepresented populations are widely recruited and treated non-discriminatorily. In the area of collective bargaining, the college negotiated an agreement with the Nevada Faculty Alliance. Both administration and representatives of NFA appeared to be satisfied with the negotiations and the agreement.

Concern

- The roles of instructional deans and department chairs need to be delineated and evaluated over time. The lack of this clarity affects communication, decision making, and the morale of administrative faculty, teaching faculty, and support staff. For support staff, the lack of clarity in these two leadership roles causes confusion in the execution of their duties.

Standard Seven
Finance

Truckee Meadows Community College is part of the Nevada system of higher education and is governed by a Board of Regents and a Chancellor. The Board determines the college's budget in response to requests submitted by the campuses, the action of the Legislature, and the application of a complex budget formula. The campus then has some autonomy in spending decisions, provided restrictions on the use of funds are not violated and state laws and procedures governing classified staff, purchasing, and capital construction are not violated. The *Board of Regent's Handbook* specifies what is delegated to the campus. There was little concern about board or legislative restrictions as the campus administration appears to provide information about how the funds can be used and encourages creative use of funds to meet program objectives (Standard 7.A.1).

The campus submitted three-year projections of the major fund categories but noted in one of the exhibits that divisional or vice presidential level projections were not available (Standard 7.A.2). The link between these projections and the unit planning was not clear. The budget calendar showed that the priorities for increases were ratified centrally, but they appeared to be constructed from individual unit requests. Capital planning was over a much longer horizon and again appeared to allow for individual and group input.

The current budget process was adopted for the 2005-06 budget year after extensive work with an ad hoc budget advisory group, the Planning Council and the Faculty Senate committee on salaries, benefits and monetary affairs. Individual directors and deans submit their operating and capital budget priorities which are then considered by appropriate vice president and the President's Cabinet. While the 2004 campus climate survey indicated a lack of knowledge about budgeting, the team found widespread appreciation for the new processes. Much has been done in terms of making the budget process more open, more widely understood, and more accessible. A budget calendar and frequent reminders of the process serve to enhance the openness of the process and the appearance of transparency.

Budget reporting and fiscal management (Standard 7.A.3) are other areas which have been substantially improved through a well developed and accessible website, allowing budget managers to access information on their current budgets and expenditures, along with policies and procedures. The website is well written, clear, and understandable. The amount of very recent change in the publicity and openness surrounding financial information of both budget and expenditure information was noted in frequent conversations. All groups on the campus have opportunities to influence the budget process.

The college has a significant amount of indebtedness (Standard 7.A.4), most of it a state general obligation bond which financed the acquisition of the Meadowood Center. The debt service of $1.2 million for the purchase of this building is secured by renting out half of the building. The use of a general obligation bond is unusual in Nevada and required special legislation, but the building provides much needed space that was not otherwise available. The President's Cabinet monitors the remaining debt service as part of the budget process. There are no further plans to increase the amount of debt at present.

The college has sought a variety of resources to support its programs, including federal matching grants to build endowment, fund raising, entrepreneurial activities, and grants and contracts. Most of workforce development education is self supporting, and there are significant funds raised through course and program-related fees. The budget and allocation of funds reflect the primary instructional mission of the college, with over 50% of its funds devoted to instruction and academic support and the library. Twenty-six percent of the expenditure budget is devoted to institutional support and management and the facilities. The several campus sites of the college require resources to support, but these centers were located to respond to county growth. The college is planning to add at least one more site, and at that time, it will need to address the continued need for adequate funding to provide services for the sites. Growth in programs and in the county suggests that the college will continue to deliver its services throughout the county rather than in a concentrated location. The amount of resources available appears to be adequate (Standard 7.B.1, 7.B.2) for the program as presently constituted, and there were few complaints heard about the lack of resources. The increased openness and general discussion about funding, along with the growth that has been supported by increases in state funds, and the general responsiveness to needs reinforce the impression of overall adequate level of resources.

The campus maintains a file of audited financial statements that support the overall stability of the college after 2000. The college operates annually at a small surplus and maintains reserves in excess of 10% of the budget. Given plans to expand to new sites, the size of the reserves is warranted (Standard 7.B.2, 7.B.3, 7.B.5 and 7.B.7). Transfers between funds are restricted by state and Board of Regents policy and are extremely limited, but the College staff have concentrated on finding creative ways to meet the needs of the campus community (Standard 7.B.4).

The college is audited by an independent outside auditor, by the system auditor, and by an internal auditor. Financial controls are in excellent shape, and policies and procedures are well documented for fund transfers, purchases, travel, student accounts payable, and cash handling. Auxiliary enterprises are limited to bookstore and food service, both of which are contracted out. Payments from these vendors contribute to the fiscal health of the institution and reduce the need to use other funds for these services (Standard 7.B.8).

The Chancellor's office compiles financial data on a monthly basis to monitor state appropriations (Standard 7.C.1). Financial reports to the senior management team are a high priority for the finance office to develop and disseminate. The college has done an excellent job in giving budget managers access to their own data in forms that are useful to them. In particular, they have developed a data warehouse drawn from the state system that provides almost real time data and obviates the difficulties of working with a very old and rigid financial

system. (The university system is reviewing the possibilities of purchasing some new systems, but TMCC has not waited for this to happen.) Now that the unit managers have good reports, the development of top college level management reports will follow shortly.

The business office is centralized and well staffed by experienced and fully qualified personnel (Standard 7.C.2) and is increasingly using the web to conduct its financial business. All the college's administrative support offices are to be commended for their well articulated operational plans and goals that tie directly to the college's strategic plan.

Bank reconciliations, review of accounts payable, and cash management (Standard 7.C.4) all have documented procedures and policies. The hiring of an internal auditor has also increased the reliability of reporting (Standard 7.C.11), as well as addressed areas where policies needed to be developed. Financial aid expenditures are monitored and audited (Standard 7.C.3). Investment decisions are made by the Board of Regents rather than the college (Standard 7.C.4). The college's independent audit has been unqualified, and the college follows generally accepted principles of accounting (Standard 7.C.5). Management letter items have been addressed (Standard 7.C.12) in a timely manner, and a schedule of audit reports was included in the exhibits (Standard 7.C.13).

An executive director of advancement is the college's chief fundraising officer. She reports directly to the president and is also the director of the Foundation, which has its own independently chosen board. As one of the senior executives of the college, the executive director is involved in and aware of college priorities and goals, and she works closely with the rest of the administrative team to support their work (Standard 7.D.1). Most of the fundraising for the college goes through the Foundation, although there are occasional direct gifts including a recent one-million dollar gift for equipment for the new high technology center. The Foundation maintains the college's endowment, which is invested through the Board of Regents (Standard 7.D.2). The Foundation exists solely to raise funds for the College (Standard 7.D.3), and its bylaws and operating policy restrict it from other activities.

Standard Eight
Physical Resources

Classroom facilities, laboratories, and support space—particularly computer labs—appear to be adequate (Standard 8.A.1, 8.A.2, 8.A.3). Classroom utilization is concentrated in the morning and evening hours on Monday through Thursday. Friday and weekend classes are very few, and there are opportunities to expand offerings by using some of these times. With the recent additions and remodeling, more suitable space has been created, especially for the vocational and technical program labs. Classroom utilization is monitored and posted, with the performance indicators, on the institutional research web page. While very high numbers of classroom hours are reported, there are issues with the data; and staff are working in conjunction with other Nevada institutions to resolve these. The recent opening of the Redfield site and the rapid growth in distance education have moderated some of the demand for classroom space at the Dandini campus. Classrooms, offices, class labs, and student and administrative support space appear to be well equipped and well maintained. With the new additions and the standard of cleanliness, the campus has a bright, fresh appearance which is attractive to students and staff.

Facilities management is concentrated in the administrative services division and is well staffed. (Standard 8.A.4) Facilities are accessible, and the campus is revising its building labeling and marking. Because several of the buildings at Dandini have had numerous additions, finding one's way can be somewhat challenging. The campus is working on an improved signage system and experimenting creatively to make it easier to find the correct location. Evacuation maps are readily available and clearly marked.

Although their crime statistics are low and the campuses all appear to have few incidents, the campus administration is prudently reviewing safety planning, staffing, and emergency planning (Standard 8.A.5). Parking lots are well lit. Safety services are provided by the campus police department which is a fully commissioned organization that interacts with the Reno and Sparks police departments and the county sheriff's office. The campus safety officer reports to the campus police chief, and there is frequent training offered on campus.

The college operates in four off-campus locations, three of which are leased and one is being purchased by the college. These locations offer facilities that are uniquely suited to the program and in many cases appear to be suitable on a long term basis (Standard 8.A.6). As the number of off campus sites increases, support needs may warrant review.

Ample campus computing equipment exists and a replacement cycle of 4 years is maintained. Open labs and computer work stations are obvious throughout the campus. Campus computing operations are well integrated with facilities planning, and the centralized computer technology office is well regarded throughout the campus. The systems applications group provides creative support to campus users, and support for instructional and office systems is uniformly well regarded (Standard 8.B.1). Hazardous material is disposed of in accordance with accepted practice through the campus safety office and the physical facilities staff (Standard 8.B.3). A campus inventory is maintained and monitored (Standard 8.B.2).

The campus has a newly developed physical master plan which is framed by the campus strategic plan (Standard 8.C.1). There is reference to an academic master plan, but a recent version was not available. It is not at all clear what link exists between the physical plan of available sites and building locations and the programmatic thrusts of the college (Standard 8.C.1). This link needs to be established. Without this link, it is not possible to determine how the long range capital plan reflects the goals of the college.

The campus has developed one main campus and four ancillary sites, one of which is quite small. Plans for the development (or eventually replacement) of these locations are not available, nor is there a long range vision for the development of the geographic offerings of the campus. The ancillary sites have associated support costs, and staffing and services at these sites may be inefficiently provided simply because they are small. Although analysis has been done on such facilities issues through the work of a consulting firm, the college should develop a master plan that ties educational program development to facilities development and addresses the future of the distributed sites. If all are to be maintained and/or services increased, adequate financial provision needs to be made in the fiscal plan for the costs of providing adequate services for faculty, staff, and students at these locations (Standard 8.C.2, 8.C.3). The master plan and the

master long range capital budget plan address issues of accessibility and safety, and such needs are included in the smaller project lists that are locally administered.

The campus facilities master plan was based on an intense and interactive process that involved a number of campus forums, detailed enrollment, and staffing projections and was reviewed numerous times with the campus constituencies and finally approved by the Board of Regents (Standard 8.C.4). The Board also reviews the individual campus capital projects through the capital budget process.

Concerns
- The college should develop a master plan that ties educational program planning and development (the Academic Plan) to facilities planning and development (the Facilities Master Plan).
- The college needs to engage in planning for providing adequate resources and services to support faculty, staff, and students at sites distant to the main campus.

Standard Nine
Integrity

The work of the new president and senior administration is indicative of efforts to ensure institutional integrity at Truckee Meadows Community College. This is reflected in TMCC's Statement of Institutional Values, which identifies eight "principle stances" defining institutional integrity: academic freedom, responsibility, respect, honesty, accountability, elimination of conflicts of interest, equality, and tolerance. This document, however, has not been widely disseminated at the college because it has been forwarded to the Planning Council for review and for solicitation throughout the college for new input. The college is cognizant of the need for widespread collaboration on mission and statements concerning institutional integrity, and administration plans to distribute the Statement of Institutional Values for review by all college personnel.

The chapter on Standard Nine in the self-study document referenced a "constellation of events" that might "be loosely termed evidence of a crisis of institutional integrity" (273). The crisis centered around a shortfall in budget resources that caused an abrupt cancellation of classes immediately before the start of the fall 2000 semester. Not only were a significant number of classes cancelled, but program development was halted and full-time faculty hiring was delayed. The evaluation team found, however, that the college had learned from the elements of this crisis and had begun data-based planning and analysis in efforts to circumvent any future issues of this kind. The process, the college admits, "has been painful at times for all members of the college community" (273), but interviews across the college indicated that the effort had been worth the resultant improvements in communication, collaboration, shared governance, and shared decision-making.

Another indicator of the integrity of TMCC is the willingness to evaluate itself to ensure continuing integrity throughout the institution (Standard 9.A.2). A campus climate survey was administered in 2002; the survey highlighted many of the morale and integrity issues at the college. A second survey was administered in 2004. Evaluators asked why a second climate

survey had been administered so soon. From many people, who expressed it in varying ways, the answer was that the college constituencies felt they were making progress and wanted to document that progress. They wanted to use the 2002 results as a baseline and use what they found to give the college direction and to learn about the institution. This is to be applauded. Further, comparing the data from the two surveys clearly shows improvement in college morale.

In terms of policy, procedure, publication evaluation, and revision (Standard 9.A.2), this is ongoing at the college. There are issues, however, in accurate and consistent representation in catalogs, publications, and official statements (Standard 9.A.3). In the student services area, opportunities for student participation in governance are provided; however, policies on student rights and responsibilities are not publicized and readily available. The college *Catalog* does not clearly state students' rights and responsibilities. Additionally, numerous incidences within program requirements and time to degree, published materials were inaccurate and misleading (Standard 9.A.3; Policy 3.1; see pages 9, 13, and 14 of this report).

Conflict of interest policies appear throughout the *Board of Regents Handbook* and are incorporated into *TMCC's Bylaws* and are further defined by TMCC policy and procedures. The *Board of Regents Handbook* applies to all members of the Nevada System of Higher Education, including references to conflict of interest provisions in Nevada Revised Statutes.

The college administration is in full support of the commitment to free pursuit and dissemination of knowledge consistent with the institution's mission and goals. It demonstrates this commitment to academic freedom in the *Board of Regents Handbook*: "Freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning" (Title 2, Chapter 2). This position is also reflected in the *TMCC Administrative Manual*, the *TMCC Faculty/Staff Handbook*, and the *Part-time Faculty Handbook* and supported by the position on tenure in the Tenure Chair and Committee Responsibility Handbook. Further evidence that the college is actively pursuing and supporting the tenets of free pursuit and dissemination of knowledge through academic freedom is the increase in the percent of those who responded affirmatively in the 2004 climate survey, compared to the 2002 survey, on the understanding of academic freedom and the agreement that TMCC encourages open expression of ideas.

Policy A-6
Contractual Relationships with Organizations Not Regionally Accredited

The college has contractual relationships with two privately owned schools of cosmetology and several apprenticeship training agreements. Policy A-6 specifies that courses offered for credit must remain under the sole and direct control of the sponsoring accredited institution which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract. This directive especially pertains to the appointment and validation of credentials of faculty teaching courses within the program. Evaluators found evidence, through interviews and review of course offerings, that faculty appointments were not governed nor reviewed by the college and that the college was inconsistent in its review of courses and programs. The college needs to take action to ensure that it fulfills its responsibilities under the principles of Policy A-6.

Summary

As noted earlier, Truckee Meadows Community College has experienced an extended period of transition and an inordinate rate of turnover in senior level administration. This has had an impact on every aspect of the institution. However, since 2002, the people at the college have taken great strides in establishing a stable environment that supports their commitment to students and to learning and that provides a foundation for improvement in morale and collaboration. The Evaluation Team saw marked evidence that this was taking place throughout the college and evidence that as problems arise, those at TMCC are committed to taking a collegial and cooperative path to solving those problems.

Commendations:

1. After several changes in administrative leadership and multiple attempts to address institutional planning and assessment, Truckee Meadows Community College has made an excellent beginning in planning as noted in the following areas: The Planning Council's work on mission and strategic goals and the consequential operational goals crafted by college departments and divisions; the Student Learning Outcomes Assessment Committee's and Curriculum Committee's work on general education outcomes; the work on the facilities master plan; and the Student Services Division's work on the unit planning process.

2. The College is commended for the intelligent use of technology and custom programming to support administrative and instructional activities through web site development, student access and services, distance education delivery, and administrative services and financial processes.

3. The library staff is commended for providing students and staff with outstanding service and increased access to digital resources, despite limited resources.

4. The College is commended for its leadership in the collaborative effort with city and county law enforcement agencies and fire departments in all aspects of planning, developing, funding, and implementing a model regional training center.

Recommendations:

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

2. 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.

3. While many statements and representations about programs and course offerings are clear, factually accurate, and current, serious exceptions were found in the catalogue and course program guides and listings, 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 catalogue and course program guides to depict accurately basic information on programs and courses.

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

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