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TMCC

TRUCKEE MEADOWS COMMUNITY COLLEGE

Self-Study Report

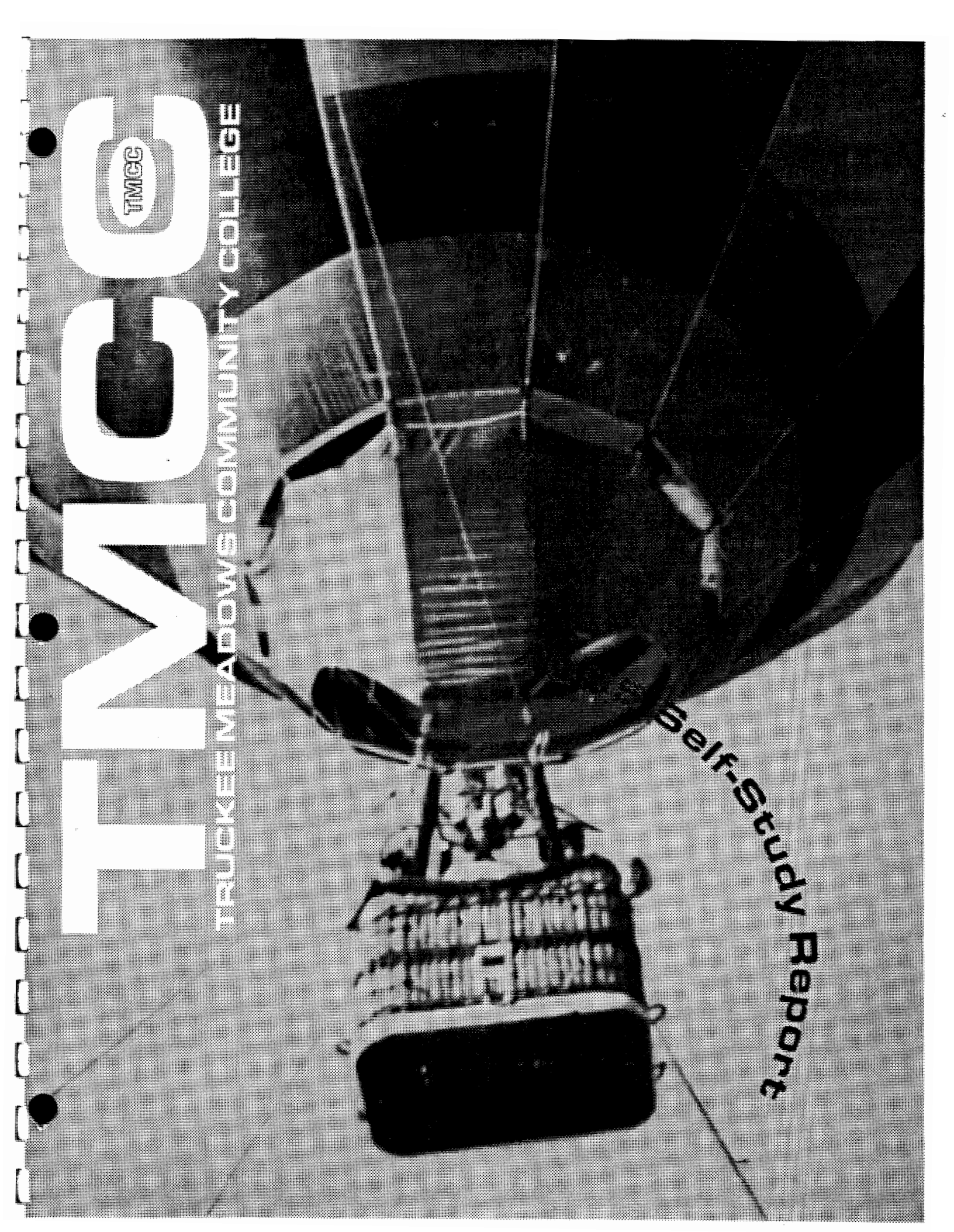


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FORWARD

Truckee Meadows Community College will begin its 24 year of operation in fall 1995. It began as Western Nevada Community College in 1971. Eight years later, the University and Community College System of Nevada (UCCSN) Board of Regents divided the College, with the Reno/Sparks campus becoming Truckee Meadows Community College.



The College gained its initial accreditation in 1975 and had that accreditation reaffirmed in 1980. This is the fourth institutional self-study and represents our latest effort to inform the colleagues, Regents, students, and citizens about the multifaceted nature of TMCC.

Many positive changes have occurred since 1985. State-supported enrollments have grown from 2,294 FTE or 7,430 headcount to 3,399 FTE or 17,182 headcount in spring 1995. The Board of Regents expanded the Mission Statement to include the Institute for Business and Industry, along with Community Services, to meet the needs of the community for specific industry training, continuing education, and special interest courses. The College now has 7,258 headcount in these important areas.

State appropriations increased from \$3,835,182 to \$12,324,191 and assets grew from approximately \$12 million to \$30 million. The College has added a number of buildings; the Dandini campus is almost complete. The College expanded its presence in the community by renting facilities in Old Town Mall, a shopping center in southwest Reno.

The College was awarded a Federal Title III grant, enabling it to fund an endowment of \$2.5 million.

The College has embraced the Information Age and has incorporated new technologies to enhance both instruction and administration.

Some difficult challenges have arisen. The faculty voted for collective bargaining, and the College is the first institution in the UCCSN to test the Regents' collective bargaining policies.

The College has gone through two controversial reorganizations. President Gwaltney was resigned in September 1994, followed by the Vice President for Academic Affairs in March 1995. Rita Gubanich, Vice President of Institutional Services, was appointed Interim President in October 1994.

In response to the recession, the Governor reduced the expected allocation from the Legislature in the '93-95 biennium by \$1.9 million. The economy has since turned around; jobs are more plentiful; and enrollments declined. Through good times and bad times, the faculty, staff, and administration have been rising to the challenges.

For the future, the Reno/Sparks economy has recovered from the recession and is experiencing burgeoning growth, which indicates enrollments will increase in the future and that the tax base will continue to be solid. The government is reassessing many of the programs it has supported over the years, and it will be a challenge to find monies to fund needed services.

It is time for a reassessment and to plan for the future. The faculty, staff, and administration all agreed in a survey that the accreditation process will provide the opportunity to improve programs and services. The College needs to look to the future and will appreciate any advice and counsel.

1995 INSTITUTIONAL SELF-STUDY

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I. INSTITUTIONAL MISSION AND OBJECTIVES





I. INSTITUTIONAL MISSION AND OBJECTIVES

The mission of Truckee Meadows Community College (TMCC), as an institution of the University and Community College System of Nevada (UCCSN), is to provide superior, student-centered educational opportunities for the citizens of the state of Nevada within Truckee Meadows Community College's designated service area.

TMCC subscribes to an open-door policy, admitting high school graduates and individuals with personal or professional needs who can profit from an educational experience. The specific programs offered by TMCC respond to the identified needs of the state of Nevada and the communities it serves. The mission encompasses the belief that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada.

Each of TMCC's educational programs and support services is equally important, designed to promote academic and occupational excellence for the students.

The six-fold UCCSN mission for community colleges as cited in the 1995-97 Academic Master Plan is as follows:

The mission of Nevada's community colleges, as institutions of the University and Community College System of Nevada, is to provide superior, student-centered educational opportunities for the citizens of the state within the designated service areas of each college. The community colleges subscribe to an open-door policy, admitting high school graduates as well as others who have personal developmental needs and who can profit from this edu-

MISSION STATEMENT

UCCSN MISSION



educational experience. The specific programs offered by each of the community colleges are responses to the identified needs of the state and in particular the communities to be served. The community college mission encompasses a belief that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada. Each of the educational programs and support services contributes to the success of the student.

**UNIVERSITY
TRANSFER
PROGRAMS**

The College provides a broad range of courses to fulfill the requirements of an associate degree and the first two years of a baccalaureate degree aimed at preparing students for transfer to a four-year college or university.

**APPLIED
SCIENCE AND
TECHNOLOGY
PROGRAMS**

The College is committed to maintaining and creating the programs needed to develop the technical and occupational skills required by a changing Nevada workforce. The programs provide a flexible approach to fulfilling these needs through individual courses, semester, or one-year certificate programs as well as associate degrees.

**BUSINESS AND
INDUSTRY
PARTNERING
PROGRAMS**

The College provides the planning and implementation of programs to be in partnership with the state's economic development effort. Customized training is tailored to meet a given business or industry need and offered at the worksite, institute or college site, or any other appropriate location. This program is aimed at maintaining a competitive workforce within the state of Nevada.

**DEVELOPMENTAL
EDUCATION
PROGRAMS**

The college provides, within individualized attention and special support programs, English as a Second Language and developmental education. The program is designed to develop and upgrade skills necessary to successfully compete in college courses. Students will be provided an opportunity to acquire, improve, and apply basic reading, writing, computational, and language skills.

**COMMUNITY
SERVICE
PROGRAMS**

The College provides lifelong learning experiences which enhance the quality of life for all. Programs are offered throughout the community to enhance easy access. Classes, workshops, conferences and lectures are designed to meet the needs of a changing society.

**STUDENT
SUPPORT
SERVICE
PROGRAMS**

The College provides a variety of personal support services to students to assist them in becoming more aware of their potential and in planning and achieving their educational goals. Students are provided counseling, academic advisement, placement testing, career planning, job placement and financial assistance.

TMCC's objectives for each of these components and the College's goals for meeting UCCSN's Strategic Directions are in the Academic Master Plan.

Source and Process of Formulation—The original Mission Statement developed in 1971 has been amended several times. In April 1992, the Board of Regents voted to amend the current Mission Statement from a five-fold mission to a six-fold mission in keeping with the current educational programs.

The UCCSN Board of Regents developed a standardized planning format for all four of its community colleges. Each college then develops objectives responding to the needs of the community. TMCC's objectives are presented in the 1995-97 Academic Master Plan.

The State Plan for Community Colleges in Nevada was the source of the original Mission Statement for Truckee Meadows Community College. This plan was co-authored by Dr. Charles R. Donnelly and Leon Van Doren at the request of the Board of Regents in 1971. The plan was approved by the Board in the same year.

Publication and Dissemination—The Mission Statement appears in the following documents read by students, staff, administrators, faculty, foundation, and advisory board members: the college catalog, the class schedule, and the annual report.

The Mission Statement also appears in the College View Book which is directed toward the new student population and the community at large through career fairs, college fairs, and TMCC days at local high schools.

The spirit of the Mission Statement shapes and forms the following activities of the Public Information office: *Infogram*, weekly campus internal newsletter; "Focus On Nevada," a 30-minute show on PBS; "Keeping Pace," quarterly TV show about TMCC students; and a general brochure, displayed at Chamber mixers, career fairs, and at high schools.

Evidence that the Mission Statement is understood and supported emerged from a climate survey administered in spring 1995 (more fully described in Chapter VIII Administration). Full-time faculty, staff, and administration all agreed the mission and goals of TMCC are clearly stated and that they personally agreed with the goals of their division/department. They all believed they understood the purpose of TMCC. However, they also believed that TMCC's priorities are not understood by its employees. While the College goals are clear, its priorities are not.

In fall 1994, as a part of this self-study, a survey was conducted of students, faculty, and administration. All full- and part-time faculty and administrators were surveyed. Approximately 800 students from mixed disciplines were also surveyed. The results of these surveys are available in the NWASC team room.

This 1994-95 survey also showed a high awareness of the Mission Statement among full-time faculty and administration. However, although it is well publicized only 20 percent of students and 43 percent of the part-time faculty say they have seen TMCC's mission and goals.

The 1992 community survey used in strategic planning addressed a number of areas related to the College's goals and mission. The survey was sent to current students, graduates, full-time and part-time faculty, classified employees, CEO's of leading businesses, and members of TMCC's advisory boards. The majority of the respondents indicated that our direction for programs, facilities, and services to the community are in line with the respondents' assessment of what the College should be doing. This survey will be available in the NWASC team room.

Changes From Previous Mission Statements—Several factors over the past ten years influenced a subtle shift in the way funding patterns and student enrollments have evolved.

INSTITUTIONAL MISSION AND OBJECTIVES

- Increased student demand for transfer and general education courses accompanies decreased student demand for credit-generating occupational courses.
- The needs of the business community for short-term intensive training are now being met by the Institute for Business and Industry, a new mission for all the community colleges within the UCCSN.
- A dramatic increase in developmental enrollments in the late 80's reflects a shift toward more assessment and placement.

These factors effected the following changes: a reduction in the percentage of students in occupational programs, increased numbers of students enrolled in non-credit generating training programs, and increased student enrollments in general education and university parallel transfer courses. The current Mission Statement reflects those changes. In addition emphasis on assessment and placement strengthened the developmental component of the Mission Statement.

Enrollment figures shown in Table I-1 indicate an increasing percentage of enrollments in general education courses and a corresponding decreasing percentage of enrollments in occupational courses.

The trend toward general education/college transfer may be even greater since all occupational areas offer some college transfer courses.

Enrollment figures in Table I-2 show enrollments in non-credit courses have almost doubled from 1987 to 1994.

Survey responses regarding these changes showed a diversity of opinion and awareness of the changes in emphasis. Full-time and part-time faculty and administration strongly agreed that, in view of legislative funding, TMCC's goals are on target. The question was not included in the student questionnaire.

Changes In Programs Since Last Self-study—In 1985 when TMCC conducted its last self-study, the College offered three degrees: Associate of Arts, Associate of Applied Science, and Associate of General Studies. The College now offers a fourth degree, Associate of Science.

The General Studies Degree was strengthened by increasing the number of credits required in a specific content area as a result of the 1985 NWASC site visit.

The Associate of Arts was providing the transfer general education courses and general education for the occupational certificate and degree emphases in 1985; the focus of the Associate of Arts degree remains the same although the number of courses offered increased significantly; most of the offerings articulate to the University of Nevada, Reno.

The number of general education courses required for degrees and certificates by the Board of Regents expanded from 21 credits to 24 for degrees, and from six to nine credits for the Certificate of Achievement.

The Associate of Applied Science degrees for occupational education expanded during the ten-year period. Some emphases and certificates evolved into AAS degrees while some programs experienced expansion in the number of emphases. The changes in this degree and the Certificates of Achievement are reflected in the following chart.

	No. of AAS Degrees	No. of Emphases	No. of Certificates
1985	14	31	16
1995	23	27	33

There are four new emphases and two new degree programs currently going through the internal approval process. The degrees will go before the Board of Regents during fall 1995.

TMCC's planning efforts for 1993-95 and for the next decade respond to the demographic, economic, and social realities of the nation, the state, and the immediate service region. These planning efforts are guided by the Strategic Directions for the University and Community College System of Nevada prepared by the Board of Regents. The Academic Master Plan anticipates the emergence of Truckee Meadows as a truly comprehensive community college serving a diverse student audience, helping shape the economic vitality of Nevada, and responding to rapid technological development. The community college is sensitive to the changing nature of the world of work, and planning efforts reflect awareness of the new skills and knowledge required of the future work force.

TMCC initiated a new planning cycle with a day-long retreat for administrators, faculty, classified staff, and students in June 1991. The ideas resulting from this intensive session formed the basis for ongoing planning. The Strategic Planning Task Force began work in fall 1991. The task force submitted drafts of goals and objectives to the college community for comment and discussion in late spring 1993. The task force's work was guided by the Strategic Directions document, by the concepts generated in the summer retreat, and by an extensive community survey conducted early in 1992. Throughout this process updates and drafts were disseminated to faculty and staff through electronic mail and hard copies, seeking comment and response.

The documents that emerged were the 1993-1995 and the 1995-1997 Academic Master Plans setting forth goals and objectives for the College.

At the time this document was written, a review of the 1995-97 Academic Master Plan was beginning, according to the timeline for updates from the UCCSN. As a part of the refinement process, faculty reviewed the six components of the mission and made recommendations for broad goals in each area. These goals are reflected in the various sections of the self-study, especially in the sections related to instructional programs.

The current planning document is in draft form. It will be refined through working sessions with faculty and staff when faculty return in August. That document entitled "TMCC's Outcomes Assessment/Institutional Effectiveness Plan" incorporates these broad categories: Student Outcome Assessment Plan, Program Outcomes, the Academic Master Plan update, Environmental Scanning to assess community needs, assessment of data collection related to the achievement of mission goals and objectives, and a series of in-service training sessions for faculty to assist them in developing instructional program standards, assessment, and outcomes. This planning process will occur in conjunction with the UCCSN strategic directions planning sessions. Since UCCSN has only recently developed strategic directions for its educational institutions, the process of refining strategic goals within the institutions is an ongoing process.

TMCC GOALS AND OBJECTIVES

TMCC faculty and administration are refining goals based on funding realities, available facilities, and community needs.

Input throughout the planning process also emerges from community boards such as the TMCC Foundation, TMCC Advisory Board, and Washoe County School District-TMCC Joint Occupational Council.

Boards such as these bring perspective on the College's success in meeting the needs of the community and guide future directions. Academic master plans are approved by the Board of Regents and are distributed through the Chancellor's office.

METHODS OF MEASURING INSTITUTIONAL AND EDUCATIONAL EFFECTIVENESS

In response to the growing national trends for accountability and to let the community know we are meeting our mission, indicators of institutional effectiveness are being developed for the goals and objectives TMCC has identified in its Academic Master Plan. The data collected at the end of the 1994-95 academic year will be used for planning and evaluation.

The following standardized accountability reports are required by the Board of Regents: program reviews which involve a comprehensive analysis of programs every four years, enrollment reports, affirmative action reports, space utilization reports, faculty workload reports, and financial reports. Our internal use of program reviews and other surveys helps determine the need for additional faculty, space, equipment, and curriculum changes.

Most occupational programs have technical advisory boards that assist the college in curriculum development, equipment planning and acquisitions, determining appropriate competencies for students in occupational programs, and reviewing program outcomes.

Recent examples of reports generated by TMCC include: transfer data, faculty workload analysis, part-time faculty utilization, report on grading patterns, and student completion/ withdraw report. TMCC responds to national surveys and reviews the published survey results. Examples are: College and University Personnel Association; the Association of Physical Plant Administrators; comparative financial data (NACUBO); Post-secondary Education Quick Information System (PEQIS) National Center for Educational Statistics; U.S. Department of Education, Higher Education Finances and Services; United States General Accounting office (GAO); Survey of Post-secondary Institutions; U. S. Department of Education, Survey of Two-year Public Post-secondary Institutions; and U. S. Department of Education, National Assessment of Vocational Education. We also respond to surveys sent by the National Center for Research in Vocational Education. In addition to national data collection, the College participates in state data collection for such reports as Assessing the Adequacy and Effectiveness of Occupational Education and JTPA Programs, and outcome reports on "State Standards and Measures" as identified in the Nevada State Plan for Occupational Education. The College also conducts numerous surveys of former students, graduates, employers, and non-returning students as a data base for planning and analysis.

As shown in the climate survey, there is agreement that TMCC's overall planning efforts are helpful to its growth and development; but the faculty disagree. All agreed they understood the role of assessment in determining institutional effectiveness. There is an indication that faculty believe overall planning efforts need to be improved and priorities agreed upon.

TMCC's responses to the NWASC general recommendations have been addressed over a period of time as the interim report reflects. The recommendations have been kept in mind and, in some instances, the College has been able to achieve more than in others. Some are still in progress as work on the self-study progresses. The general recommendations and the changes that have been made are as follows:

The College needs to develop and utilize valid, well-understood and documented procedures to assure necessary coordination of campus planning efforts. The College is doing good things, but not in a sufficiently well-coordinated and well-understood manner.

**RECOMMENDATION
NUMBER ONE**

The College has taken four major steps to meet this recommendation.

1. A Strategic Planning Commission was established that includes representation from across the campus. Goals of the Commission included reviewing and making recommendations on the UCCSN strategic goals and academic master plan for TMCC and examining the TQM model for use at TMCC. The Commission then focused on five areas specified by the President to study and make recommendations. Those areas are: Finance and Budget, Telecommunications and Technically Assisted Instruction, Professional Development, Quality of Student Life, and Marketing of our Mission and Goals.

The 1993-94 Strategic Planning Commission had its last meeting in March of 1994 because it appeared that the group selected to serve was making limited progress on the tasks identified by administration. During the 1994-95 academic year the Interim President established small brainstorming task forces to help establish cohesiveness among the faculty and to provide the administration with feedback on ways to approach planning with greater involvement of the faculty. Some type of planning group will be established early in the 1995-96 academic year.

2. The College established the Instructional Council that facilitated communication and awareness between different areas of the college such as instruction and student services, between college services and instruction, between community services and other instructional areas. The Instructional Council was disbanded with the onset of reorganization in spring 1994. Its absence left a noticeable gap even though weekly instructional directors/deans meetings were held to address operations and planning related to instruction. Currently, an Administrative Council is being developed to bring all areas of the college together for better communications and planning.

3. An Academic Master Plan was developed under the guidance of the Dean of Instruction, Planning and Development. Initially, a community survey was carried out to assess what the College should be doing to accommodate the educational needs of the local area residents. The results of the survey were then combined with the six-fold Mission Statement and refined through the Chancellor's office and through the TMCC division chairs and Faculty Senate. From this point, the document was sent to President's Council for review and approval. From President's Council, it was sent to the Director of Community College Affairs in the Chancellor's office. From there, it was sent to Board of Regents and was approved in May 1994.

4. The President's Council meetings were opened to all staff. The Faculty Senate chair attends all President's Council meetings and reports to the Senate. The weekly Dean's meetings are attended by the Faculty Senate chair-elect. Each Faculty Senate standing committee has an administrative representative.

**RECOMMENDATION
NUMBER TWO**

Particular attention should be given to evaluation of the administrative structure for purposes of settling upon a valid structure that will hold over reasonable time and will communicate to all who depend on it both stability and credibility.

In fall 1991, a collegial model of administrative structure was initiated. This structure was established with input from faculty, administrators, and classified employees. This structure was recently changed and the previous administrative structure consisting of directors reporting to deans, and deans reporting to the vice president was reinstated. See Chapter VIII Administration.

**RECOMMENDATION
NUMBER THREE**

Evaluate present College budget development procedures and other decision-making processes to determine the extent to which these are supported and understood by staff and consider means by which relevant participation of students and staff in these processes can be increased.

On the advice of legal counsel with the advent of collective bargaining faculty participation in budget matters was diminished. After the agreement was signed, because the philosophy of the interim president is one of shared governance, faculty are once again participating fully in this process. See Chapter VIII Administration and Chapter II Finance.

Every effort is made to inform and involve students regarding budget and planning decisions affecting them. Top administration meets regularly with student government officials.

**RECOMMENDATION
NUMBER FOUR**

Review job descriptions for all positions and take steps as necessary to assure that they are clear, complete, and understood. There is presently an urgent need to define the duties and responsibilities of department heads.

A Director of Personnel was hired in 1987 and all job descriptions across the College were rewritten.

"Department Chair" as a department head title was deleted beginning July 1, 1994. The duties of department chair, in part, were taken over by a position called "Lead Faculty." The lead faculty helped bridge the gap while a search was undertaken for two instructional directors.

The specific duties and responsibilities of lead faculty were not clearly defined; during spring 1995 a form of department chair was again developed. The responsibilities of the department chairs are related to the day-to-day operations of the program areas. Refinement of the responsibilities are being completed. See Chapter VIII Administration.

**RECOMMENDATION
NUMBER FIVE**

There is still a need to clarify personnel procedures and take steps as appropriate to assure that they are understood by members of the staff.

A full-time Affirmative Action officer position has been established and filled. The Affirmative Action officer advises the administration on personnel procedures and hiring practices.

When the Director of Personnel was hired in 1987, a concerted effort was made to clarify and define institutional policies related to personnel matters, recruitment and hiring procedures, compensation, and workload.

The Administrative Manual, which replaces the old Faculty Handbook, communicates personnel policies and institutional procedures to all employees. The manual is updated annually and placed on electronic mail.

Pursue present efforts to gain System authorization to increase the number of full-time faculty. This is clearly needed to provide for effective curriculum planning, coordination and evaluation.

**RECOMMENDATION
NUMBER SIX**

TMCC worked through the System to set an ultimate goal of 70% full-time and 30% part-time faculty. Ratios were funded by the legislature at 60% full-time and 40% part-time. During the last biennium, due to a budget crunch, the ratios were suspended. Full-time faculty positions were frozen. The actual ratios approximate 40% full-time and 60% part-time. (See Chapter VII Instructional Staff.)

Re-evaluate the Associate in General Studies degree to determine the adequacy of present degree requirements. The allowance of 41 electives seems to give the degree limited focus.

**RECOMMENDATION
NUMBER SEVEN**

The Associate in General Studies degree was altered so that only 30 credits were allowed in the elective category. This change is seen for the first time in the 1987-88 catalog.

Copies of the 1985 self-study report, the NWASC 1985 report, and the 1990 interim report and findings will be available to the team.

- The institution has taken the recommendations from the last NWASC site visit team and made them a framework for planning and improving.
- TMCC has a clear and well disseminated Mission Statement that is understood by the college community.
- The philosophy and purpose of the Mission Statement guide the college educational, training, and community service activities.
- The College has made significant strides in its ability to gather and analyze data.
- The institution actively gathers community information and conducts surveys to help plan and focus our vision.
- The reorganization, centralized academic planning, and instructional development in the same office.
- Adding the Business and Industry mandate to the mission enables the College to plan and implement programs in partnership with the state's economic development effort.
- The College has, over the past two years, made a concerted effort to educate the faculty and administration of the need for student assessment and program outcomes as a part of the planning process.

STRENGTHS

WEAKNESSES

- The College needs to strengthen the involvement of the entire college community in strategic planning efforts.
- The College needs to refine its goals using a systematic format, such as environmental scanning, in order to better serve our community.
- The College could make more effective use of limited resources by focusing its efforts on agreed upon priorities.
- The College needs to develop strategies and systems to utilize existing data more effectively in decision making.

FUTURE PLANS

As the demand for greater accountability continues to grow, the institution is becoming more aware of the need to provide documentation of the success of its students. As a result, the College is analyzing more carefully enrollment trends, retention, assessment, student employability, and a number of other factors influencing the success of students. The College is making a conscious effort to centralize its data and to use it more effectively in planning.

The College compiles and maintains extensive databases, but it needs to continue efforts to utilize the data more effectively in decision making. A major step to promote the understanding and use of this data is the publication of a Data Book, which is made available to the administration and faculty for use in planning and development.

TABLE I-1
Duplicated Headcount/% of Total TMCC Headcount*
(Credit Enrollment)
Fall Semesters

	1984		1987		1990		1993		1994	
Arts & Sciences**	3,756	29.1%	5,815	40.5%	7,533	41.7%	10,167	49.0%	8,604	44.1%
Business Management	3,456	26.8%	3,564	25.8%	3,754	20.8%	3,593	17.3%	3,363	17.2%
Cooperative Education	-----	-----	-----	-----	29	.2%	40	0.2%	63	.3%
Developmental	672	5.2%	977	6.8%	1,954	10.8%	1,980	9.5%	2,092	10.7%
Health Sciences	758	5.9%	628	4.4%	912	5.1%	1,134	5.5%	1,202	6.2%
Industrial/Technical	2,212+	17.1%	1,230	8.5%	1,354	7.5%	1,031	5.1%	465	2.4%
Public Service**	551	4.3%	551	3.8%	849	4.1%	880	4.2%	2,104	10.8%
Total State Supported	11,003	85.2%	12,765	88.9%	16,385	90.8%	18,825	90.4%	17,893	91.8%
Community Services (for credit)	1,506	11.7%	1,601	11.1%	1,665	9.2%	1,667	8.0%	1,396	7.2%
POST Academy	-----	-----	-----	-----	-----	-----	255	1.2%	203	1.0%
Incline Non-Community Service	-----	-----	-----	-----	-----	-----	-----	-----	6	.0%
Total Non-State Supported	1,506	11.7%	1,601	11.1%	1,665	9.2%	1,922	9.2%	1,605	8.2%
GRAND TOTAL CREDIT ENROLLMENT	12,911		14,366		18,050		20,747		19,498	

* Without Spring Rollovers.

** Not directly comparable with prior semesters due to moving divisions such as Early Childhood Education, Art and Graphics from Arts & Sciences to Public Service.

+ Non-State supported apprentice program included.

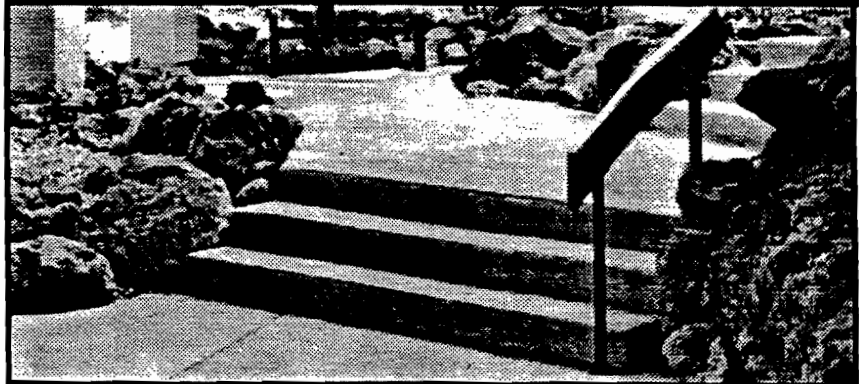
TABLE I-2
 Duplicated Headcount/% of Total TMCC Headcount
 (Non-Credit Enrollment)

	1984		10/90 - 3/91		10/93 - 3/94		10/94 - 3/95	
	10/87 - 3/88	%	10/90 - 3/91	%	10/93 - 3/94	%	10/94 - 3/95	%
Adult Basic Education	0	0%	216	2.6%	222	3.3%	258	3.6%
Amnesty	0	0%	1,238	15.1%	0	0%	0	0%
English as a Second Language	181	4.8%	123	1.5%	426	6.3%	460	6.3%
Business/Industry	762	20.4%	2,465	30.1%	2,429	36.0%	3,146	43.3%
Business Management	139	3.7%	0	0%	0	0%	0	0%
Community Services (includes special activities)	511	13.7%	698	8.5%	748	11.1%	628	8.7%
Counseling	0	0%	37	.5%	150	2.2%	0	0%
Financial Aid	xxx	xxx	521	6.4%	xxx	xxx	xxx	xxx
Health Sciences	304	8.1%	436	5.3%	335	5.0%	570	7.9%
Homeless Literacy	0	0%	0	0%	290	4.3%	198	2.7%
IT/PS	97	2.6%	6	0%	20	0.3%	81	1.1%
Learning & Study Skills	0	0%	136	1.7%	97	1.4%	49	0.7%
Orientation/Assessment	410	11.0%	337	4.1%	xxx	xxx	xxx	xxx
Re-Entry Program	xxx	xxx	0	0%	78	1.2%	35	0.5%
Teacher Training	n/a	n/a	n/a	n/a	n/a	n/a	70	1.0%
Testing Program	1,288	34.5%	1,977	24.1%	1,876	27.8%	1,551	21.4%
Tutor Training	43	1.2%	xxx	xxx	67	1.0%	9	0.1%
Veterans Upward Bound	xxx	xxx	xxx	xxx	xxx	xxx	203	2.8%
Total	3,735		8,190		6,738		7,258	

A V A A I L A B L E
 A V A A I L A B L E



II. FINANCE





II. FINANCE

Rapid asset and income growth increased the 1983-84 state appropriations of \$3,835,182 (\$1,670 per student FTE) to \$12,324,191 (\$3,308 per student FTE) in 1993-94. During the same period total revenue increased from \$6 million to over \$20 million; property, buildings, and equipment grew from approximately \$12 million to over \$30 million. Continuing student growth, increasing state investment in faculty and facilities, and a strong partnership with the Truckee Meadows community account for this growth. Partnerships among the state, the community, and the College are at the core of TMCC's future financial stability. Collaboration with the community through the TMCC Advisory Board, TMCC Foundation, and the Institute for Business and Industry Center will maintain the College's financial stability.

External funding contributed to TMCC's financial stability. A Federal Title III grant awarded TMCC in 1987 funded programs and services not otherwise available. Some within the College community, however, thought the grant quality part-time faculty, and the basis for an active Foundation office. The Foundation now enjoys widespread support throughout the College community. The grant also supported instruction through funds for program improvements such as

INTRODUCTION



developing competency-based curriculum and training faculty to use the DACUM process. The grant gained acceptance through its positive influence in enabling the institution to move forward in these important areas.

The 1987 Legislature adopted a new set of formulas for higher education. The new funding approach recognized the need to fund administrative and support areas on a formula basis replacing the line-item approach to budget allocation.

The 1991 Legislature passed a large budget increase for the College; but the Governor promptly called for an 8% general fund reversion for 1991-92. The following year he called for an additional 2.89% reversion for 1992-93. The College anticipated these reversion calls. To compensate, the College eliminated 19 new full-time teaching and two counseling faculty positions. The 19 vacant teaching positions remained vacant in anticipation of state budget problems.

Implementing a new statewide community college faculty salary schedule in October 1991 posed a major challenge for both faculty and administration. Funding to implement the salary schedule fully was not immediately available.

Much debate between faculty and management occurred over the implementation timing and the definition of basic salary schedule procedures. It took two years to complete implementation of the salary schedule.

The combination of state budget reductions and the impact of the new salary schedule led, in part, to the faculty voting December 1992 for collective bargaining.

Management adopted a very conservative approach to bargaining. Prior to collective bargaining, faculty representatives participated in all budget and financial planning sessions. Management's conservative negotiation strategy excluded faculty participation from TMCC Presidents' Council budget decisions. Under the Interim President improved management and faculty relations once again include faculty in the budget and planning sessions.

ANALYSIS

Despite these difficulties, TMCC has grown and continues to achieve its mission and objectives. The recent change in Presidential leadership became an opportunity for faculty and staff to work together once again for student success. The increasing level of faculty, community, and student participation and cooperation bodes well for the future.

STATE BUDGET APPROPRIATION

The State of Nevada funds the University and Community College System of Nevada (UCCSN) through a combination of incremental, i.e. line-item, and formula-based budgets. To further complicate the budget development process, both the base budget and formulas must project over a biennial (two year) period using an actual expenditure base year. The funding process is further broken down into a base budget format (those costs necessary to continue current level of operations), the maintenance budget (those costs necessary to support expected enrollment growth), and the enhancement budget (those costs necessary to enhance current programs or support new programs).

On September 1, each even year, the Board of Regents presents the Governor with the Biennial Budget Request. Producing the request applies a complicated set of guidelines approved by the 1989 Legislature for formula-based instruction units such as Truckee Meadows Community College, or uses a line-item budget presentation for units such as the Chancellor's office.

FINANCE

Each major instructional division, university or community college, has a similar formula approach to funding.

Each community college has a slightly different instruction formula; the following represents the projected 1995 Governor's recommended instruction student/faculty ratio for TMCC compared with the legislative approved 1985 student/faculty ratio:

<u>Enrollment</u>	1984 - 1985 Student/Faculty Area Ratio	1995 Student/Faculty Ratio
Regular (University Par.)	26.4:1	23:1
Vocational/Technical	26.4:1	18:1
Developmental	26.4:1	18:1
Dental	14:1	14:1
Radiological Tech	14:1	14:1
Nursing	11:1	7.5:1
Rural (Incline Village)		12:1

The instructional formulas by enrollment areas are based on projected full-time equated (FTE) student enrollment. This figure determines the number of faculty positions available for each year of the biennium. The following table displays the projected number of faculty FTE for 1995-96:

<u>Enrollment Area</u>	Projected <u>Enrollment</u>	Faculty <u>FTE</u>
Regular (University Par.)	2,636	114.6
Vocational/Tech.	639	35.5
Developmental	246	13.7
Dental	18	1.3
Radiological Tech	19	1.4
Nursing	90	12.0
Rural (Incline Village)	<u>7</u>	<u>.6</u>
Totals	3,655	179.1

Overall, the net student/faculty ratio is 20.6:1. This would be an excellent instruction ratio if the ratio produced one full-time faculty instructor for every 20.6 students. However, the community college instruction formula applies a full-time/part-time allocation percentage to the calculated faculty FTE. The calculated faculty FTE is funded at sixty percent (60%) for a full-time instructor and forty percent (40%) for a part-time instructor. This formula methodology causes operational and funding problems.

Community colleges seeking the same quality teaching as universities must find part-time instructors qualified to teach at that level. Community colleges must also compete in the labor market with universities separately budgeted for part-time instructors and paying a higher rate. The part-time faculty calculation reduces funding for academic and institutional support areas since the calculated instruction cost forms the base for some of the other formulas.

The other areas of academic support—institutional support, student services, and operations and maintenance of plant—are funded through a set of complicated formulas at a percentage over the base budget. Currently, these formulas have been actually funded at only 20% of the calculated need. This funding level falls short of meeting essential budget demands.

Every even year, the Governor presents the Executive Budget to the Legislature. The Executive Budget includes the Governor's recommendation on the higher education system biennial budget. The UCCSN Board of Regents can and do make separate budget presentations to the Legislature. Normally the Legislature adopts the Governor's recommendation without many changes. The Legislature passes a biennial authorized expenditure and appropriation act during the last days of the session.

**BOARD OF
REGENTS
OPERATING
BUDGET
PREPARATION
AND APPROVAL**

According to Board of Regents policy, all state appropriated and self-supported budgets must be reviewed and approved annually by the Board of Regents. The UCCSN Vice Chancellor for Finance and Administration coordinates the annual operating budget development and approval process for the System. Each campus is responsible for developing and planning the state and self-supporting budgets at the respective campus.

TMCC uses a highly centralized system to develop financial plans and allocate resources. The TMCC President's Council, which includes the President, vice presidents, deans, Faculty Senate Chair, and other participants, acts as the focus for budget and financial decisions.

Each participant communicates plans, needs, and issues for the respective areas of responsibility. This form of decision making is a very efficient system. Without proper guardianship, communication, and an integrated planning system this type of decision making can lead to miscommunication and reduces faculty and staff understanding of budget decisions.

To ensure better understanding and a broader participation by all parties, the College has implemented a new division planning and budgeting system. This system attempts to establish a base line budget, allows divisions-working with faculty and staff-to formally request funds and express needs during the budget preparation process. This system will overcome the lack of understanding and involvement faculty expressed in the spring 1995 climate survey.

The legislature approved biennial budget serves as a base to begin the state supported resource allocation. The College attempts to maintain legislative intent for new positions and additional new dollars. The legislative budget projects a base year through a biennial budget period relying on information often two or three years old. Resource allocations must consider the impact of new mandated state and federal laws (such as the Americans with Disabilities Act), react to actual enrollment trends, and respond to changes in prices and revenue.

In addition to the state operating budget, the College develops and presents the self-supporting budgets for all non-state, non-grant, revenue generating accounts with at least one half-time regular employee. The state of Nevada does not directly support two major components of the community college mission, namely Community Service education and Business and Industry education. These two major college divisions charge the direct and indirect cost of instruction to students and customers. The College funds some overhead administrative costs for these divisions; otherwise their students would have to bear the full cost of services.

The state budget accounts and the self-supporting budgets are presented to the Board of Regents every June for adoption and approval. The President delegates authority for budget revisions and transfers budgets to the appropriate campus account administrator.

Revisions and transfers for state budgets are reported annually to the Board of Regents. A final State Operating Budget—Budget to Actual Financial Report—is presented annually to both the State Department of Administration and the Legislative Council Bureau to ensure accountability for use of state funds.

There are two primary strengths of the budget preparation and approval process. First, the process provides contingency funds and prevents deficit spending. Second, budget line items are evaluated on a continuing needs basis relative to each institution and department.

The budget preparation and approval process projects state enrollments, revenue, and costs over a long period of time. This subjects the College to the adverse effects of economic fluctuations and mid-year changes. Gaps in information and cost sharing among programs result from not budgeting all sources of revenue in one document or procedure. Lab fees, grants, and other sources of revenue are not integrated with the formal budgeting process, contributing to these gaps.

Faculty and staff participate in budget development through their divisions. The Faculty Senate Budget and Institutional Concerns Committee brings valuable insight and suggestions to the budget development process. Although many faculty members indicate they are not well informed about the budget process, numerous workshops and presentations are available to faculty and staff. Regular budget and financial reports are supplied freely to all faculty and staff.

As a member institution of UCCSN, Truckee Meadows Community College enjoys a high level of financial sophistication and efficiency. The Board of Regents maintains a Vice Chancellor of Finance and Administration office. This office consists of a Treasurer's office responsible for investment management services for operating capital and endowment money; an Internal Audit branch; and a Finance and Budget office coordinating budget, bonding, and capital construction. The Board of Regents also maintains a Classified Personnel Services department, Payroll department, and Purchasing department managed by the University of Nevada, Reno, Business Center North (BCN). A centralized administrative computing center is operated by System Computing Services.

ANALYSIS

FINANCIAL ORGANIZATION

Truckee Meadows Community College supports an on-site Controller's office, a Personnel office, and a Budget and Planning department. The Controller's office is managed by a Controller, a CPA; an Assistant Controller, a classified accountant; and six classified account clerks. The Personnel office is managed by a Human Resources professional, an assistant, and three personnel technicians. The Budget and Planning department is managed by one professional, an assistant, and a position control clerk. Each of these offices report to either a dean or vice president.

TMCC has a strong financial organization. The endowment and other investments are managed by a nationally recognized professional treasurer's office. A national firm of CPA's conducts the annual audit. Professionals manage accounting, budgeting, and human resource operations.

FINANCIAL ACCOUNTING AND CONTROL

TMCC's mission, organization structure, and resources influence accounting policy and procedures and information reporting. The accounting system serves and supports many stakeholders such as resource providers, students, governing bodies, and TMCC faculty and staff. Outside parties contribute resources without receiving or expecting any direct benefit. These external parties attach conditions concerning use of these monies. TMCC's accounting system assists management in effective allocation and use of resources. The system assures external parties that the resources they provide are used as prescribed.

TMCC follows the generally accepted accounting principles outlined in College and University Administration (NACUBO). Financial reporting and the operations of the accounting system are controlled by various governing entities such as the Board of Regents, TMCC administration, the National Association of College and University Business Officers (NACUBO), the Financial Accounting Standards Board (FASB), the Office of Management and Budget (OMB), and the Internal Revenue Service (IRS).

ACCOUNTING SYSTEM

TMCC financial, student, and human resource accounting and reporting use several automated systems operated by System Computing Services. These systems were purchased from American Management Systems, Inc., a major mainframe computer applications vendor. The College and University Financial System (CUFS) controls financial accounting and reporting. The Student Information System (SIS) controls registration, student receivables, and student financial aid. The Human Resource Management System (HRMS) controls payroll and personnel reporting. These are on-line integrated systems which interface with each other. The FOCUS query language provides reporting from these systems.

The CUFS accounting system generates Financial Statements which include Balance Sheet, a Statement of Changes in Fund Balances, Statement of Current Operating Fund Revenue, Expenditures, and Other Changes. Grants are reported via Quarterly Request for Reimbursement, Final Annual Reports, and Federal Cash Reports. TMCC departments receive monthly account and budget status reports. Reports used for internal control and management include CUFS/SIS on-line screens, Bank and Other Reconciliations, Payroll Journals, Outstanding Purchase Orders, Cash Receipts and Disbursement Registers, Trial Balances, Student Refund Report, Fee Distribution Report, and Third Party Contract Receivable Reports.

All department budgets fall under an authorized signature authority. Only employees with signature authority can authorize expenditures from their accounts.

All expenditures must accord with Board of Regents' and State of Nevada Administrative Manual policies. Each department orders its own supplies, materials, and equipment. Expenditures of \$500 or less use a limited purchase order (LPO). Expenditures over \$500 require a purchase order. LPO's are processed and ordered directly by the department. Purchase orders are completed by the department, checked for accuracy by the Controller's office, and then forwarded to Purchasing, Business Center North (BCN) for processing. BCN will issue a purchase order, ask for quotes, or put the items out to bid according to Board of Regents policy and state regulations.

When orders are processed, funds are encumbered to prevent overspending. When the item arrives, the receiving dock returns the receiving copy to Purchasing confirming delivery and condition of the order. When proper documentation is entered into CUFS, a check will be issued. Inventory tags arrive from BCN and the receiving dock staff tags the equipment.

Each department determines how and where to spend operating resources. Federal grant budgets and expenditures are closely monitored by the principal administrator, the Controller's office, and the granting agency. Itemized status sheets are furnished to heads of departments or divisions by the second week of the month. Summary sheets are also supplied but are not found useful in tracking department expenditures. On-line financial inquiries are available immediately.

The accounting system and Controller's office are considered efficient and both serve the College well. The accounting system excels at expenditure control and exception reporting. The accounting system is designed for financial accounting and external reporting information, not for generating managerial information.

The accounting system's information assists resource providers, but management reporting is fragmented and performed on an as-needed basis. Reports used for decision making are created at many different levels and by many different offices at TMCC. Data, report parameters, and report design are not maintained consistently. Systematic, standardized reporting formats helpful and valuable to managers need development. Establishing an Institutional Research office would coordinate market information and management reporting more effectively.

The primary sources of revenue—student fees, state appropriations, and grants—have fluctuated during the last ten years. The 1987 Legislature's funding formulas increased state support, as a percentage of total revenue, from 60.74% (1984) to 65.90% (1988). Correspondingly, student tuition and fees decreased as a percentage of total revenue, from 26.81% (1984) to 16.29% (1990).

During this same period, the College applied for and was granted a five year \$2.5 million dollar Title III grant, increasing grants from 11.23% (1984) to a high of 17.27% (1990). A comparison of 1994 to 1984 shows source of revenue percentages returned to historical levels with some improvement in tuition and fees. Tuition and fees have, as a percentage of total revenue, dropped from a high

EXPENDITURE CONTROL

EVALUATION OF FINANCIAL ACCOUNTING AND CONTROL

ADEQUACY AND STABILITY OF INCOME

26.81% (1984) to 21.93% (1994), thus making the College a little less reliant on student tuition and fees.

The Board of Regents adopted a standard statewide community college student fee structure in 1984. All community colleges now charge the same registration fees and non-resident tuition for state supported programs. All self-supporting, non-state supported programs still charge a calculated rate representing the direct cost of service. The student registration fee has grown from \$22.00 per credit to \$30.50 per credit. Two new non-state, non-general fund areas are now allocated a portion of the per credit fee.

The Board allowed each community college to develop a new fund area, called "General Improvement Fee," and allocates \$2.25 per credit of the total \$30.50 registration charge. This special student services and academic support fund supports services to students over and above the amount funded by the state appropriation. The Board also adopted a special Student Financial Aid Access policy allocating \$1.75 per credit of the total \$30.50 registration charge. This amount establishes a student scholarship fund under the control of Student Financial Aid and helps offset the impact of any student fee and tuition increases. In March 1995 the Board of Regents approved a \$3.00 per credit fee increase for each year of the '95-97 biennium.

Table II-1, "Current Funds Revenues," shows state appropriations staying flat while student tuition and fees continue to grow. This trend reflects the State of Nevada budget problems which started in 1991. The Governor was forced to call for a general fund rollback of 8% in 1991-92 and an additional 2.89% in 1992-93. The College reverted \$2 million back to the state. The 1993 Legislature funded higher education on an essentially flat general fund budget amount for the current 1993-95 biennium. Any growth in services is funded from student fee increases or from grants. As described in the last self-study, increased dependency on tuition and fees demands accurate enrollment projections, a willingness to take a conservative approach to budget development, and the ability to do more with less.

Table II-2, "Current Funds Expenditures and Transfers," shows a range of 52.33% (1992), to 49.35% (1993), to 50.10% (1994) of total expenses spent on direct instruction costs. This downward percentage does not reflect the historically high instruction percentage trend enjoyed by the College. The 50.10% (1994) represents a four percentage point drop over ten years; instruction was at 54.05% (1984) in the previous study. The current percentage is a controversial issue at the College. Legislative adoption of the current Governor's Executive Budget will give the College over \$1 million of additional instruction expenditure authorization, reversing the downward trend of the past ten years.

A great deal of debate and controversy surrounds the issue of decreased support for instruction. With the 1991-93 state budget reversion the College eliminated 19 full-time vacant teaching faculty positions and two counseling positions. This event hampered the College's ability to offer a host of services and classes to students. Eliminating these faculty positions, coupled with the necessity to meet student enrollment demands, caused the College to increase its reliance on part-time instructors. The budget constraints have not allowed a salary increase for part-time faculty. The College is currently reviewing this important issue with a firm commitment to adjust part-time salaries.

The percentage of expenses attributable to academic support and student services have stayed fairly constant since the last self-study. Following national trends, the percentage for Institutional Support has grown from 6.46% (1984) to 13.23% (1994). This large increase was caused, in part, by decentralization of the BCN Controller's office and the establishing of a TMCC Controller's office. The Personnel department grew from one full-time classified staff member to one full-time Human Resource professional and four staff members. This growth responded to the growth in College personnel and the need for adherence to Federal, State, and Board policy, procedures, and laws. In 1984 the College had one Foundation Officer; today, a part-time Executive Director and two classified staff manage the Foundation. To comply with Federal/State mandates and to encourage diversity, the College established a full-time Affirmative Action office.

Table II-4, "Sources of Financial Aid," shows a small increase in internally funded aid. During the last ten years the College has developed two new sources of financial aid: endowment income and the student financial aid access fee. These two sources are internally controlled and allocated assuring a higher level of financial aid stability.

Table II-5, "Enrollment, Tuition and Unfunded Financial Aid," shows a steady increase in the student registration fee rate. The College experienced large fluctuation in student enrollment during the last four years. These swings were anticipated during the annual budget development phases, thus adequate unrealized income reserves were held in contingency. These fluctuations were influenced by a strong local economy and the elimination of nineteen full-time faculty positions during the 1991-93 state budget reductions.

Table II-6, "Direct Cost by Department or Instructional Area," shows the cost of direct state supported educational divisions. The table does not portray the costs of non-state supported educational divisions, such as Community Services, Business and Industry, and Summer Session.

The chart illustrates the flat costs of direct state supported academic programs for the three years of actual expenditure data. Generally, the internal cost structure when comparing one division to another (Health Sciences compared to Arts and Sciences, for instance) is consistent with the formula funding methodology. The costs per student are consistent throughout the years under analysis; there are no dramatic changes.

Despite the 1991-93 statewide budget problems, the TMCC reversion of over \$2 million back to the state in 1991-93, and the subsequent flat 1993-95 state funding for higher education, TMCC adjusted to these revenue problems and continues serving students. The revenue trend has stabilized for the foreseeable future. During this period the area of the College affected most was instruction. Adequacy of funding for instruction is the major goal of both the Board of Regents and this College during the Legislative session.

As found in the last self-study, TMCC does have an adequate and stable income.

The College is in excellent financial condition by any standard. Combined Plant has grown to over \$30 million. The College carries little debt and is not authorized to go into deficit spending. The College has completed campus

ANALYSIS

NET ASSETS AND INDEBTEDNESS

master plan Phases I through V. Phase VI, Part A, the new 36,000 square foot, \$7.3 million Library is currently under construction. Phase VI, Part B, the 73,000 square foot, \$11 million, Advanced Technology Center is currently being recommended by the Governor for scheduled construction start date in 1996.

The TMCC Foundation has raised over \$800,000 for the 35,000 square foot, \$3.5 million IGT Applied Technology Center, named for International Gaming Technology, a major donor. This is a joint project between the College and the Foundation. The College currently has a construction loan guarantee of \$1.2 million. The construction loan can be either converted to a long term 20-year bond or rolled over as a 10-year long term bank loan at 5.6%.

Current unrestricted fund balance is a little over \$1 million. This amount can be used to offset any major short-term revenue fluctuations. The current balance is 6% of 1994 unrestricted revenue; in 1984 this figure was 7%. The percentage appears reasonable.

The Board of Regents does not allow campuses to build excess indebtedness. All long term debt must be analyzed by the Board of Regents Financial Advisory staff, approved by the Legislature, and must be payable from dedicated student fees. Currently, the College has one \$1,095,000 bond outstanding. This bond will be completely paid off in the year 2001.

The College has one five-year operating lease for 38,966 square feet at a local shopping mall (Old Town Mall). This lease is budgeted within the state appropriation. The College has a \$300,000 short-term tenant improvement loan for this space. This will be paid off in October 1996.

GOVERNMENT GRANTS AND CONTRACTS

The majority of grants received by TMCC are student financial aid grants, training/vocational grants, or special population/re-entry grants. Federal Assistance from the U.S. Department of Education is the primary source of grant funding at TMCC. The majority of federal funding, excluding student financial assistance, is distributed through state agencies.

Grant and Contract accounting at TMCC follows the guidelines in Federal Office of Management and Budget Circular A-110. TMCC grants are audited annually by an independent CPA firm based on the guidelines in Circular A-133. Total grant funding by function for the period of FY 1985 through FY 1994 is as follows:

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Instruction	255908	337399	579301	702812	849247	1030373	974829	985229	1093840	987425
Academic Support	138018	6747	163885	217977	137758	141301	162358	181719	250845	82673
Institutional Support	0	0	0	180312	398811	650541	458124	478742	233673	108067
Student Services	103284	434007	83618	113874	148542	210813	291804	270808	506188	418958
Operation and Maintenance of Plant	0	12450	0	3800	44400	187	18913	0	0	3472
Scholarships & Fellowships	314875	459025	410084	378150	528871	826158	785134	1008235	1247291	1115112
Totals	812163	1248828	1248846	1576525	2097627	2859173	2581782	2916731	3330815	2717807

External grant funding contributes significantly to the College's ability to serve community needs. Grants have purchased special adaptive equipment for disabled students, offered targeted instructional services to special populations, eased access to the College for individuals faced with otherwise impossible obstacles, and furnished equipment and instructional support to crucial College programs. The indirect costs generated through grants support faculty development activities, including a great deal of faculty travel.

The auxiliary enterprise operations for bookstore, cafeteria, and vending are contracted to private vendors. Contracts are negotiated by the College and BCN Purchasing Agents. The revenue from these contracts funds items and activities normally not included in the state appropriation. These items include, but are not limited to, presidential compensation over and above the amount allowed by the state, food and service costs for hosting and special events, Board and College committee activities, special experimental programs, and other activities advancing the goal of student success.

The funds in the TMCC Endowment were raised during a 1988-1989 endowment drive sponsored by the TMCC Foundation. Over \$800,000 was raised and matched two-for-one by a Federal Title III grant. The original \$2.5 million endowment is managed through the UCCSN Treasurer's office, along with the endowments of other UCCSN institutions.

The endowment is currently worth \$3 million. Each year 4 1/2 percent interest is transferred to the College for spending. Any additional interest earned is added to the endowment capital. The 4 1/2 per cent (\$120,000 for 1995) is spent primarily on scholarships, in accordance with donor restrictions. For fall 1995, endowment scholarships total over \$85,000. A small portion of the endowment is restricted to specific programs: Early Childhood Education, Community Services, Professional Business Studies Program, apprenticeship programs, and the maintenance and upkeep of the Dandini Garden. About \$16,000 a year is unrestricted. The Foundation Board uses this money to award grants to the College for special programs and activities not funded by the state.

The endowment is continually growing. This growth is due to reinvestment of interest income back to principal and because the Foundation/Development office continues to encourage donors to make endowment gifts. Additionally, the UCCSN Treasurer's office invests the endowment in a highly professional manner.

TMCC Foundation is a nonprofit corporation formed to solicit and manage funds for the benefit of Truckee Meadows Community College which is exempt from federal income taxation.

The Foundation was incorporated in 1982. A board of trustees with 30 members was created in 1984.

The Foundation grants funds to various campus programs and projects such as the Classified Council Employee of the Month Award, the CEO breakfasts, Emergency Book fund, the Red Mountain Art Gallery, the culinary program, English as a Second Language, electronics, Student Services, and other grants. The Foundation Board also leads the College friend-raising activities with events such as the Annual Balloon Race Breakfast, the Scholarship Reception, and the May Graduation Dinner.

ANALYSIS

**AUXILIARY
ENTERPRISES**

ENDOWMENTS

**TMCC
FOUNDATION**

The Foundation Board controls the use of unrestricted endowment income. Currently, revenue for the Foundation is not reported in TMCC's statement of current operating funds revenue. Faculty, staff, and administration all believe that the TMCC Foundation has become an important part of the College as shown in the spring 1995 climate survey.

FINANCIAL PLANNING

The UCCSN planning processes for Academic Planning, Capital Improvements, and the Biennial Budget Request dictate planning at Truckee Meadows Community College. The Strategic Directions for the University and Community College System of Nevada established a guide to develop the campus-based Truckee Meadows Community College, Academic Master Plan. The 1991 Legislature funded a special Facilities Master Plan for the College. The Facilities Master Plan is currently guiding the development and completion of the hilltop campus site. The hilltop site should be built out within the next four to six years. Recently, a new Facilities Master Planning Committee project was formed to plan for the next decade, year 2000 and beyond.

The TMCC financial planning process follows these major planning initiatives. The major driver of financial planning is the Biennial Budget Request. The Biennial Budget is developed using two time frames: one, a two-year projection period; and the other, a two-year base period. Normally a base year, 1994-95 in this case, was used to project through the 1995-97 biennium. This projection is always compared to the second year in the current biennium. Revenue and expenditure patterns for 1995-97 are compared to the actual revenue and expenditures for 1993-94. This projection system provides a strong basis for planning because the projection is always compared to actual recent experience.

ANALYSIS

TMCC has a strong and effective system of financial planning. A weakness, as in many planning systems, emerges in aligning financial planning to academic and strategic planning efforts. Strategic planning efforts at the College failed due to inadequate implementation. A new effort needs to include all interested faculty and staff, provide good communication, and establish implementation time lines and responsibilities.

STRENGTHS

- The College has privatized the bookstore and cafeteria contracts with nationally recognized vendors.
- Experienced, well qualified professionals lead the Budget office, Controller's office, and Personnel.
- The Board of Regents does not allow deficit spending, and all indebtedness must be guaranteed by adequate, pledged student fee revenues.
- Although state funding has not increased over the past five years as much as the College would have liked, it enjoys relatively stable funding and strong political and community support.
- TMCC has a strong and effective system of financial accounting and budgeting.
- The State Instructional Formula methodology links funding with student growth and establishes work standards for the College through the student-faculty ratio, and recognizes program differences.

- The College has a \$3 million endowment which earns over \$120,000 in annual income dedicated primarily to scholarships.
- The College has active Foundation and advisory boards which link the College to the community and bring additional financial resources.
- The College enjoys a high level of net assets to indebtedness and continues to use a variety of sources for funding its various needs, such as fund raising activities through the foundation and bonds.
- The College has succeeded in writing a substantial number of grants that fund a variety of special needs.

- The College needs to work to align financial planning with academic and strategic planning areas to ensure funds are being used to achieve primary objectives.
- The College lacks a managerial accounting system that provides user friendly reports.
- The Board of Regents needs to bring funding for part-time faculty up to the level of funding for full-time faculty.
- The System budget presented to the Legislature is a result of compromises and negotiations among the campus presidents and may not always reflect TMCC's highest needs.
- The state formulas do not adequately address funding needs of non-instructional areas. The Board of Regents needs to improve the adequacy of funding for these areas.
- The complexity of the budget process and inequities in formula funding create confusion and conflict among faculty and non-instructional areas. The Board of Regents is seeking a new funding study over the next biennium to address funding management and accountability issues.
- The state does not fund major programs of the College's mission.

WEAKNESSES

Financially and programmatically, the College stands poised for the future. In the next few years the College will witness a number of financial landmarks. The anticipated restoration of the instruction formula by the 1995 Legislature will fund new, full-time faculty, reversing the downward trend in faculty hiring; construction of the new 73,000 square-foot Advanced Technology Center will expand computer and electronic lab space to meet growing community demand and the potential construction of the IGT Applied Technology Center will increase support and space for vital technical occupational programs. The 1997-1999 legislative session should provide funding for the new Student Services Center and automotive shop. The Student Services Center will move the bookstore, cafeteria, and all student services into a central hub at the center of campus, thus completing the hilltop campus.

FUTURE PLANS

STANDARD II - FINANCE TABLE #1 CURRENT FUNDS REVENUES								
Source (IPEDS Format)	Evaluation Year (Estimated) 1994/1995		1 Year Prior 1993/1994		2 Years Prior 1992/1993		3 Years Prior 1991/1992	
	\$	%	\$	%	\$	%	\$	%
Tuition and Fees	4,630,264	23.5	4,403,185	21.9	4,111,802	20.5	3,629,733	19.2
Government Appropriations								
Federal Total	N/A		N/A		N/A		N/A	
State	12,340,356	62.6	12,324,191	61.4	11,945,364	59.6	11,850,552	62.5
Local	N/A		N/A		N/A		N/A	
Government Grants & Contracts	<u>75,000</u>	.4	<u>88,408</u>	.4	<u>114,696</u>	.6	<u>98,572</u>	.5
Federal	1,900,000	9.6	2,473,879	12.3	3,067,925	15.3	2,826,164	14.9
State	N/A		<u>142</u>	0	N/A		N/A	
Local	23,126	.1	22,216	.1	22,352	.1	16,606	.1
Private Gifts, Grants, Contracts	<u>8,500</u>	0	<u>14,758</u>	.1	<u>10,182</u>	.1	<u>6,368</u>	0
Endowment Income	145,000	.7	162,961	.8	181,390	.9	23,429	.1
State	<u>35,916</u>	.2	<u>32,697</u>	.2	<u>31,178</u>	.2	<u>30,392</u>	.2
Local	64,577	.3	58,851	.3	59,148	.3	50,532	.3
Sales and Services of Educational Activities	325,000	1.6	309,208	1.5	292,322	1.4	194,190	1
Auxiliary Enterprises								
Hospitals								
Other Sources	169,550	1.0	189,552	1.0	197,285	1.0	236,172	1.2
Independent Operations								
Total Current Funds Revenue	19,717,289	100	20,080,048	100	20,033,644	100	18,962,613	100

STANDARD II - FINANCE TABLE #2 CURRENT FUNDS EXPENDITURES and TRANSFERS								
Functions (IPEDS Format)	Evaluation Year (Estimated) 1994/1995		1 Year Prior 1993/1994		2 Years Prior 1992/1993		3 Years Prior 1991/1992	
	\$	%	\$	%	\$	%	\$	%
Educational and General Instruction	9,778,403	50.0	9,977,962	50.1	9,622,804	49.4	9,821,652	52.3
Research								
Public Service							5,489	0
Academic Support (Excluding Libraries)	1,049,055	5.4	1,070,465	5.4	1,292,950	6.6	1,153,472	6.2
Library Expenditures	578,987	3.0	590,803	3.0	562,052	2.9	512,836	2.7
Student Services	2,355,237	12.0	2,403,303	12.1	2,422,597	12.4	1,949,856	10.4
Institutional Support	2,582,367	13.2	2,635,068	13.2	2,467,999	12.7	2,516,588	13.4
Plant Operation & Maintenance	1,861,442	9.5	1,899,431	9.5	1,780,973	9.1	1,714,269	9.1
Scholarships and Fellowships								
Awards from Unrestricted Funds	306,475	1.6	226,577	1.1	102,310	.5	83,745	.5
Awards from Restricted Funds	1,050,000	5.3	1,115,112	5.6	1,247,291	6.4	1,009,235	5.4
Educational and General								
Total Educational and General Expenditures & Mandatory Transfers	19,561,966	100	19,918,721	100	19,498,976	100	18,767,142	100
Auxiliary Enterprises (Including Transfers)								
Hospitals (Including Transfers)								
Independent Operations (Including Transfers)								
Total Current Funds Expenditures & Mandatory Transfers	19,561,966	100	19,918,721	100	19,498,976	100	18,767,142	100

STANDARD II - FINANCE TABLE #3 SUMMARY REPORT OF REVENUES AND EXPENDITURES*				
	Evaluation Year (Estimated) 1994/1995	1 Year Prior 1993/1994	2 Years Prior 1992/1993	3 Years Prior 1991/1992
<u>Education and General</u> Revenues	\$ 19,717,289	\$ 20,080,048	\$ 20,033,644	\$ 18,962,613
Expenditures	(19,561,966)	(19,918,721)	(19,498,976)	(18,767,142)
Transfers - Mandatory	()	()	()	()
- Non Mandatory	(277,607)	(238,607)	(249,386)	226,732
Net Excess (Deficit)	\$ (72,284)	\$ (77,280)	\$ 285,282	\$
<u>Auxiliary Enterprises</u> Revenues	\$	\$	\$	\$
Expenditures				
Transfers - Mandatory	()	()	()	()
- Non Mandatory				
Net Excess (Deficit)	\$	\$	\$	\$
Net Operational Excess (Deficit)	\$ (72,284)	\$ (77,280)	\$ 285,282	\$ 422,203

* Optional for Public Institutions

STANDARD II - FINANCE TABLE #4 SOURCES OF FINANCIAL AID*								
	Evaluation Year (Estimated) 1994/1995		1 Year Prior 1993/1994		2 Years Prior 1992/1993		3 Years Prior 1991/1992	
	\$	% of total	\$	% of total	\$	% of total	\$	% of total
Annual Private Contributions	\$ 11,152	.8	\$ 9,664	.7	\$ 32,072	2.4	\$ 23,429	2.1
Government State Aid	\$ 306,475	22.7	\$ 246,475	18.4	\$ 119,793	8.9	\$ 100,351	9.2
Federal Aid (PELL, SEOG, WS)	\$ 970,000	71.7	\$ 1,027,992	76.6	\$ 1,171,567	86.8	\$ 969,200	88.7
Endowment Earnings	\$ 65,000	4.8	\$ 57,558	4.3	\$ 26,169	1.9	\$ 0	0
Institutional Unfunded Aid	\$		\$		\$		\$	
Total Financial Aid	\$ 1,352,627	100.0	\$ 1,341,689	100.0	\$ 1,349,601	100.0	\$ 1,092,980	100.0

* Excludes all loan programs and campus work which is not work study (Federal CWSP).

STANDARD II - FINANCE TABLE #5 ENROLLMENT, TUITION AND UNFUNDED FINANCIAL AID*				
	Evaluation Year 1994/1995 Budget	1 Year Prior 1993/1994 Actual	2 Years Prior 1992/1993 Actual	3 Years Prior 1991/1992 Actual
Annual Undergraduate Tuition Rate Index**	30.50 % 117	<u>29.40</u> % 13	<u>28.00</u> % 8	<u>26.00</u> 100%
Unfunded Student Financial Aid (000s) Index**	-0- %	-0- %	-0- %	-0- 100%
FTU*** Enrollment - Fall Index** STATE CREDIT ONLY	<u>3594</u> % 102	<u>3726</u> % 106	<u>3718</u> % 106	<u>3515</u> 100%
Total Headcount Enrollment - Fall Index** (*)	<u>8707</u> % 96	<u>9041</u> % 99	<u>8938</u> % 98	<u>9116</u> 100%
Ratio of Unfunded Student Financial Aid to Net Academic Year Tuition	-	-	-	-

* To be completed by private institutions only.

** Use data of "3 Years Prior" as base (100%) to derive new index figure for each year.

*** FTU: Full-Time Undergraduate

(*) Includes state and non-state supported credit.

Unfunded Student Financial Aid: Refers to that portion of total student financial aid that is purely institutional assistance. It is the amount of tuition scholarships that is awarded that is not covered by endowment earnings and annual contributions designated for tuition scholarships, federal, state, or local funding; or monies an outside group contributes for the tuition of students - e.g., Rotary, Elks, etc. It is the amount of the total tuition cash receipts generated from enrollments that the institution is willing to forego in order to attract and retain students.

Example: Assume an institution has available for scholarships \$500,000 in designated endowment earnings and contributions; \$900,000 in government aid; and \$100,000 of tuition paid by outside groups. However, the institution realizes that in order to attract and retain students it will have to award an additional \$1.5 million in tuition scholarships even though it will mean foregoing \$1.5 million in actual cash receipts from tuition. The \$1.5 million is considered unfunded student financial aid.

STANDARD II - FINANCE TABLE #6 DIRECT COST BY DEPARTMENT OR INSTRUCTIONAL AREA*																			
Department or Instructional Area	1 Year Prior 1993-94						2 Years Prior 1992-93						3 Years Prior 1991-92						
	SFTE		Cost per		SFTE	Cost per SFTE	SFTE		Cost per		SFTE	Cost per SFTE	SFTE		Cost per		SFTE	Cost per SFTE	
	A	B	C	D			E	F	A	B			C	D	E	F			A
Arts & Sciences	63,510		63,510	3,100,063	49	1,470	62,760		62,760	3,085,664	49	1,475	56,310		56,310	2,840,947	50	1,514	
Health Sciences	5,190		5,190	890,869	172	5,160	5,250		5,250	850,896	162	4,862	5,190		5,190	996,727	192	5,761	
Professional Business Studies	21,750		21,750	1,257,815	58	1,740	23,010		23,010	1,207,326	52	1,574	23,010		23,010	1,220,497	53	1,591	
Public Services	12,540		12,540	785,821	63	1,890	11,820		11,820	655,946	55	1,665	12,600		12,600	630,498	50	1,501	
Developing Programs	2,640		2,640	343,036	130	3,900	3,720		3,720	303,241	82	2,445	5,190		5,190	251,237	48	1,452	
Applied Technology	3,150		3,150	436,435	139	4,170	3,390		3,390	383,763	113	3,396	3,240		3,240	485,508	150	4,495	

Column A: Department or Instructional Area undergraduate course level student credit hours taught.

Column B: Department of Instructional Area graduate course level student credit hours taught,

Column C: Total of Columns A and B.

Column D: Total Department or Instructional Area Cost.

Column E: Average cost per credit hour. Column D/Column C.

Column F: Average cost per full-time equivalent student.

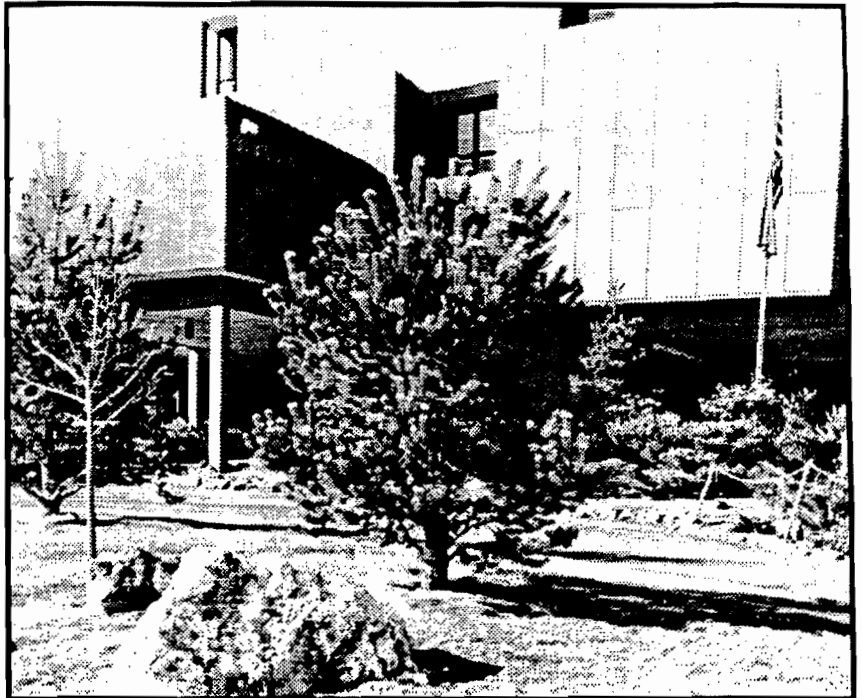
Column D/[(Column A/45 quarter hours or 30 semester hours) + (Column B/full-time hours for a graduate student for 3 quarters or 2 semesters)]

*Caution should be used when reviewing this data. Some factors that impact it are frozen faculty positions, changes in grant funding (i.e. apprenticeships), departmental reorganizations and salary adjustments due to merit, movement on the academic salary schedule and sabbatical leaves.

STANDARD II - FINANCE TABLE #7 OPERATING GIFTS AND ENDOWMENTS				
	Evaluation Year (Estimated) 1994/1995	1 Year Prior 1993/1994	2 Years Prior 1992/1993	3 Years Prior 1991/1992
Private Contributions ^a Annual Operating - Restricted	\$ 145,000	\$ 162,961	\$ 181,390	\$ 23,429
Unrestricted	8,500	14,758	10,182	6,368
Endowment	19,375	19,375	9,912	8,730
Plant		96,250		
Total Contributions	172,875	293,344	201,484	38,527
Endowment Fund Balance				
Permanent				
Term	3,200,000	3,009,050	2,860,847	2,771,491
Quasi				
Total Endowment Fund Balance	\$ 3,200,000	\$ 3,009,050	\$ 2,860,847	\$ 2,771,491
Ratio of Annual Contributions to the Total Education and General Revenue	1%	1%	1%	1%

TABLE II-8
Truckee Meadows Community College Foundation
STATEMENT OF FINANCIAL POSITION
June 30, 1994

ASSETS	Unrestricted	Temporarily Restricted	Total
Cash (Note 1)	\$ 18,793	\$ 100,292	\$ 119,085
Investments (Note 2)	-	510,016	510,016
Other assets	-	454	454
TOTAL ASSETS	\$ 18,793	\$ 610,762	\$ 629,555
LIABILITIES AND NET ASSETS			
Deferred revenue - Capital Building Fund (Note 3)	\$ -	\$ 561,453	\$ 561,453
Deferred revenue - Scholarship Fund (Note 3)	-	24,011	24,011
Net Assets	18,793	25,298	44,091
TOTAL LIABILITIES AND NET ASSETS	\$ 18,793	\$ 610,762	\$ 629,555



III. PHYSICAL PLANT, MATERIALS AND EQUIPMENT





III. PHYSICAL PLANT, MATERIALS AND EQUIPMENT

Housed in attractive, well-designed buildings, Truckee Meadows Community College is nestled in the desert hills seven miles north of downtown Reno. Its close proximity to the Reno campus of the University of Nevada (approximately five miles) makes it an ideal alternate institution of higher learning for students completing their first two years of study.

TMCC's 63-acre site is part of the 470 acre Dandini Research Park owned by the Board of Regents of the University and Community College System of Nevada (UCCSN) on behalf of the Desert Research Institute (DRI). TMCC has developed its own campus master plan which is periodically reviewed and updated with input from faculty and staff. New developments conform to the guidelines outlined in the November 1983 Dandini Research Park master plan. TMCC's physical master plan for the Dandini site is updated regularly. Copies of both documents are located in the self-study central file.

Raggio Parkway, a loop road, encloses the TMCC campus, providing access to the College campus and the research park. The road defines the extent of the College campus

INTRODUCTION



within the research park. A recent addition to the Dandini Research Park is the National Oceanic and Atmospheric Administration with a Weather Service Forecast office and weather balloon launch facility. New development for TMCC and DRI within the parkway is coordinated in a joint master plan developed by Design Concepts West completed in 1994.

The Dandini campus has grown by approximately 103,956 square feet since the 1985 self-study. In 1987 a fourth construction phase added 52,294 square feet including numerous general purpose classrooms, faculty offices, a dance/exercise room, and expanded the library, occupational shops, and Plant and Facilities offices. More general purpose classrooms, faculty offices, a multi-purpose room, two large lecture-style classrooms, a general access computer lab, and a child care facility were added in 1992 (Phase V) totaling approximately 51,662 square feet.

This addition expanded the developmental education programs, enhanced student access to computers, and gave the College the ability to handle large classroom needs. The child care center allows early childhood development students to observe the behavior of children from infant to preschool age. A new 36,000 square foot library (Phase VI A) was funded in 1993 and should be completed by fall 1995. Student Services will occupy the vacated space (11,350 sq. ft.).

The 1995 legislature is expected to fund a 73,000 square foot Advanced Technology Center (Phase VI B) that will expand classes in Professional Business Studies, electronics, computer-aided design and engineering drafting, graphic communications, architectural design, and will feature a video-conference room for distance learning opportunities.

The TMCC Foundation Board is raising money for a new 35,000 square foot Applied Technology Center (Phase VII). This facility will expand space for the welding, heavy equipment mechanics, environmental control technology, and PACE electronic soldering programs. Construction will hopefully begin by fall 1995 and be completed by summer 1996.

The College is currently utilizing 38,966 square feet of space at the Old Town Mall located on South Virginia Street. This leased space adds instructional space, computer labs, and faculty and administrative offices. Its location in the heart of Reno offers excellent exposure to the community.

Limited in buildable area, the College has embarked on a planning effort to identify strategic locations for future attendance centers. These centers will expand access for the community and foster the community service reputation the College has developed over the years.

PHYSICAL PLANT, MATERIALS AND EQUIPMENT

A well-planned physical plant supplies the requisite space and equipment for effective learning. It offers adequate space for classes and creates a positive atmosphere for learning, including quiet areas conducive to study and contemplation.

TMCC's Plant and Facilities staff generally succeeds in supplying these elements and fulfilling the College's objectives. Positive indicators include the following:

- Modern equipment in the developmental, science, health, and business/management laboratories;
- Building aesthetics (interior and exterior design and landscaping);

- The existing LRC space will be remodeled to make a "one stop shop" for student services;
- Atrium and other planted interior and exterior areas;
- Cafeteria;
- specialized labs and shops;
- ASTM office.

Completing the West End addition in fall 1994 allowed the College facilities for a radio station and expanded broadcasting and television production capabilities.

The satellite system at Truckee Meadows Community College's Dandini campus and Old Town Mall consists of moveable dishes and receivers capable of down-linking satellite broadcasts on both Ku and C band, and distributing that signal, through a Local Area Network (LAN), to any classroom. The down-links are requested through and facilitated by the Audio/Visual Communication Department, after verification of site licensing. This capability extends not only to the education community, but to any requester within the community.

Parking is adequate to meet immediate needs. In the near future, Phases VI and VII will add parking areas. To meet ADA standards all accessible parking for the Red Mountain Building is located at the west side of the building, the most extensive parking area conforming to ADA standards. No parking areas require permits; however, the College has installed a number of metered parking spaces generating revenue for asphalt maintenance. A recent survey of faculty indicated little desire for designated faculty parking. Lighting levels have been improved over the years so that buildings and parking areas are well lit.

In Chapter V many educational programs noted space deficiencies. A number of programs have limited enrollments due to lack of space. Phases VI and VII will help reduce the space deficiency. Moving programs into the new phases will allow other programs to expand into vacated spaces. More adequate facilities for physical fitness could benefit the High Sierra Law Enforcement Academy and serve students, staff, and faculty. Students may use UNR and Washoe County libraries and UNR physical education facilities, but they are inconvenient for full-time students spending most of the day on campus. Because the population of full-time students is rising, these facilities should be developed in the near future.

For a number of years the College has sought funding for a student union to locate bookstore, cafeteria, student space, ASTM office, and some student services offices in close proximity. The College will seek funding from the 1997 Legislature.

Phases II & III have been plagued with poor temperature control. The College recently entered an energy improvement contract with Sierra Pacific Power Company to reduce lighting costs and improve energy use. This contract addresses the temperature control issue in Phase II. In Phase III the problem is related to a crude variable air volume temperature control system. Estimated costs to retrofit this system have ranged as high as \$300,000. The design standard for future additions to the College will base new systems on water source heat pumps tied to the existing computerized energy management system.

The College has reviewed its facilities for conformance with the Americans with Disabilities Act. Numerous changes improved accessibility for the physi-

cally challenged including increased accessible parking, new signs, adjusting door closures, and adding lever-type door hardware. Plans to renovate toilet stalls conform to the new ADA standards. Present and future construction will meet all ADA standards.

In general, TMCC's planning continues to be in harmony with institutional objectives and, as the community grows and changes, TMCC is prepared to make necessary adjustments to keep pace. Further discussion of issues associated with the administration of physical plant are found in Chapter VIII, Administration.

Plant Maintenance

Each position in the Plant and Facilities department has written work performance standards on file in the department, in the TMCC Personnel Office, and with the State of Nevada Personnel office. These standards indicate duties, frequency of duties, results expected, and acceptable complaint ratio.

The employees (not including the director and architect) are part of the State of Nevada Classified System and annual written performance evaluations are based on work performance standards. Employees in certain classifications work very independently while others are more closely supervised. Work is performed in all buildings on the Dandini Campus and at the Old Town Mall facility.

A recent survey of the faculty and staff indicates general satisfaction with facilities and maintenance services. Maintenance is based on a periodic maintenance schedule. Repairs are performed as needs are identified. A variety of improvements are made in offices and classrooms based on service requests from the various departments of the College. The cost of maintenance and housekeeping has been compared with data and experience of other institutions and was found to be comparable for similar facilities.

Buildings and grounds under the direct control of TMCC and owned by the Board of Regents account for the following: 63 acres of campus, six buildings, 256,912 gross square feet. In addition, Old Town Mall has approximately 39,000 square feet of classrooms and offices.

Current funding formulas approved by the UCCSN Board of Regents allow for one FTE for every 12,000 square feet of building space and one FTE per 4.5 acres of grounds area. This would yield a total of 38.62 FTE allowed under the formula. The 1994-1995 TMCC operating budget only allows for 30.53 FTE which is 21% less than the approved formula. This shortfall in the state budget process should be addressed.

Operating budgets supporting utility costs, building repairs, and custodial supplies were severely curtailed in recent years. Severe reductions in service levels appear to be on the horizon if current trends continue.

The Dandini campus is subject to periodic snow storms. The plant and facilities staff respond quickly to clear sidewalks, parking lots, and access roads for the convenience and safety of students and employees. They frequently come in at four or five a.m. to prepare the campus for the work day.

The College has struggled since 1987 with shortages of construction funds. This resulted in postponing landscaping for Phases IV and V until two to three years after the completion of construction. The amount of landscaped area has increased significantly since the last self-study with only two grounds maintenance personnel. New drought tolerant landscaping keeps lawn areas to a

minimum. The addition of the Phase VI library, Advanced Technology Center, and the Applied Technology Center will bring even more landscaped areas to be maintained. Support funding for more grounds maintenance personnel should increase with the completion of Phase VI A & B enabling the College to hire additional staff. Indications are that O&M personnel formulas will be fully funded by the Legislature for new buildings. However, the underfunding for operation and maintenance will continue; adequate funding was not provided for Phases IV and V and will be exacerbated by the low level of funding for full-time positions.

On-Campus Room Use—A utilization report conducted in fall 1994 determined the actual utilization rates of owned general purpose classrooms and labs. Truckee Meadows Community College has 41 such classrooms with 1,335 student stations and 33 class labs with 640 student stations. TMCC achieved the following percentages of the Board of Regents utilization rate standard:

Classrooms, Daytime:	108%
Classrooms, Evening:	90%
Class Labs, Daytime:	78%
Class Labs, Evening:	103%

The three starting class times drawing the largest enrollments were in descending order: 7:00 p.m., 9:30 a.m. and 5:30 p.m. This subcommittee recommends exploring why these time periods were the most popular. The 1995 fall class schedule will address utilization of space by expanding class offerings during the most popular periods. Efforts are also being made to increase utilization at other times.

Throughout the year, the College also provides room space, facilities, and equipment for local workshops and seminars. Many of these programs draw participants from adjoining counties of California and as far away as Southern Nevada, Utah, and Oregon, thus making greater use of College facilities. In response to requests from faculty the College made buildings available on Sundays from 9:00 a.m. to 5:00 p.m. on a trial basis starting March 1, 1995.

Off-Campus Room Use—During fall 1994, 227 sections (approximately 40% of the 1,020 sections offered) were taught away from the Dandini campus. The educational center at Old Town Mall is the primary provider of off-campus space. Additionally, 64 locations were used throughout Reno, Sparks, and Washoe County. Another major provider of off-campus space is the Washoe County School District.

Old Town Mall—In 1989, TMCC began to lease space at Old Town Mall, a shopping mall located in the southern portion of the Truckee Meadows. The site is very popular with students and faculty and the College has gradually increased its lease holdings to almost 39,000 square feet (most of the second floor of the mall). Our leases all expire in summer 2001. OTM houses a Reading and Research Room, offices for Community Services, Perkins programs (including Smart Starts), the Re-Entry Center, Veterans Upward Bound, Business and Industry, the Community Design Center, ABE-ESL programs, general purpose classrooms, computer labs, and faculty and administrative offices.

Plant Utilization

Although 144 sections of credit classes were taught at Old Town Mall in fall 1994 (2826 students), an even greater number of students in non-credit courses and workshops attended classes and programs offered by TMCC. A modern facility, a good location, ample parking, and good security have combined to make the mall a popular place to attend TMCC classes.

Washoe County School District—The community colleges in Northern Nevada were created from the Adult Education program offered by Washoe County School District; a strong cooperative relationship exists between TMCC and WCSD. For fall 1994 semester, TMCC had 83 classes in four high schools. TMCC supplies equipment to the high schools and provides an evening coordinator at each school during the semester. There is no charge for the use of the facilities but TMCC has, as part of the original agreement, handled registration for the WCSD Inservice Program, and processed pay documents for the Inservice instructors. In addition, TMCC provides an equipped office for the Washoe High School program located at TMCC. Throughout the year, TMCC and WCSD use each other's facilities without charge.

TMCC and WCSD are reviewing the agreement; TMCC hopes the WCSD Inservice program can be totally administered by WCSD staff.

Incline Village— An additional off-campus evening education program was established at Incline Village High School during fall 1992. It serves the North-shore area and attracts a steadily increasing number of students.

Weekend College— In an effort to provide classes to a wider audience the Weekend College was initiated in fall 1994 with ten classes accommodating 166 students. The majority of classes are offered on Saturdays and Sundays at Old Town Mall.

In a climate survey administered in the spring of 1995 (more fully described in Chapter VIII Administration) faculty, staff and administration agree that centers like Old Town Mall are essential to our mission.

ANALYSIS

TMCC effectively utilizes its classrooms and labs. The daytime lab percentage would be higher if instructors could be found. A scheduling office coordinates room scheduling and use by off-campus groups.

FACILITIES USE AGREEMENTS

The various divisions using off-campus space have verbal and written arrangements with the public agencies and private parties that provide the space.

LIABILITY INSURANCE

The Board of Regents, on behalf of the UCCSN, participates in the State of Nevada's self-insurance programs for liability and fleet auto coverage. In accordance with these programs the following apply:

Tort liability provides protection for employees of the University and Community College System of Nevada in the execution of their legal duties if: (a) the employee is exercising "due care"; (b) the employee is exercising a discretionary function; and (c) the employee is acting under a statute which has not been declared invalid.

For purposes of these self-insured programs, authorized and qualified per-

sons include state employees, board members, and contract workers or volunteers operating state (university) vehicles under authorization of the University System or carrying out their legal duties in that capacity.

The Board of Regents, on behalf of the UCCSN, carries student medical malpractice liability for students and faculty of the Health Sciences programs.

TMCC contracts with a local firm for security guards. Two guards are at the Dandini campus daily from 7:30 am. to 10:00 p.m. Their responsibilities include escorting students and employees to their cars, patrolling parking areas, locking/unlocking doors, assisting disabled students, and being available and visible in the building. They are unarmed. Old Town Mall employs a security guard during the evening hours.

The College has made significant improvements to exterior campus lighting as a result of annual "Walk in the Dark" tours during which students and employees evaluate the adequacy of lighting. The buildings have interior motion alarm systems activated when the building is vacant. Equipment thefts have been minimal.

In response to heightened security concerns, the security budget will be increased from \$56,000 to \$160,000 per year in the 1995-97 biennium. A Crisis Management Task Force is developing procedures for a quick executive response to crises and to evaluate security procedures. The new funding will be used for a mix of additional security guards and electronic security equipment.

TMCC's instructional labs reflect the funding trends the College and the state experienced for the past few years. Some labs, such as those in the science area, are well equipped with a variety of technically current equipment and visual instructional aids. Technology labs, such as those in Applied Industrial Technology, range from very good in the PACE electronics lab to adequate in such labs as metals or diesel. Other instructional labs meet the needs of students even though equipment is, in many situations, in need of replacement. In the Professional Business Division, one computer lab is adequate while another is operating with computers insufficient to handle the instructional software. Labs in the Health Sciences are good although any additional software will bring the computer hard disks to maximum capacity. All program areas have requested additional lab equipment or replacement of existing equipment. The shortage of space for expanding the instructional labs and adding equipment is addressed in Chapter V by program area.

All computer equipment on campus, with the exception of the electronics program computers, are maintained through the Department of Information Technology Services. Special arrangements for maintaining the equipment are developed with each of the instructional areas. In some program areas the computers are located in the area where most of the courses are taught; for other programs, the students are assigned to the general computer labs operated and maintained by Information Technology Services. In order to offset the cost of repairs and labor, lab fees ranging from five to ten dollars are added to the cost of the class. In the electronics program area the lab fees are higher because some of those classes are taught exclusively on computers.

Lab fees are included in the cost of registering for classes with computer

SECURITY

LAB AND INSTRUCTIONAL EQUIPMENT

COMPUTER MAINTENANCE

assignments.

EQUIPMENT MAINTENANCE

Repair and maintenance of equipment other than computers is managed by instructional divisions through operating accounts. Several years ago separate maintenance accounts were established; however, this was cumbersome to manage so the allocation was divided among the divisions and added to operating accounts. A few pieces of equipment are still under warranty; other equipment is repaired as needed. The College uses very few maintenance contracts because the cost of most is prohibitive. If student safety is a factor or if a major piece of equipment goes down and the division budget cannot cover the repair costs, additional funds are allocated to the division to maintain instructional activities.

STRENGTHS

- The child care facility and outside play areas are modern, well designed, and state of the art. The location provides easy access for students, faculty, and other parents.
- The College has made a commitment to meet the ADA building and access requirements and has committed the required funds.
- Facilities master planning has been a focal point of campus development in large part due to the resident architect.
- In spite of underfunding the committed staff and administration have gone the extra mile to keep the facilities and grounds in excellent condition.
- The College has made a commitment to deal with security concerns and issues and has increased funding for that purpose.
- In keeping with the College mission, our physical plant is designed to meet the needs of transfer, occupational, technical, community service, and developmental students.
- The faculty and staff make full and effective use of available instructional equipment.
- The campus is an attractive, well maintained, accessible facility.
- The grounds are attractive and well maintained with open areas for student interaction.
- The College has focused on expanding physical plant, including a new library, to meet the needs of our growing student population.
- The College has consolidated and centralized services in Old Town Mall that were previously scattered throughout the community.
- The College provides a popular place, free of charge, for community and public service organizations to hold retreats, seminars, and training programs.
- Faculty and support staff are committed to maintaining quality instructional facilities and equipment despite space and equipment limitations.

WEAKNESSES

- Compared to other facilities nationwide, TMCC has a low ratio of facility square footage to FTE. However, the College has made strides to overcome this handicap by scheduling classes in the community.
- The College lacks land to expand in its present Dandini location, and College officials are pursuing other locations for campus centers.
- The funding formulas for physical plant staffing have not been fully

- funded by the legislature.
- The state and System procedures for prioritizing capital improvements has hindered acquiring a student union and student wellness and recreation areas. However, the College makes an assertive effort to provide as many of these services as it can.
- The College needs to expand laboratory facilities and design a comprehensive equipment maintenance and replacement schedule.

The facilities master plan projects and guides future physical plant growth and development. The Dandini Campus is approaching completion; plans are under discussion to identify potential sites for a new facility.

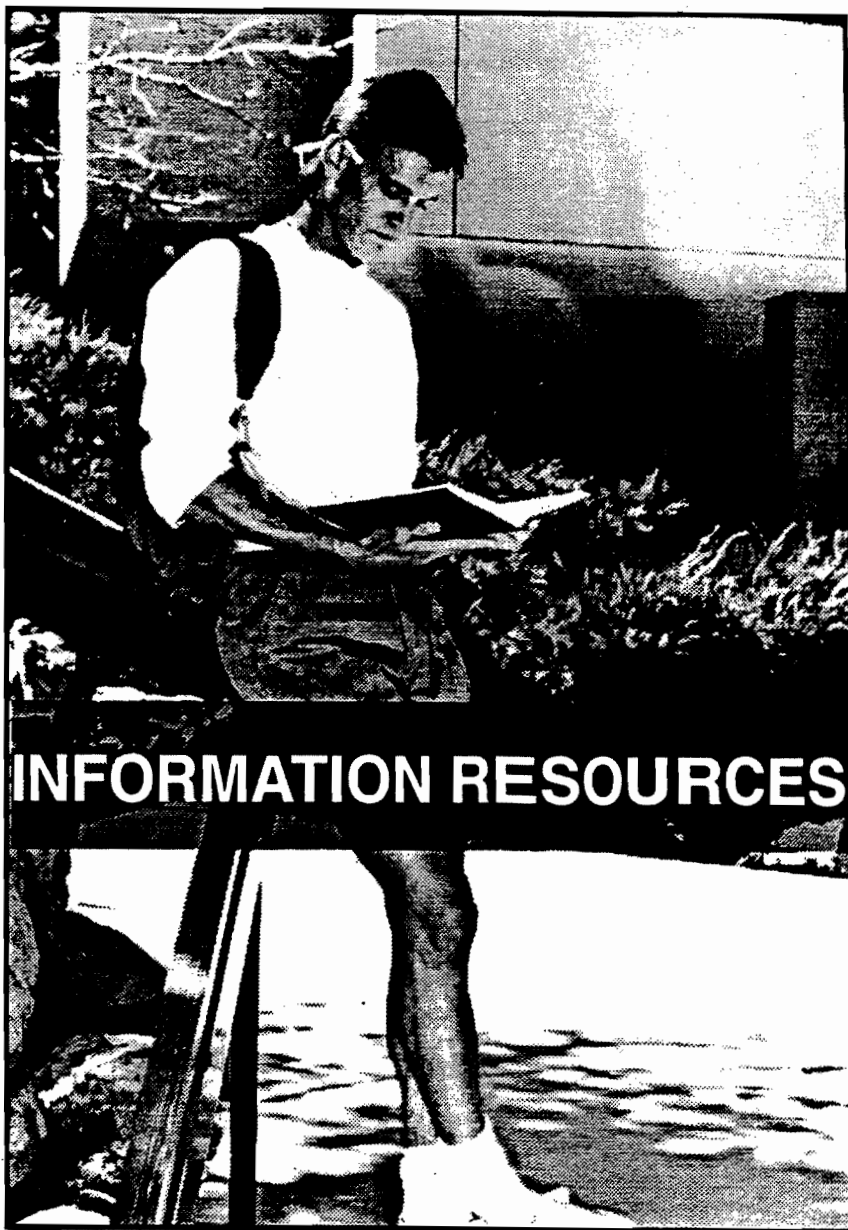
Detailed planning for space and equipment needs in specific program areas should be conducted and incorporated in upcoming capital improvement requests. All of these requests should be evaluated in a strategic planning process that prioritizes the programs to be developed.

**WEAKNESSES
CONTINUED**

FUTURE PLANS



IV. LIBRARY AND INFORMATION RESOURCES





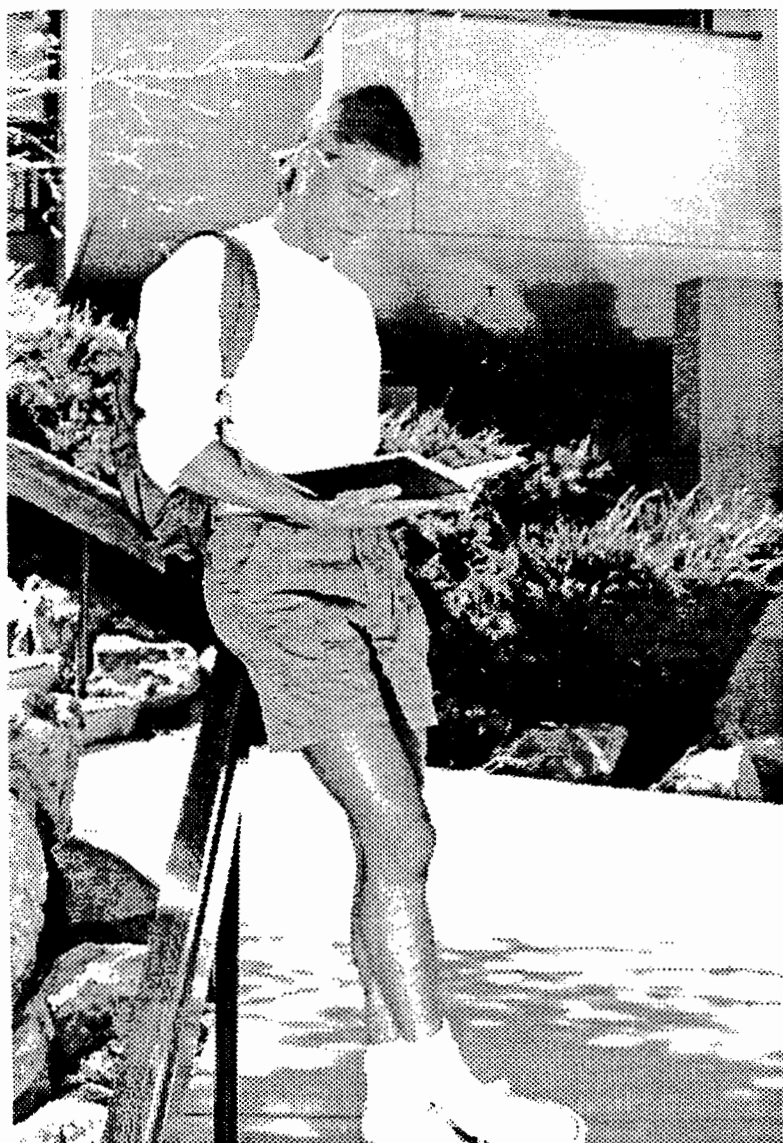
IV. LIBRARY AND INFORMATION RESOURCES

The Library and Learning Resources Center and Information Technology Services operate effectively as two departments at TMCC even though some of their functions are intertwined. For that reason, they are discussed separately.

The Library and Learning Resources Center, as a service unit of Truckee Meadows Community College, supports the Mission of the institution by meeting the information needs of faculty, students, and the community. Access to both print and non-print materials as well as access to on-line databases worldwide promote lifelong learning, upgrade employability skills, foster scholarly pursuits, and encourage personal enrichment.

The Library and Learning Resources Center furnishes access to information in a diversity of formats to serve its patrons in an efficient, friendly, and professional manner. These goals are accomplished by:

- Maintaining the best software programs to meet the particular needs of the clientele;
- Supporting the software with the most workable, patron-



MISSION

GOALS AND OBJECTIVES

friendly hardware that the budget will allow;

- Having professional assistance available to instruct students and faculty in the research methodology now needed for the Information Age;
- Maintaining a vital, growing print and non-print collection in support of the social, cultural, occupational, and curriculum needs of the TMCC community;
- Providing the necessary equipment and technical assistance to faculty as they use technologies in the classroom;
- Supporting all cooperative and networking efforts within the UCCSN and throughout other state and local libraries and agencies;
- Maintaining an effective system of Interlibrary Loan using electronic ordering whenever possible for fastest possible document delivery service;
- Maintaining an efficient ordering and records system for purchasing and acquiring all items and materials for the Library; and
- Providing the best possible physical setting for patrons and staff of the Library.

STAFF

The organizational chart for the Library and Learning Resources Center is displayed in Table IV-3. The acting Director reports to the Executive Dean for Academic Affairs. The Dandini campus library has three full-time professional staff. The Reading and Research Room at the Old Town Mall facility is also staffed with a full-time librarian who reports to the Executive Dean. ACRL/ALA standards recommend a minimum of one administrator and five professional staff. Four technicians (two library assistant III's, a library assistant IV, and an audio-visual communication specialist) complement the professional staff; the standards call for five as a minimum and also suggests a minimum of eight support staff. The library's single management assistant provides clerical support and each semester student employees are hired to assist with routine tasks. Although numbers are less than desired, the staff is well-qualified and dedicated to quality services. A summary of staff qualifications appears in the Standard IV supplemental materials.

All the librarians are members of the American Library Association and most are members of the Nevada Library Association. Memberships in other professional organizations include the California Library Association, the Nevada Medical Library Group, the Nevada Historical Society, on-line Audio Visual Catalogers, the Society of California Archivists, and the American Historical Society.

The director evaluates all faculty and staff of the LRC and the director is evaluated by the Executive Dean of Academic Affairs. The administrative evaluation process reflects achievement of department and College goals. TMCC classified staff are evaluated according to Nevada State Personnel regulations; professional staff are evaluated in accord with UCCSN regulations. All staff are given the opportunity to participate tuition free in job related development.

FACILITY

The Library and Learning Resources Center is located on the third floor of the main campus in a central part of the building. The LRC is surrounded by offices and personnel focused on services to students, allowing the LRC good visibility and high traffic.

The LRC complex features 85 seats available for reading and study, ten stations for viewing and listening to non-print media, five computer terminals for open access to word processing, four stations for typing and word processing, two stations for microfiche reading, and one station for microfilm reading. LRC services are also augmented through five on-line catalog terminals, five CD stations, one IBM interactive media station with medical programs, one interactive Macintosh with general reference and chemistry programs, one all-purpose Macintosh with HyperCard programs including a general library tour and Hyperchem program.

In July 1994 ground breaking took place for the new library scheduled to open fall 1995. The square footage for this new building is 36,000—a significant increase over the current 11,350 square feet. The Legislature, however, did not allocate funds for furnishings and equipment, but the newly formed TMCC Foundation's Friends of the Library and Automated Information Resource project is taking on the task of fund-raising. To date they have raised \$85,000.

A spacious Reading and Research Room serves students at the Old Town Mall facility (3,438 square feet). This electronic library contains three terminals for on-line searching and one stand alone station for full text periodical searching (ProQuest) as well as a minimal print reference section. Three terminals equipped with WordPerfect are available for student use, and stations for viewing and listening support use of AV materials. Faculty can place materials on reserve. A quiet study area seats 35. Usage during the first year of operation (1993-94) did not meet expectations; but, in response to a student survey, hours of operation have been adjusted to fit student schedules and promote an increase in traffic.

The Library and Learning Resources Center budget represents about 3.3% of the institutional budget—significantly less than the 6% minimum recommended by the ACRL/ALA standards. The budget breakdowns for the last three years are provided in Table VI-1. In the past, funds from the acquisitions account have been placed in a contingency fund pending enrollment reports and meeting FTE projections. Toward the end of the fiscal year, some or all of that money is returned. For 1994-95 \$80,000 was allocated for book and equipment acquisitions. This is 43% less than the \$140,216 allocation in 1993-94. For FY 94 and FY 95 total state funding remained constant. FY 94 salary savings were made available to the LRC. We do not expect that situation to occur this year.

BUDGET

The Director of the LRC also acts as the collections development librarian for both print and non-print materials. Faculty and students are encouraged to place requests for materials. Suggestions are honored as budget and space permit. The Director established a collection development policy designed to allocate funds fairly while ensuring the library develops a balanced collection according to current needs and use patterns of students and faculty.

COLLECTIONS

Continuous weeding of the collection removes outdated information, duplicate copies of materials, or items in a state of disrepair. Withdrawn items are either placed in the semi-annual book sale or discarded. Faculty are invited yearly to evaluate their subject areas for materials that should be withdrawn.

The Director is responsible for the acceptance and disposition of gifts to the LRC. The same criteria governing the selection of purchased materials apply to

accepting gifts. Duplicate and unwanted materials are disposed of at the discretion of the Director. The LRC does not appraise gift materials.

Disputes regarding the appropriateness of material in the library are referred to the Library Bill of Rights. Holdings are currently ordered, processed, and catalogued at UNR for a nominal fee. TMCC will undergo a retrospective conversion to get previous holdings into the on-line system.

In January 1995 the library housed 27,343 volumes. This is less than half of the 60,000 recommended by the ACRL/ALA standards. Current periodical subscriptions number 374, of which 67 are gift titles and 19 are on microfiche only. The ACRL/ALA standards recommend 500.

Students have other library resources available for obtaining materials. TMCC library cards are honored by the library at the University of Nevada, Reno; Western Nevada Community College, and Northern Nevada Community College. Students may use the Washoe County Library but must acquire a Washoe County library card to check out materials. Specialized programs such as the legal assistant program have access to specialized libraries through the National Judicial College Library, and the Law Library at the court house.

INTERLIBRARY LOANS

Students and staff can access materials through the Interlibrary Loan System. This service is available to all patrons holding a valid TMCC library card who file a request with the reference desk. The cost to borrow materials varies depending on the type of material being sought and its location. Patrons pay a \$1 fee per item. This charge covers postage and processing fees for the request. The staff will always try to find materials at an institution which lends without a fee. Institutions typically charge \$5 to \$20 to loan a book; photocopy or fax delivery typically costs \$5 to \$10. These charges are assessed in addition to the charge for the initial request. Materials are usually received within one to two weeks if they come from in-state or two to four weeks from out-of-state. Statistics reflecting usage of the Interlibrary Loan Program are provided in the Standard IV supplemental materials. Indications are that we loan more materials than we borrow which speaks highly of the material selection available at TMCC.

SEARCHING TOOLS

The on-line catalog for TMCC is NEON (Nevada Education Online Network). In addition to TMCC, the system includes the University of Nevada, Reno; the Desert Research Institute; Western Nevada Community College, and Northern Nevada Community College. Through NEON patrons can access the holdings catalog and other information databases. These include indexes to journals: 1) Expanded Academic Index (an index to over 1500 scholarly journals and general interest magazines); 2) Business Index (an index to articles in over 850 business and trade publications); 3) ERIC (an index to over 700 journals and over 500,000 unpublished resources in a wide variety of areas relative to education and teaching); 4) "UnCover" (a database containing records describing articles in more than 12,000 multidisciplinary journals). A company profiles database contains information on over 140,000 private and public companies and a government publications database indexes U.S. government publications since 1976. On-line catalogs of other libraries can be accessed from the TMCC catalog: University of Nevada Las Vegas; Community College of Southern Nevada; Nevada Public Libraries; Nevada State Library and Archives; Melvyl

(University of California System); Ohio Link Union Catalog; LOCIS (Library of Congress Information System); National Library of Medicine, and several on-line catalogs from neighboring states.

Access to worldwide information sources (using Gopher) is also available at the public terminals.

Major print indexes owned by TMCC's library include CINAHL (Cumulative Index to Nursing and Allied Health Literature), New England Journal of Medicine Index, New York Times Index, Lancet Index, Abridged Index Medicus, and Speech Index. The LRC also has several CD ROM products useful to patrons. On the TMCC CD Server (three stations on the main campus and two at Old Town Mall) the following databases are available: "Contemporary Authors," "Discovering Authors," "Federal News Service," New York Times, ProQuest Periodical Index, SIRS Government Report, Social Issues Resources, and Washington Post. Stand alone CD ROM products available at the main library are "Newsbank" (over 500 newspapers are selectively indexed, including the Reno paper), "CDNewsbank" (a full text database of 48 newspapers from across the U.S., five Canadian newspapers and seven wire services), Grolier's Encyclopedia, "Phone Directory" (information for 11 million businesses), and "Environmental Success Stories."

The library stores and maintains the archives for the College. Included are all official documents printed by the College and the TMCC Foundation, as well as minutes of Faculty Senate, College committees, President's Council, Foundation Board, and other entities. Student publications are also collected. Presidential papers are maintained for each president along with some materials from retired administrators and a small collection of memorabilia. Collections donated by individuals are stored in acid free folders inside acid free boxes. Other documents are stored in file cabinets. The library hopes to copy archives files to optical disk in the near future.

ARCHIVES

The hours of operation of the LRC during the spring 1995 semester are as follows: Monday through Thursday from 8 a.m. to 9 p.m. and Friday from 8 a.m. to 4:00 p.m. The Reading and Research Room at OTM has established adequate hours for student access; the facility is open 48 hours per week during spring 1995. The new library facility may allow scheduling some Sunday hours.

UTILIZATION

Circulation statistics for the past three years are described in the following chart. Patrons are allowed to check books out for three weeks at a time; faculty may check out books for the semester. Fines are placed on overdue materials at 15 cents a day to a maximum of \$7.50. Reserve books and equipment carry higher fines. Patrons losing any materials or equipment are charged the cost of replacement plus a billing and processing fee.

Students owing money to the library are placed on financial hold and lose College privileges including the right to register and the right to receive transcripts. A process of duplicating bar codes to place bar codes on books prepares for the self checkout system in the new library.

**CIRCULATION
STATISTICS
LIBRARY/LEARN-
ING RESOURCES
CENTER**

	1991-92	1992-93	1993-94
IN HOUSE	5,545	5,969	4,839
CHECK-OUT	13,857	8,332	20,137
RESERVES	321	2,886	9,865
I.L.L.-IN	149	187	127
I.L.L.-OUT	29	153	343
NEWSPAPERS PERIODICAL VF. MICROFICHE	4,043	9,617	8,144
MEDIA-AUDIO CASSETTE FILMSTRIP, ETC.	137	82	591
EQUIPMENT	393	317	2,387
CLASS ORIENTATION	21	206	144
GATE COUNT	90,664	84,451	76,023

**AUDIO VISUAL/
COMMUNICATIONS
DEPARTMENT**

The Audio Visual/Communication Department is housed within the library facility. Its major functions are to provide audio visual equipment and technical advice. Services range from downlinking video conferences to duplicating audio tapes. The department is staffed by a Media Technician with over 20 years experience and two part-time student employees available on Monday through Thursday evenings. Faculty and staff are encouraged to visit the department and browse through the materials available. The process of checking out videos for faculty and staff employs the same system used for checking out books. Students are also allowed to check out videos for in-house use only.

Faculty place requests for films housed at the University of Nevada, Reno library. In the past, the rental of each film cost \$5 and the TMCC library was billed monthly for services provided. A new contract establishes a yearly fee of \$500 (negotiated annually) with unlimited film requests. This process eliminates cumbersome accounting and will encourage faculty to make better use of the service.

Approximately 1120 videos, six laserdisk feature films, and ten laserdisk nonfiction programs (all art) are available to support instruction. There are also 17 interactive multimedia computer titles (10 IBM and seven Macintosh). A listing of programs is provided in the Standard IV supplemental materials. In addition, there are 153 programs in slides, kits, and filmstrips. There are 70 audio cassette programs and 18 computer programs.

TMCC usually offers two to three telecourses a semester; the AV Center stores program copies for student viewing in the library if a student misses a segment or wishes to review.

A closed circuit system operates between the AV Center and Phase V allowing access to videos on hand in the AV Center or downlinking of satellite transmissions. Both the main campus and Old Town Mall have the capability to down-link satellite transmissions.

An effort is underway to equip each classroom on the main campus and at Old Town Mall with an overhead projector, a VCR, and a monitor. All classrooms currently have an overhead projector and about 85% have VCR's and monitors. Monitors and VCR's are being permanently mounted in classrooms instead of placed on carts. This allows greater ease of use for the instructors and should help alleviate theft.

Additional audio visual equipment is supplied at Reed, Wooster, and Incline High Schools. This equipment is stored in the designated TMCC office and the night coordinator at each site is responsible for checking out equipment to faculty as they request it.

The Faculty Senate library committee, comprised of ten teaching faculty, three non-teaching faculty, and one administrator communicate faculty input to the Director regarding services and acquisitions. The committee coordinates a book sale each semester usually generating about \$500 for the library.

The last self-study found the Library and Learning Resources Center lacking in staff, budget, and facilities. Although lacking in numbers, the staff is qualified and dedicated to serving students and faculty. With budgets continuing to tighten, hope of increasing staff, especially in the clerical area, is slim. Decreasing funds continue to be a source of difficulty college-wide. In 1994-95 book acquisition funds were provided, and library funds will be enhanced through increased tuition revenues. Financial support could also be forthcoming from projects sponsored by the Friends of the Library. The biggest strides have been made with regard to the facility. The opening of the new library coupled with the addition of the Reading and Research Room at Old Town Mall have increased building space from 3665 square feet in 1985 to over 40,000 square feet in 1995. The Library and Learning Resources Center leads in implementing technological advances as evidenced through the state-of-the-art closed circuit video system, the self checkout system, worldwide access to other libraries through NEON, and the video conference center planned with Phase VI.

- The Library and Learning Resources Center operates with a well-qualified and dedicated staff.
- Great strides have been made in obtaining additional space.
- The implementation of technological advances is noteworthy.
- Has greatly strengthened relationships with other libraries in the community to provide students with increased resources.
- The staff maintains a clean, inviting, user-friendly environment.
- The faculty shows commitment to membership in special associations.

SUPPORT

SUMMARY

STRENGTHS

WEAKNESSES

- Additional faculty and clerical staff are needed to expand the hours to meet identified student needs. The College is hopeful that the necessary funds will be provided through tuition increases.
- Additional support in budgets (especially operating and acquisitions) would help the LRC keep pace with advances in technology.
- The College needs to continue to strive to meet ACRL standards.

INFORMATION TECHNOLOGY SERVICES

TMCC's Information Technology Services (ITS) maintains and supports communications (data, voice, and video) and access to computing resources (networked and stand alone workstations, mainframe and internet) to students, faculty, and staff. ITS carries the primary charge of providing the planning, leadership, and direction to help the institution fulfill its goals related to technological development, technical training, and technically assisted instruction.

PHILOSOPHY AND GOALS

Computers are becoming indispensable tools for accessing and analyzing data, preparing reports, research, and communications. Students, faculty, and staff need access to computers, information, and communications to succeed in nearly any discipline of study. ITS supports the institution's Mission to promote learning, exploration, self-discovery, and student success by:

- Providing a computer based academic environment;
- Providing and maintaining a networked computer environment for access to local and worldwide (internet) information of all types;
- Supporting degree programs and courses by providing and staffing a general access computer lab;
- Supporting teaching faculty and staff with self-paced computer tutorials, seminars, and one-on-one help desk assistance in the faculty/staff information center;
- Providing a video programming distribution system to campus classrooms;
- Providing communication linkage for the computerized registration system;
- Providing telephone communication services to students, faculty, and staff;
- Providing administrative computing services and connectivity for student admissions and records, academic advisement, student financial aid, general accounting, human resources, and other college operating data;
- Providing computing assistance to students, faculty, and staff with special needs such as hearing, vision and, other physical disabilities;
- Providing access to computer aided instruction (self-paced); and
- Providing electronic access to TMCC, other UCCSN libraries, national card catalogs of available books and materials, and access to state, national and international card catalogs.

STAFF

The Information Technology Services Director is responsible for planning, managing, coordinating, and supporting all levels of administrative and academic computing and telecommunications at TMCC. He is also the liaison between TMCC and UCCSN for telecommunications and computing. He leads

a staff of specialists and assistants supporting the services listed above. The network manager is a professional position; all other positions, with the exception of the AS/400 supervisor, are classified positions. The AS/400 supervisor is a professional position working out of the UCCSN Computing services and serving both TMCC and UNR. The Director, who reports to the Dean of College Services, evaluates the network manager, the management assistant, both computer systems technicians, and the electronics technician supervisor. The network manager evaluates both microcomputer specialists, and one of the computer system technician's evaluates the temporary aides. See Table IV-4 for organization chart. Due to the rapidly changing advances in technology, staff are encouraged to keep up-to-date by taking classes and attending seminars. The staff is well qualified; a summary of qualifications will be available in the NWASC team room.

ITS is well thought of and recognized at TMCC for accomplishments in serving students, faculty, and staff. This fairly new department needs to be constantly changing in response to new technology; consequently, some policies and procedures are still being formalized.

More involvement campus-wide in determining needs and directions is a goal being addressed. As the technical consultant to administration, the Director meets regularly with the Interim President, vice presidents, and some departments with high computer use.

The Director and the network manager are each teaching a class for the Professional Business Studies Division in order to be closer to the users they serve. This action has already prompted some changes. The Director also represents the College on statewide committees exploring long distance learning although, because TMCC serves the smallest geographical area in the state, long distance learning has not been a priority. However, the College is seeking funds for long distance learning to expand services to the high schools, including Incline Village, to develop more cooperative programs with other UCCSN institutions, and to form partnerships with regional business and industries.

Computing and telecommunications needs are varied and are served in a variety of ways. The administrative network gives faculty and staff the ability to use the UCCSN management information systems: the Student Information System, the Human Resources Management System, and the College and University Financial System. Network users have access to a variety of other software packages, such as cc:Mail, LOTUS, dBase, Harvard Graphics, and Word Perfect. The Director of ITS negotiates and monitors licensing agreements.

Academic computing services include those provided in 25 labs: classroom labs, specialty use labs, and the open access lab. A listing of computer labs is provided in Table IV-5. Some of these classrooms and labs are located at the OTM facility. ITS oversees the operation of the Professional Business Studies' labs and the open access lab; they are on call for services in the other instructional labs (Health Sciences, Drafting, Electronics, Science, Math, English, Tutoring, and Business and Industry). The open access lab is available to students, faculty, and staff Monday through Saturday for about 75 hours per week. ITS is considering expanding this service to include some Sunday hours.

TMCC was one of the first 20 colleges in the country to have Internet connectivity. Although this service is still rare at the community college level,

TMCC is in excellent shape with 100% of faculty and staff and 90% of the student labs having Internet connectivity. The computer systems technician coordinates Internet resources and provides regular training programs for faculty and staff, a service ITS hopes to eventually provide to students.

TMCC supplies rooms and operators for the AS/400 designed to serve UCCSN but currently used only by TMCC and UNR. The management of the AS/400 is provided by the supervisor who works out of the Computer Center. Last year about 200 students were trained on the AS/400.

TMCC has 400 telephone lines managed and funded by ITS. Currently departments are billed for long distance, directory assistance, and voice mail. All faculty have feature phones or single line phones; all single line phones are direct in-dial with their own numbers. TMCC has system-wide dialing; staff at the Old Town Mall facility access other OTM offices with three digit dialing and access main campus offices with four digit dialing. As a security measure, the main switchboard has a call tracing feature.

TMCC is now using a voice response system for registration and ITS oversees the 28 telephone ports servicing that system. ITS provides remote access for staff requesting this service; software allowing access to either the network or Internet can be purchased from ITS at cost.

To encourage the staff to become more computer literate, TMCC full-time staff have the opportunity to borrow up to \$2500 interest free to purchase computer hardware and/or software for personal use. This program, administered by the Controller, allows borrowers to have monthly payments deducted from their paychecks and to spread payments out over a period of 24 months. As computers are replaced or updated, the older computers are placed in a pool for distribution to faculty and other campus users on a needs basis scale. ITS offers numerous free workshops for faculty and staff.

ITS staff maintains most TMCC computer equipment; labor is free and departments are charged for parts. If the work cannot be done by ITS, it is contracted out and the requesting department is charged for both labor and parts.

Training is provided on a number of topics including: Internet, Beginning and Advanced WordPerfect, LOTUS, dBase, cc:Mail, Harvard Graphics, use of the local area network, and the use of scanners. Schedules for training are published periodically but sessions can also be offered on request.

SECURITY

Security of services includes two aspects: security of access and security of data. Prospective users requesting access to services are required to fill out applications and obtain appropriate approvals. Responsibilities of the users are clearly defined and a code of ethics and ramifications for violations are published in the Administrative Manual.

The Computing Center handles the physical security of data on SIS and CUPS through regular backups. These systems are backed up to tapes four times daily and a transaction log is maintained. Data on the file server is backed up nightly. Monthly run tapes are stored off site in a safety deposit box.

Work is proceeding on developing a disaster recovery plan. Although some procedures are followed both in-house and with the Computing Center, they have not been formalized.

BUDGET

The ITS budget for the last four years is displayed in Table IV-2. Funds allotted to ITS are well utilized to support the services provided. All positions are state funded with the exception of one of the microcomputer specialists partially funded from a \$5 per student lab fee collected from enrollees in computer courses. Operating expenditures are funded by the state; funding for equipment has come from the estate tax and one-time funding.

The biggest operating expense is for telephones. As mentioned earlier, ITS pays for the plentiful equipment and lines. In 1995-96 divisions will pay for their own lines to discourage arbitrary requests for additional lines. Funds currently used for this expense will be distributed back to the divisions. The current phone system on campus is old, making it difficult to obtain parts for maintenance and to expand the system. Cost saving measures are constantly sought; a good example of this are the excellent long distance rates TMCC receives by subscribing to an AT&T reseller.

STRENGTHS

- ITS operates with a well-qualified and dedicated staff.
- Under the direction of ITS, TMCC has seen a dramatic increase in utilization of administrative computer applications and Internet tools.
- Staff goes the extra mile to maintain and upgrade student labs in a timely and efficient manner with a minimum of complaints and a high level of transparency.
- Although the college-wide strategic plan is still being developed, ITS provides an accurate and appropriate vision of technology.
- There is a positive and close relationship between ITS and Instruction.

WEAKNESSES

- A formalized disaster recovery plan needs to be finalized.
- Formal procedures for determining needs and directions should evolve as the college strategic plan is developed.
- When the legislature has set aside money for equipment, it has failed to allocate funds for personnel to maintain it.
- ITS is under staffed for maintaining the number of academic and administrative computers on the campus.
- There is need for more maintenance control, report generating, and work flow software.
- Efforts must be maintained to gain legislative funding to replace outdated desktop computing equipment, networking equipment, and software.

The College needs to involve instructional staff more directly in short and long range planning for technology applications.

SUMMARY

Overall the Library and Learning Resources Center and Information Technology Services operate with a well-qualified staff, make efficient use of funds, and provide quality service to students, faculty, and staff. Their missions are clearly defined and are compatible with the College Mission. The future directions of these two departments rely heavily on the formalization and implementation of a college-wide strategic plan.

Table IV-1
Learning Resource Center Budget

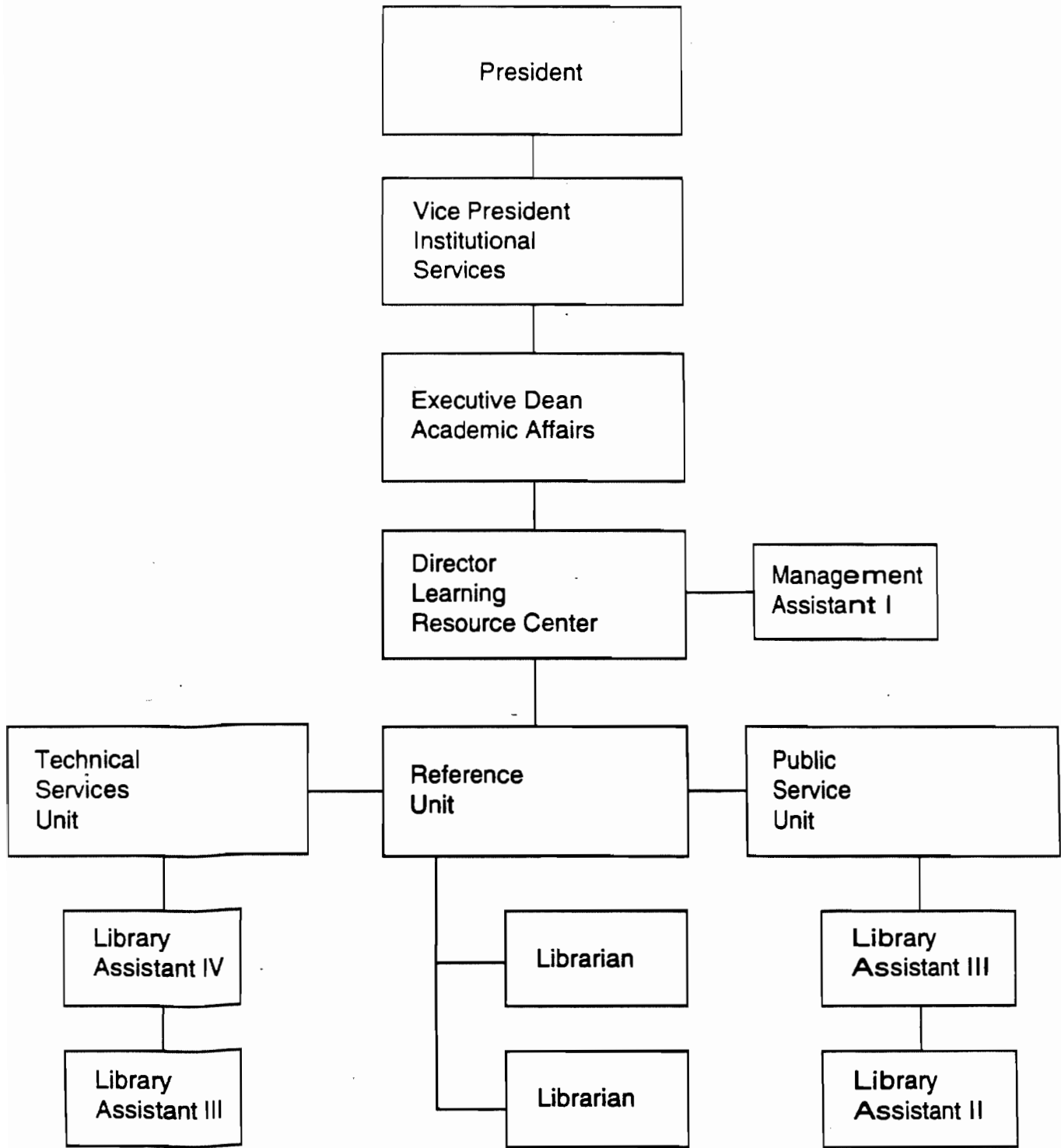
<u>Description</u>	1991-92 <u>Actual</u>	1992-93 <u>Actual</u>	1993-94 <u>Actual</u>	1994-95 <u>Budget</u>
Personnel (salaries/wages/fringe)	\$354,046	\$389,791	\$386,832	\$407,729
Operating/Supplies	54,609	41,668	38,354	39,299
Equipment	0	0	3,119	0
Book/Equip. Acquisitions	131,093	90,010	140,216	80,000
Annual rent on leased space at OTM (3,438 SF)	n/a	13,649	13,649	30,667
One Shot Equipment	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	\$539,748	\$535,118	\$582,170	\$557,695

Information Technology Services
Table IV-2

Description	Actual 1991-92				Actual 1992-93				Actual 1993-94				Actual 1994-95			
	Comp DB00	Telecomm DB02	Lab DB11	TOTAL	Comp DB00	Telecomm DB02	Lab DB11	TOTAL	Comp DB00	Telecomm DB02	Lab DB11	TOTAL	Comp DB00	Telecomm DB02	Lab DB11	TOTAL
Personnel (salaries/wages/fringe)	\$135,031	\$ 50,033	\$ 19,757	\$204,821	\$158,236	\$ 52,166	\$ 53,909	\$264,311	\$171,368	\$ 53,011	\$ 58,128	\$282,507	\$178,041	\$ 56,764	\$ 66,776	\$301,581
Operating/Supplies	16,299	104,095	0	120,394	9,762	116,922	80,438	207,122	7,401	142,723	9,898	160,022	9,500	122,559	25,725	157,784
Equipment (object code 60)	5,937	0	n/a	5,937	0	6,354	47,455	53,809	0	572	3,068	3,640	0	0	15,067	15,067
Equipment (1-shot/catale tax)				0				22,469				18,797				0
TOTALS	\$157,267	\$154,128	\$ 19,757	\$325,812	\$167,998	\$175,442	\$181,802	\$547,711	\$178,769	\$196,306	\$ 71,094	\$464,966	\$187,541	\$179,323	\$107,568	\$474,432

Sources: Budget to Actual Comparisons, on-line into CUFS (04/25/95), Office of Budget and Planning, ITS Department

**LEARNING RESOURCE CENTER
ORGANIZATIONAL CHART
TABLE IV-3**



Truckee Meadows Community College
ITS
Organizational Chart
Table IV-4

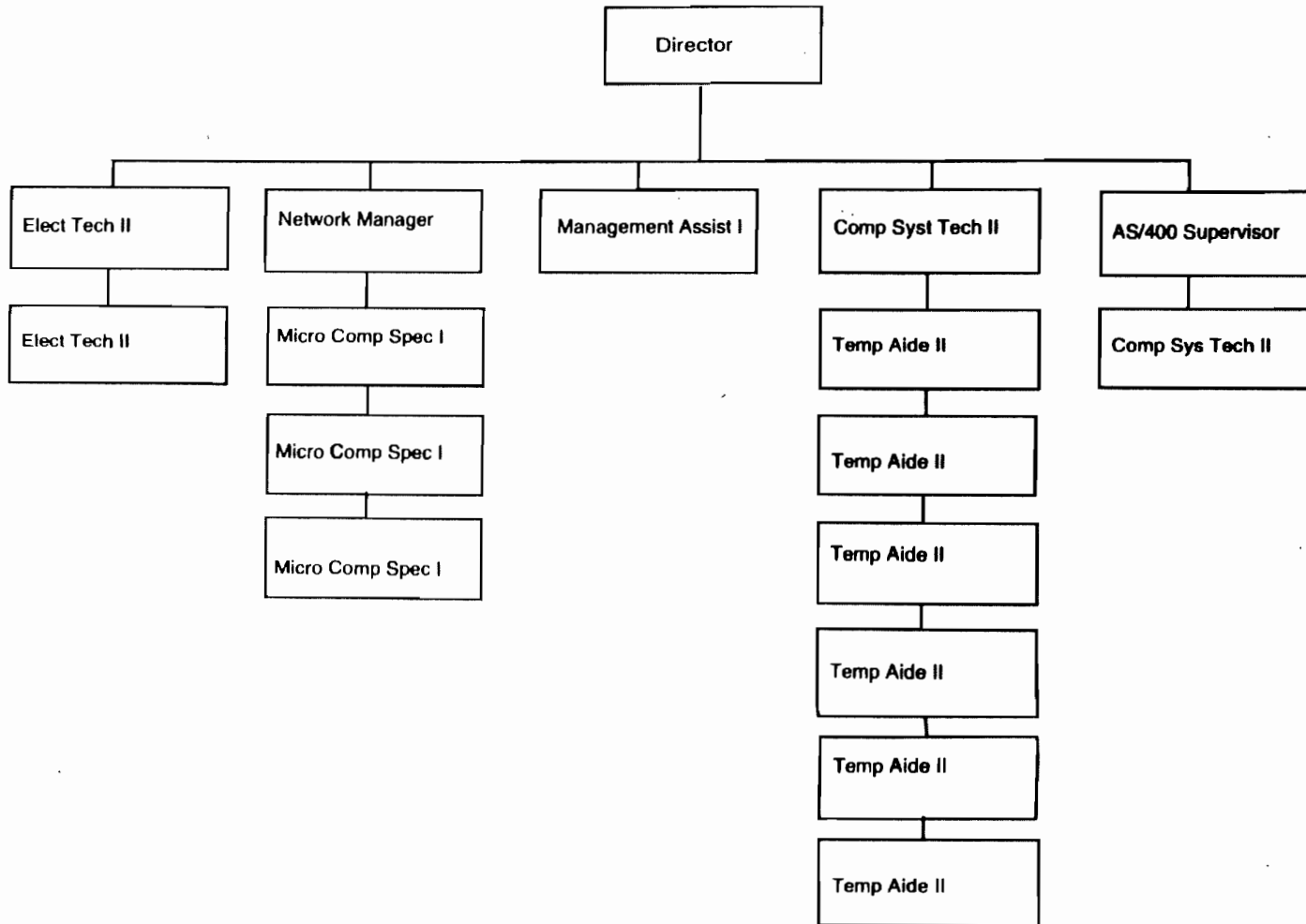
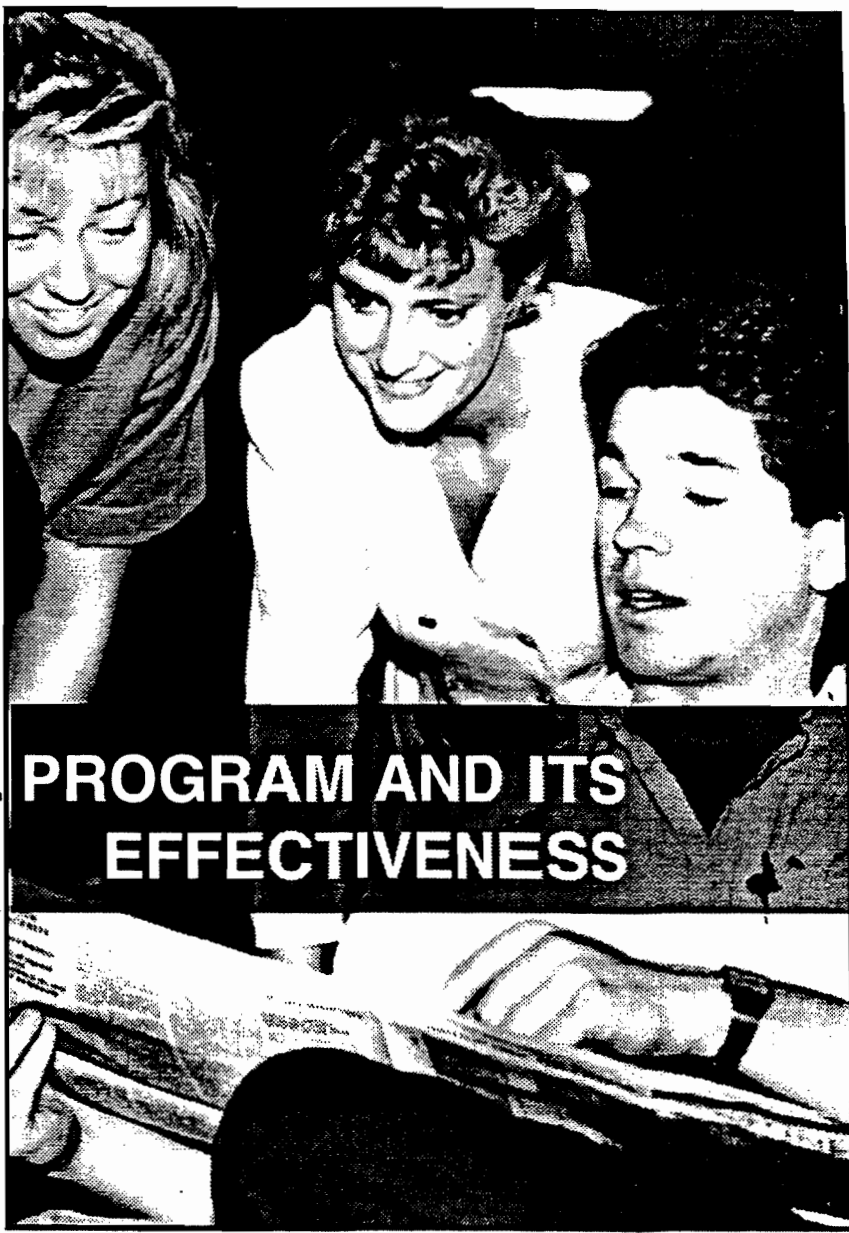


Table IV-5
Truckee Meadows Community College
Computer Labs

<u>Dept.</u>	<u>Location</u>	<u>Users</u>	<u>Hardware/Software</u>
Computer Info. Systems	Rooms 201, 202, 307, 311; Old Town Mall Room C-6	TMCC students in scheduled classes in the CIS program	100 PC's, 7 laser printers. WordPerfect, LOTUS, dBASE, other CAI packages. Connected to UCCSN Backbone.
Drafting	Room 234 Students	TMCC Drafting	19 PC's, 1 plotter, 2 laser printers and 1 ink jet. VersaCAD, AutoCAD, PageMaker.
Elect.	Rooms 104, 106, 108	TMCC Electronics Students	29 PC's. Electronic CAI software.
Health Sciences	Room 412A	TMCC Health Science Students	12 PC's, 3 dot matrix printers. Health Science packages.
Institute for Business and Industry	Old Town Mall Donner, Pyramid, and Topaz Labs	Students enrolled in Institute classes	28 PC's, 6 laser, 1 dot matrix printer. Various software.
Learning Resources Center	Room 315	All TMCC faculty, staff and students	1 Macintosh IIsi, 4 PC's. CAI, interactive programs, WordPerfect.
Office Admin.	Room 204	TMCC OA Students	25 PC's, 1 laser printer. WordPerfect, various office administration CAI packages.
Science	Rooms 301-303	TMCC Science Students	14 Apple IIs, 1 Macintosh, 12 dot matrix printers. Various Science CAI packages.
TMCC Computer Lab (General Access Lab)	Room B106	All TMCC faculty, staff and students	40 PC's with access to a laser printer, with access to Internet and access to AS/400, 6 McIntoshes with access to a laser printer, and 6 dot matrix printers. WordPerfect, LOTUS, dBASE, Harvard Graphics, MacWriter, SuperPaint, Writer's Workbench, and various other CAI packages. All machines connected to UCCSN Backbone, except for the MacIntoshes.
TMCC Plato Lab	Old Town Mall Room B-1	Students enrolled in Plato classes	16 PC's and 2 dot matrix printers. PLATO CAI system. Connected to UCCSN Backbone.

All computers are IBM compatible unless otherwise noted.
 There are currently 262 network users.

V. EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS





V. EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

The opening paragraph of Truckee Meadows Community College's Academic Master Plan, 1993-1995, states that "the next few years will be a time of dramatic change and growth for the College." The Master Plan's goals, objectives, and program plans prepare the College for these changes.

TMCC is a comprehensive community college within the University and Community College System of Nevada (UCCSN). TMCC supports the eleven strategic directions identified by UCCSN's Board of Regents and the six-fold mission for community colleges described in the State system plan. Nevada's

community colleges are charged with providing superior, student-centered educational opportunities for the citizens of the state. TMCC's educational programs are designed "to provide 'quality first' education that is outcome-based and meets the diverse needs of the students and the community."

TMCC subscribes to an open-door admissions policy. The College operates on the semester system. Summer school sessions are offered as two six-week sessions. Exceptions to the traditional two



INTRODUCTION

ACADEMIC YEAR

semester system are technical programs conducted on a trimester schedule. The Weekend College program allows students to earn up to nine credits by attending 10 weekends of classes. Academic divisions regularly experiment with alternative scheduling models in response to student needs.

REQUIREMENTS FOR DEGREES AND CERTIFICATES

Students can earn four types of degrees at TMCC. The Associate in Arts (A.A.) degree serves students seeking to transfer courses or programs to a baccalaureate degree.

The Associate of Science (A.S.) degree in Environmental Sciences develops a strong background in science and mathematics. This university transfer program is equivalent to the first two years in the Environmental and Natural Resources major at UNR.

The Associate in Applied Sciences (A.A.S.) degree serves students interested in an occupational or technical field. The AAS degree prepares students to enter a career field. A Certificate of Achievement can be gained by earning approximately one-half the credits required in the AAS degree. All certificate courses may apply toward an AAS. Both the AAS and Certificate programs train students seeking entry-level jobs or interested in upgrading current job skills. The Associate in General Studies Degree (A.G.S.) allows the student to create a program custom designed to fit personal goals. The General Studies degree incorporates a broad spectrum of learning experiences. This degree has been revised since the last self-study to place greater emphasis in a special content area, in accordance with the recommendation made by the NWASC Team in 1985.

GENERAL EDUCATION/ RELATED IN- STRUCTION REQUIREMENTS

No specific courses and/or groups of courses are required of students attending TMCC. Each degree and certificate program has specific requirements, however. These requirements are established as Board of Regents' policy — Title 4, Chapter 16, pages 26 and 27 of the UCCSN Board of Regents Handbook. The minimum requirements for each of the four degree programs and the Certificate of Achievement are specified in the College catalog. The general education components of degree and certificate programs meet the standards of NWASC.

SPECIALIZED ACCREDITATION

The College believes the efforts to gain and maintain specialized accreditation result in stronger curriculum offerings and increased quality of student performance. Specialized accreditation combines with program review to engage faculty in continuous improvement of program offerings. Several College programs earn specialized accreditation: nursing, dental assisting, professional business studies, radiologic technology, and automotive technology. The effort to meet the requirements of specialized accrediting agencies is supported through the Office for Planning and Development. The College maintains a separate account for accreditation requirements, and expenses for the special accreditations are covered in the College's budget.

APPROVAL OF DEGREES, CERTIFICATES AND COURSES

The UCCSN Board of Regents must approve new degrees or programs. Approval for changes in emphasis areas within a degree does not require Board approval. Approval for new emphasis areas requires a recommendation from Academic Standards to the Vice President for Academic Affairs and final

approval through President's Council. An eight-step process initiates new instructional programs: 1) the faculty member/s in the department or division work with the Dean for Planning and Development to complete all necessary paperwork; 2) faculty submit the plan to the director of their respective division; 3) the request is reviewed by the Curriculum Committee and the Academic Standards Committee; 4) the Dean's Council reviews the request; 5) President's Council gives final institutional approval; 6) Chancellor's office staff analyze the proposal; 7) the system-wide Academic Affairs Council approves the proposal; and 8) the Board of Regents gives final approval. All course information is reviewed by all departments before each printing of the catalog to ensure all listed programs are providing accurate and current information relevant to student transfer, articulation, or degree completion requirements. This process coupled with the course approval process prevents duplication of course offerings.

A Master Course File maintained in the Chancellor's office contains all courses taught by the System's four community colleges and verifies the transfer status of those courses. The Master Course File is on the electronic network and available in all administrative offices. Proposed transfer courses are reviewed by appropriate faculty at either of the state's two universities. The final action is notifying the other institutions in the System and the Chancellor's office of the courses transfer status. The course then becomes part of the Master Course File.

Community college courses with a "B" designator do not transfer to Nevada's universities, except under certain circumstances. Certain "B" designated courses will transfer when taken as a part of a capstone program with a specific university. Currently TMCC and UNR have entered into a capstone transfer agreement for the transfer of occupational courses into Business Education and Industrial Arts Education. At the present time all courses are forwarded for transfer without the "B" designator; then, if the university departments choose not to accept the course for transfer, the "B" designator is added.

The Board of Regents requires program reviews for all existing degrees and certificates on a four-year cycle. New programs must be reviewed no later than the fifth year. Major topics covered in the report to the Board include: 1) Quality of Programs, 2) Need/Demand, 3) Relation to Mission, 4) Student Outcomes, 5) Quality and Adequacy of Resources, and 6) Review Cycle. TMCC has also developed an internal review process that follows a four-year cycle. The internal review document is used for program improvement and long range planning. Student input on the relevancy of courses are obtained through student questionnaires and through surveys of graduates.

TMCC attempts to meet the diverse educational needs of the service area. The College established the Office for Multicultural Affairs to strengthen the college community's awareness of and response to multicultural diversity among its students. This office also works with business, industry, and public agencies to enhance the community's awareness of diversity issues. The "Smart Starts" program, funded through the Perkins grant focuses on special populations to build the skills and self esteem basic to academic and career success. Other College programs also target special populations. These include the Re-entry

EVALUATION OF THE CURRICULUM

PROVISIONS FOR SPECIAL STUDENTS

Program, Veteran's Upward Bound, and an office devoted to serving the needs of handicapped students. The Tech Prep Program, Apprenticeship programs, Internship programs, and Cooperative Education programs provide vital links with the community. The classes and workshops offered by the Community Services division and the Institute for Business and Industry are focused directly on meeting training needs for industry and enriching the quality of life in the community.

TMCC offers programs and services to help students acquire academic skills. The Discover Program introduces new students to the various services and programs available at TMCC. The Discover Program helps make the transition to college education a positive experience.

Developmental courses in English, English as a Second Language, Basic Mathematics, and Elementary Algebra promote student skill development. The Study Skills Center is designed to help students develop, acquire, or maintain skills necessary for college-level learning. These programs are available for 1-3 transferable credits or on a short-term, no-credit basis. The College also offers free Adult Basic Education courses in basic reading, writing, and math. Free instruction in English as a Second Language is also available through ABE programs. English instruction for non-transferable college credit is offered through the ESL program.

TMCC hosts GED preparation and a High School Diploma Program in cooperation with the Washoe County School District. Classes for citizenship preparation and the citizenship test for non-native English speaking adults is available through the Community Services division at Old Town Mall.

OUTCOME MEASURES

Realizing the importance of student assessment and student outcomes, Truckee Meadows Community College submitted its original plan for Student Outcomes Assessment in April, 1990, moving the College forward toward a more unified approach to the assessment process. A variety of models were examined for guidelines related to outcomes assessment, institutional effectiveness, and accountability studies. A "generic" model determined that TMCC was already collecting approximately three-fourths of all the data needed for accurate analysis. A plan developed in 1990 outlined how the institution would use the data to determine outcomes measures. Steps of the plan include: 1) student assessment, 2) program objectives, 3) program outcomes assessment tools, 4) application of assessment tools, 5) evaluation of the results of these activities, 6) development of a plan for program improvement, 7) development of appropriate timelines involving long range planning and on-going processes for assessment, and 8) development of a review procedure. This plan will be available in the NWASC team room. Not all steps are fully implemented at this time. Quality and achievement of students is addressed in the sections on each program area. The College prepares periodic reports for the Board of Regents on assessment outcomes and accountability measures.

The Curriculum Committee ensures new program proposals or course modifications are congruent with the College's mission and objectives. This committee also assesses the criteria for measuring student outcomes specified in course or program proposals. These procedures are defined by the Curriculum Committee and will be available in the team room.

**PROGRAM
CHANGES IN
PAST FIVE
YEARS**

Curriculum changes have come about through external influences and through internal response to changes in community needs.

Changes in the UCCSN policies and procedures have affected curriculum offerings at TMCC during the past five years. Significant changes in the general education core requirements for degree and certificate programs resulted in modifications to the general education core for most programs at TMCC. These curriculum changes involved extensive faculty discussion led by the Senate Curriculum Committee. The System also modified the restriction limiting associate degree programs to 64 credits, creating the opportunity for more flexibility in curriculum design. One of the major issues under discussion among faculty and administration regards expanding the number of required or elective credits in certain degree programs to allow students the opportunity for participation in Co-op and internship experiences.

New programs and program modifications responded to the needs of the community expressed through advisory boards and community needs assessments. The Legal Assistant program, the Substance Abuse program, the Military Occupations program, Environmental Science, Environmental Studies, and Environmental Control Technologies have been approved as degree programs during the past five years.

Occupational and Technical programs modified course content, program design and philosophy, and scheduling patterns to meet the challenge of a more technically skilled and proficient workforce. These major changes are reflected in direct linkages between student classroom or laboratory learning and student involvement in the workplace through cooperative education or internships. Partnerships with regional automotive firms, for example, allow students to alternate classroom training with direct work experience in the dealerships. This ATEC model has helped shape the direction of other technical and occupational programs in linking school-based and work-based learning. The electronics program initiated computer-aided instruction as the basis for year round training programs in electronics. This program also developed a partnership with local industry to train students in sophisticated soldering techniques through the PACE program. The College's goal to provide state-of-the-art technical training programs requires a close working relationship between College programs and regional business and industry.

The competency-based curricula characteristic of TMCC occupational programs reflects evidence indicating the effectiveness of the general education components related to these instructional programs. The College is moving toward identifying more precise measures for general education components. Some areas such as Nursing have already implemented their standards. Increased sophistication in curriculum offerings in the technical/occupational fields make competency in computation and communication skills essential to student success. The increase in retention rates over the past five years attests to student improvement in general education skills. Data on the performance of TMCC students transferring to the state's universities also indicate the effectiveness of general education components of the TMCC curriculum. Student transfer survey results will be available in the NWASC team room.

ANALYSIS

The Faculty Senate Curriculum Committee and the Academic Standards Committee monitor duplication and proliferation of course offerings. Academic

Standards, for example, worked with the Institute for Business and Industry and the Professional Business Studies division to develop a policy resolving apparent duplication and competition in computer course offerings. The Mathematics department cooperates with technical areas to design math courses specific to the skills required in the area. The Communications department regularly offers technical writing options to complement the technical and occupational curricula. A cooperative effort is beginning to integrate technical skills training more closely with the traditional academic departments through a better understanding and implementation of "applied academics."

The College not only establishes clear prerequisites but administers them consistently through computerized registration systems. Course prerequisites are enforced consistently through the computerized registration system; this system "blocks" students from enrolling in classes with prerequisites. This process assists in making the assessment/placement program effective in placing students.

EVIDENCE OF EDUCATIONAL PROGRAM EFFECTIVENESS

Evidence of specific program effectiveness is discussed in the sections of this standard devoted to each instructional program. Valuable information and data gathered through ongoing institutional research provide an overview of program effectiveness. This overview will be available in the team room.

The Office of Institutional Research and the Admissions and Records office conduct research in numerous areas related to program effectiveness. These reports include information on student retention rates, student completion rates, graduation rates, student demographics, enrollment and FTE data, and grading patterns. These reports combine with the needs assessments, community surveys, student follow-up studies, and employer surveys conducted by the Office for Planning and Development to generate a profile of program effectiveness. The College's emphasis on student assessment and placement data through the Computerized Placement Test establishes the basis for a comprehensive student performance model.

Follow-up studies are conducted regularly on students completing professional/technical programs. These studies generate data showing the number of students employed in their chosen fields, employer satisfaction with job performance, performance on license exams, and other indicators of success.

The Program Review process relies on available data to assess the effectiveness and evaluate the future direction for individual programs. Program reviews form the basis for discussions regarding changes in curriculum, hiring priorities, program reduction or modification, and adequacy of support services. This process generates a detailed examination of each program offering in the College on an established review cycle.

The College has invited consultants to facilitate workshops on outcomes assessment, assigned faculty and administrative staff to participate in system-wide discussions of outcomes assessment, funded faculty and administrator participation in regional and national conferences on outcomes assessment, and funded faculty visits to other institutions with model outcomes assessment programs. The result of these activities is the institution-wide discussion to determine the appropriate student outcome goals and measures in each department and for the instructional unit as a whole.

The major thrust of this effort focuses on general education/liberal arts programs unaccustomed to establishing quantitative and qualitative data on student performance other than the formal grading system.

- The College will expand and refine its efforts regarding program outcomes/institutional effectiveness measures.
- Divisions will be encouraged to convert existing course outlines to the new model that identifies outcomes.
- Divisions will be developing specific program outcome measures that are linked to competency-based curriculum and learning outcomes.
- The College intends to provide in-depth in-service activities for faculty to become involved in scanning and forecasting to better serve the community.
- Strategic planning activities will involve program effectiveness and greater program retention and accountability.

FUTURE PLANS

APPLIED INDUSTRIAL TECHNOLOGY PROGRAMS

DIVISION PROGRAMS

Occupational-technical education programs at TMCC offer Associate of Applied Science degrees in the following program areas: Auto Body Service Technology; Automotive Technician Career Program; Automotive Technician Educational Cooperative; Computer Technology; Heavy Equipment Mechanics; Electronic Technology; Environmental Controls Technology and Welding Technology.

In addition to the AAS degree option, students may elect to complete a Certificate of Achievement in the following areas of study: Auto Body Service Technology; Automotive Technician Career Program; Automotive Technician Educational Cooperative; Computer Technology; Heavy Equipment Mechanics; Diesel Power Technology; Electronic Technology; Environmental Controls Technology and Welding Technology.

Automotive Technician Educational Cooperative's request to offer an AAS and Certificate of Achievement received approval from the College's Academic Standards and Curriculum Committee; final Board of Regents approval is pending. The expanded and revised Diesel Power Technology program is changing its title from Heavy Equipment Mechanics. Final approval from the Board of Regents is pending.

Students also have the opportunity to attain a Certificate of Competency in the Automotive Technician Career Program (ATCP). This Certificate of Competency is addressed in the ATCP section.

APPRENTICESHIP PROGRAMS

Apprenticeship students completing training prescribed by their respective trade trust may elect to complete an Associate of Applied Science degree or a Certificate of Achievement in one of the following areas of emphasis: Associated Builders and Contractors (Electrician and Plumber), Bricklayer, Carpenter, High Sierra Chefs Association (Cooks), Electrician, Floor Coverer, Gambling Dealer (Table Games), UNR Building Maintenance Program (Industrial Maintenance Specialist), Ironworker, Painter/Decorator, Pipefitter, Plumber, Sheetmetal Worker, Stagehand, Teamsters (Construction Truck Driving) and Tiler.

INTERNSHIP PROGRAM

The Internship Training program does not offer a degree or certificate, but exists as a support service for programs requiring students to complete a job skills course and an internship experience.

TECH PREP

A consortium of TMCC, Washoe County School System, and the Sierra Nevada Job Corps encourages students to enter an occupational-technical program while in high school then complete studies at TMCC. These partnerships foster a seamless web of courses concluding with an Associate of Applied Science degree or a Certificate of Achievement.

Student full-time enrollment figures are displayed in Table V-1 at the end of this section. Enrollments have declined slightly over the last three years. Shop space limitations, budget allocations, and a variance in student credit formulas (conversion of instruction hours to credit hours) are factors holding the student FTE count to a stable, but moderately low number.

PROGRAM ENROLLMENTS

TMCC's 1994-95 Catalog (p. 29) lists the Associate of Applied Science degree and Certificate of Achievement general education requirements.

GENERAL EDUCATION/ RELATED INSTRUCTION

The Associate of Applied Science degree requires 24 credits from the following academic disciplines:

Discipline	Credits
English.....	3
Communications.....	3
Science.....	6
Quantitative Reasoning.....	3
Social Sciences/Humanities....	3
U.S and Nevada Constitution..	3
Human Relations.....	3

The Certificate of Achievement requires students to complete three credits each in the disciplines of communications, human relations, and computation. At this time, the following programs of study show Certificates of Achievement with six credits of general education:

- Auto Body Service
- Automotive Career Technician Program
- Environmental Control Technology

The division is moving toward front loading student schedules with general education required courses to prepare students for the rigor of demanding technical courses. Students, depending upon assessments of basic general education skills and career objectives, will be advised to complete "applied academic" courses such as communications, mathematics, and human relations prior to taking a full load of technical courses.

The movement from traditional general education courses to "applied academics" stems from a national standard curriculum mandate that suggests "hands-on" applications in teaching mathematics, science, communications, technology, and human relations. In addition to applied academics, advisory committees for programs of technology support and encourage integrating instruction with basic computer literacy skills, human relations, and critical thinking skills. An increasing concern, however, is maintaining a balance of general education and technical education. Technical education standards suggested by industry and general education requirements mean students must complete 70 or more credit hours in some Associate of Applied Science degrees.

SPECIAL ACCREDITATION AND CERTIFICATION

Automotive Technician Career Program (ATCP) and Automotive Technician Education Cooperative (ATEC) curricula are founded on Automotive Service Excellence (ASE) skill competencies. In August 1994, ATCP received full certification from the National Automotive Technician's Education Foundation (NATEF) in eight core areas:

- A1 - Engine Repair
- A2 - Automatic Transmission/Transaxle
- A3 - Manual Drive Train and Axles
- A4 - Suspension and Steering
- A5 - Brakes
- A6 - Electrical/Electronic Systems
- A7 - Heating and Air Conditioning
- A8 - Engine Performance

ATEC is scheduled for a spring 1995 NATEF/ASE on-site evaluation.

To receive an Associate of Applied Science or Certificate of Achievement, students in Welding Technology must pass American Welding Standard (AWS) tests in structural steel (vertical and overhead).

MISSION AND OBJECTIVES

The division subscribes to a shared vision of "quality first" instruction that is outcome-based and meets the diverse needs of the students and the community. The division supports the College's six-fold mission, specifically goals for occupational programs:

- Provide education leading to competencies that meet business and industry standards for the workforce of today and tomorrow.
- Provide technical and occupational courses and programs designed to prepare students for immediate employment or updating skills.
- Offer technical degrees in specific occupation areas with competency-based curricula.
- Offer occupational programs current with recent technological advances designed to prepare students for entry into specific levels of employment as designed by each program.

The division closely aligns its resources to a focused mission stated in The Philosophy and Functions of the Community College in Nevada (p. 19):

"Occupational programs are designed to provide the student with vocational or technical skills so that he or she may enter the labor force upon the completion of a program. These programs are designed to educate students for semi-skilled professions, skilled professions, and professional technical jobs."

The Applied Industrial Technology division's A Report of Goals and Directions, (1994) lists division initiatives to strengthen programs. These initiatives are:

1. Competency-based modularized instruction
2. Block instruction (at least 4 hours of daily instruction)
3. Year-round instruction opportunities for students
4. Faculty workload analysis and equity
5. Professional staff development
6. Internship training as an integral program component

7. Tech Prep processes integrated with all programs
8. Standard conversion of instruction hours to credit hours
9. Publication and promotion of programs

TMCC's Office for Budget and Planning allocates funds to support programs. These funds are derived from a combination of federal, state, and local sources. State allocated funding is primarily earmarked for salaries and operations. Federal grants support such programs as Tech Prep, Apprenticeship programs, and Internship programs; Perkins funds assisted in purchasing equipment for the ATEC Program. In years of state budget surplus, the legislature voted one time funds for equipment purchases. Funds for equipment, operations, and instructional assistants (IA) are minimally adequate to support the programs.

The budgets are on the network and available to the director at any time. Hard copies are disseminated throughout the institution.

Each year in March and April, the division director solicits projected budget needs from faculty. This list is compiled and forwarded to the administration for approval. Based upon the availability of funds, budget needs for each division and department within the College are prioritized and allocated. Projected budget needs are consistently much higher than the funds allocated for program support. The funds received for the previous fiscal year determine funds allocated for the next fiscal year.

Budget management responsibility and authority is delegated from the Executive Dean of Academic Affairs to the division director. Faculty, within the limits of funds allocated for operations and lab accounts, have control over limited purchase orders (LPO).

The secretary to the director works closely with faculty on LPO expenditures.

Special requests for equipment, supplies, and travel are made to the director. These requests are channeled to the Executive Dean for Academic Affairs for consideration.

During the 1990's a noticeable trend has been reduced program fiscal support for program operations, equipment maintenance, instructional assistants, full-time and part-time faculty, and clerical support.

Operations— Programs receive an average of \$2,500 each year to purchase expendable operational supplies, purchase low cost (under \$500) equipment, and maintain and repair equipment. Within limitations, student lab/shop fees are used to offset some of the operational costs. These marginal budgets result in curtailing shop instructional experiences for students and faculty relying on industry donations to sustain program effectiveness.

Staffing— One secretary serves to meet the clerical needs of the director for Applied Technology Programs and its six full-time instructors, 19 part-time instructors, and four part-time instructional assistants. One secretary serves Tech Prep programs and one program specialist assists the director in coordinating Apprenticeship and Internship programs. The complexity of the job tasks combined with the ever changing technologies incorporated into instruction places a high level of responsibility upon this very limited clerical support staff.

**FINANCIAL
SUPPORT
FUNDING**

**BUDGET
PREPARATION
AND CONTROL**

**ADEQUACY OF
FUNDING**

Although assisted somewhat by the Tech Prep secretary and the Apprenticeship program specialist, the director's secretary spends most time assisting faculty and aiding the director when time permits. This division is understaffed clerically.

Equipment—From 1991 through 1994, Carl Perkins funds purchased urgently needed equipment for the automotive programs. The College allocated one-time funding for welding and diesel equipment. This crisis funding occurs when critical needs arise. Essential equipment purchases for refrigeration/air conditioning and auto body were made during the last fiscal year; these purchases were required for safety reasons. College programs rely upon one-time equipment funds allocated through the legislative processes. These allocated funds have not met program needs. The AIT division would benefit from an equipment replacement schedule.

The inter-relationships of a faculty and staff sharing equipment, supplies, and technical expertise become paramount to overall division success. Effective teamwork compensates partly for the absence of adequate equipment and staffing. Computer software loaded into the electronics lab's computer network, for example, benefits students from other programs using the computer lab. The electronics instructor and instructional assistants maintain computers, upgrade the computer hardware, and provide an instructional computer network for division programs.

PHYSICAL FACILITIES AND STORAGE

Classroom, shops, labs, and storage space for most of the educational programs are located on the first floor of the Dandini Campus and extend through what is known as the AIT Compound. Office space for faculty exists in this area or in the 205 office complex on the Dandini Campus. Auto Body Service courses are scheduled in a University of Nevada (UNR), Reno facility known as the Agriculture Campus on Valley Road in Reno. Welding shops for machine shop operations are available at three different Washoe County School District locations.

Auto Body Service Program— Through an informal agreement with UNR, TMCC has been operating auto body classes in a 2,400 square foot shop on Valley Road in Reno. A classroom is set up in one corner of the shop. The remainder of the shop contains one open bay for repairing auto bodies and one bay for priming and painting vehicles. A designated area outside stores panels and car parts. The program must vacate this location by June 30, 1995. The program design and future location is under study at this time.

Automotive Technician Programs— The automotive shop has adequate shop space and adequate student work areas, but the classroom inconveniently shares the shop area. The shop area, including the corner set up as a classroom, contains about 4,700 square feet. Shop noise and walk-in traffic make the open classroom a less than effective area to conduct lecture classes. A tool and parts room serves as a viable support service for students and faculty, but lacks the space needed for properly organized tool storage and tool check out services. This room of about 300 square feet also stores welding equipment. Most storage is outside in the open AIT Compound. A small shop across the AIT Compound, Room 138, is partially used to store automotive equipment and instructional aids.

The automotive instructors accommodate manufacturer training courses for Ford, Chrysler, and Toyota. The restricted classroom space deters this effort.

Computer and Electronic Technologies— Although lacking in storage for electronic parts, computers, and training aids, the classrooms and labs adequately support computer-assisted classes and basic lab experiments. These classrooms and labs contain about 2,400 square feet. Another lab containing 800 square feet houses the PACE soldering program.

(Diesel Power Technology) Heavy Equipment Mechanics Program— Access to the shop and the shop's size, approximately 2,500 square feet, create a limited learning environment for the students. Shop size prevents using a complete diesel truck for demonstration or repair analysis. The 670 square foot classroom serves as an adequate lecture and demonstration space. A tool room and mezzanine area are used for storage, but most engines, component parts, and instructional aids are stored outside in the uncovered AIT Compound.

Environmental Control Technology— Sharing the same facility as diesel, this program features about 2,400 square feet for a shop and a 430 square foot classroom. The size of the shop limits enrollments to give students adequate space to work on lab assignments. The majority of space is used for instructional equipment serving as mock-ups for lab assignments. There is no inside storage; equipment is stored outside in the AIT Compound.

Welding Technology— The combined welding shop includes an open classroom area and shop of 1,500 square feet for welding lectures, welding practice, demonstrations, projects, and storage. Outside the shop is open storage in the AIT Compound. The size of the shop and limited space for classroom instruction create a minimal teaching and learning environment.

The foremost priority for Applied Technology programs is rectifying the inadequacies of shop space, classrooms, and storage. Improving facilities and storage areas will enable these programs to accommodate a higher number of students, educate and train students at a higher level of standards, and provide the labor force with entry-level trained technicians.

ANALYSIS

Facility Plans— A facility plan addressing space and storage needs for educational programs in applied and advanced technologies has been developed. Funding for these facilities is pending legislative approval. If approved, construction for new facilities to house these programs could begin as early as fall 1995.

A new facility funded through a combination of donations, legislative funds, and a loan is known as the International Game Technology/Applied Industrial Technology building. Adequate classrooms and storage will complement shop space for diesel, environmental technology, welding, and PACE soldering programs. Office space for faculty and classrooms for applied academics will be included in this building.

Another construction project approved by the Legislature is the Phase VI-B project known as the Advanced Technology Building. This building will house

class, lab, and office space for a variety of technology programs, including electronics and computer technologies. These plans will be available to the team. Additional long range plans are addressed in Chapter III, Plant and Facilities.

ADMINISTRATION

Former Administrative Structure— At the time of the last self-study report, programs in Public Service, Applied and Advanced Technologies, Apprenticeship Training, and Cooperative Education composed one large division known as Industrial Technology and Public Service. Faculty department chairs assisted the director in managing this division. The growth of the division, coupled with a need to exert a more concentrated effort toward program improvements, resulted in dividing the educational programs.

Current Administrative Structure— From 1991 through mid-1993, programs now an integral part of the Applied Industrial Technology division were referred to as “developing programs” and were placed under the guidance of a director working closely with the Office for Planning and Development. This administrative design was aimed at assessing each program’s needs and strengths, and establishing and implementing plans to strengthen the industrial-technical programs. Program assessments indicated the programs’ value to the industries being served and emphasized the importance of better facilities, updated equipment, and curricula improvements

In August 1993, a director of Technical Training and Development was brought on staff to manage and supervise the industrial-technical programs and other programs assigned to the division; these additional programs include directing the daily operations of Apprenticeship Training, coordinating Cooperative Education/Internship program, and supervising the Tech Prep program. Initially, the director reported to the Vice President of Academic Affairs. For grant-related programs such as apprenticeship, internship education and Tech Prep, the director reported to the Dean of Instruction for Planning and Development. The progression of organizational adjustments ended with the director reporting to two deans of instruction: the Dean of Instruction for Planning and Development and the Executive Dean for Academic Affairs. For purposes of budget, personnel and student issues, the director reports to the Executive Dean of Academic Affairs. For purposes of strategic planning, program development, needs assessments, program reviews, grant administration, curriculum development, and articulation agreements the director reports to the Dean of Instruction for Planning and Development. The director is one of five academic directors reporting to the deans of instruction.

Assisting the director are the following coordinators and classified staff:

Tech Prep Coordinator and Tech Prep Administrative Aide

Internship Coordinator (part-time)

Apprenticeship Program Specialist

Management Assistant I to the director

Professional Growth— Although a budget line item does not exist for professional growth, the administration allocates funds for this purpose. Workshops, seminars, and conventions offered within the community are usually very reasonable in cost and funds are generally made available for classified, faculty, coordinators, and administrators to attend. Travel funds for staff development activities outside the community requiring costs for transportation and lodging are more difficult to obtain. Through Faculty Senate faculty can apply for travel

funds; but the number of faculty requests far exceed the funds available. Faculty may apply for sabbaticals. Faculty, as a whole, feel a strong commitment to their profession and occupational-technical growth and spend their own time and money to update their teaching and technical skills. The System provides tuition waivers for faculty and administrators wishing to take advanced courses. The past three years have seen a commitment to staff development opportunities for faculty; a listing of professional growth experiences follow:

Les Garaventa, Diesel Instructor:

- 08/93 - Caterpillar School, Minneapolis, MN; current operations and maintenance of diesel engines
- 3/94 - Nevada State Skills Olympics, Las Vegas, NV; preparation and information for implementing VICA chapter and diesel contents
- 08/94 - Delcom Remy Electrical School, San Leandro, CA; updated information on battery and electrical systems for diesel
- 12/94 - Rock Creek Community College, Portland, OR, Diesel Program; tour and collect material to assist with curriculum development
- 4/95 - Rock Creek Community College, Portland, OR; conference on diesel technology (curriculum and internship)

John Septien, Welding Instructor:

- 4/95 - American Welding Society Aluminum Seminar, San Mateo, CA (Part-time Instructor & IA, Scott Holcomb, also attended); metallurgy and laser welding practices
- 4/95 - American Welding Society Workshop, Sacramento, CA; welding education and training to pass certification tests (D1.1 Codes)

Leon Lucchesi, Electronics Instructor:

- 4/94 - 11th Annual Symposium of Technology Education, Klamath Falls, OR; information on technology education and trends
- 5/94 - Province of B.C., Canada; electronics articulation meeting at the University College, Caribou, Kamloops
- 10/95 - NCOE 20th Annual Conference, Chicago, IL; presentation and information on technology education
- 11/95 - California Council of Electronic Instructors Meeting in Modesto, CA; update on California's electronics Programs

Jonathan Young, Automotive Instructor:

- 6/93 - General Motor's Cadillac Training; San Francisco, CA; upgrade training on late model Cadillacs
- 12/93 - Mazda Training Program, Pleasanton, CA; upgrade training on Mazda vehicles
- 2/94 - Nevada State Skill Olympics, Las Vegas, NV; VICA advisor for ATEC students
- 2/94 - United Motor Car Manufacturing Plant, Fremont, CA; tour of plant
- 7/94 - National VICA Leadership Conference, Kansas City, MO; assist and coach ATEC VICA students
- 8/94 - General Motors Training Center, San Leandro, CA; on board diagnosis training
- 9/29 - Automotive Corporate Training Centers, Bay Area, CA; student tours
- 1/95 - Toyota Training Center, San Ramon, CA; classes on suspension systems
- 1/95 - Toyota Training Center, San Ramon, CA; classes on brakes and ABS braking systems

**STAFF
DEVELOPMENT**

**INSTRUCTIONAL
STAFF**

Each semester, six full-time instructors coordinate schedules for 19 part-time instructors. Although the number of full-time instructors and part-time instructors remain constant year after year, the number of sections taught vary according to sections offered. Generally, full-time faculty teach 100 courses each semester and part-time instructors 20 sections; for every five classes taught by full-timers, one section is taught by part-timers.

**FULL-TIME/
PART-TIME RATIO**

The educational programs have lost teaching positions, most notably in the area of electronics. All program areas except auto body and computer science are supported with one full-time instructor, part-time instructors, and instructional assistants. Auto body and computer science courses are taught solely with part-time instructors. Student safety and student learning is enhanced when full-time and part-time faculty are provided instructional assistant support; under the supervision of full-time instructors, these assistants monitor labs and assist students. The College needs to commit adequate funding for these instructional assistants. The apprenticeship program is coordinated by the director through program coordinators, who supervise 45 part-time instructors.

With funding from the 1995 legislature, the division anticipates adding four new positions:

Computer and Electronics Technology (1 FTE)

Automotive Technician (.5 FTE)

Internship (.5 FTE)

Applied Academics (.5 FTE)

The division anticipates hiring a full-time position for the Auto Body Service program by August 1996.

**SUPERVISION
AND EVALUATION**

Each semester's "student evaluation of instruction" gives full-time faculty a basis for formative self-improvement. This evaluation process does not become data for annual evaluations. During April each year each faculty member receives a summative evaluation. The outcome-based evaluation criteria include reviewing annual written plan goals and objectives; meeting timelines required of reports; assessing curricula development and accountability for teaching assignments; critiquing teaching preparation materials; and observing teaching organizational skills, methodology, and techniques. The director ensures this evaluation takes place annually.

The director is the appointing authority for hiring part-time faculty. Full-time faculty and classified staff assist in the coordination of recruitment, selection, orientation, staff development, and part-time faculty evaluation processes.

Each semester's Part-Time Faculty Orientation provides part-time faculty handbooks, College information, and division-specific information. These sessions do not require attendance and some part-time faculty miss this valuable experience.

At mid-semester, part-time instructors receive a "student evaluation of instruction" to assist in improving instruction. For "formative purposes" the director reviews the evaluation outcomes and returns them to the part-time instructors.

SELECTION

Full-time faculty are selected in accordance with TMCC's policies and procedures which adhere to Affirmative Action guidelines (see Chapter VII for

more detail). Procedures for recruiting and selecting qualified part-time applicants from a hiring pool have been finalized by the Personnel office. The director and classified staff have attended orientation sessions and workshops on the recruitment and selection of part-time faculty.

The teaching workload is set at 15 credit hours each semester; for some instructors this equates to 25-33 instructional contact hours each week. As an example, instructors in diesel, automotive, electronics, and welding teach about 30 instructional contact hours each week. In addition to teaching, faculty submit annual plans, complete class schedules, submit textbook orders, draft course outlines and syllabi, prepare instructional handouts, advise and counsel students, assist in locating internship training sites for students, facilitate internship training, coordinate advisory committee meetings, and assist with selecting and coordinating part-time faculty.

Workload assignments for industrial-technical instructors are understood and accepted. The industrial-technical faculty know their main responsibilities are facilitating, coordinating, and instructing programs; and, for the most part, are willing to put in the time necessary to get the job done. Their workload responsibilities are seen as workload inequities, however, when compared to transfer credit faculty workloads and some occupational faculty predominantly teaching transfer classes.

Part-time faculty teach a maximum seven credit hour workload each semester; teaching beyond seven credits requires more stringent hiring practices. Part-timers are expected to prepare all handouts, including a course syllabus, meet classes as scheduled, and turn in all reports required. Position descriptions detail workload responsibilities for part-time instructors.

The current faculty have been with the College for a number of years.

The faculty recognize and support the College's committee structure. Two members from the division serve as Faculty Senators. Most standing committee meetings are held on Fridays; three of the full-time faculty hold classes on Fridays, which prevents them from participating. Due to Friday commitments to teach and other workload obligations, faculty find it difficult to schedule time to participate on such committees as Academic Standards and the Curriculum Committee.

For the most part, the division has strong and viable Joint Technical Skills Committees; the success of these committees is attributed largely to the devoted effort and care of full-time faculty. Announcements, agendas, and committee reports are maintained by the Tech Prep Office. At this time, four of the seven standing advisory committees are deemed active and very viable contributors to program successes. By fall 1995 all advisory committees within this division plan to be active.

Master Course Outlines and Course Syllabi— Program organization begins with comprehensive course outlines and course syllabi. Each program has current course outlines and syllabi on file in the division director's office.

TEACHING LOADS

RETENTION

PARTICIPATION IN STANDING COMMITTEES

PARTICIPATION WITH ADVISORY COMMITTEES

EDUCATIONAL PROGRAMS

The changing technologies and introduction of new course content via textbooks, publications, and current trade manuals make maintaining and updating course outlines and syllabi a never ending job and a challenge for faculty. Classified staff have difficulty finding ample time to assist in this endeavor. Clear performance standards and objectives need support from properly stated "student outcomes" to strengthen course outlines.

Course outlines, syllabi, and instructional handouts (in the form of technical information, assignments, and tests) strengthen a textbook oriented instructional delivery system. The exception to this practice is computer and electronic technology classes supplementing instruction through computer-assisted learning. Automotive technology courses have adopted competency standards set by NATEF/ASE; faculty teach competencies by incorporating materials from technical manuals, competency-based technical publications, and textbooks. Modular instruction is emerging in diesel technology, but the instructor's lack of preparation time hinders this effort.

Industry-Direct Training— Industry-direct courses are designed, developed, and instructed for industry technicians updating skills. These courses are often offered as non-credit workshops or placed under the four credit 198B course classification. The short term industry-direct automotive technician workshops offered during the 1994-95 school year exemplify this process. These technically-specific workshops are based on criteria set by the population served, i.e., field automotive technicians working in fleet shops.

Applied Academics— Both faculty and employers of entry-level, technician students express concern regarding student completers lack of sound academic skills, especially in critical thinking, basic computers, technical math and communications, and human relations. "Applied academic" courses will help prepare a well-rounded entry-level technician for regional employers. To accomplish this goal, the division is pursuing collaborative efforts with the math and English departments; through this collaboration, students will receive "applied academics" properly instructed early in their technical education.

Program and Course Offerings— Faculty believe technology courses need to be offered year-round and at non-traditional times such as Fridays and weekends. Many current technical courses start and stop at non-traditional times during the semester; require students to attend four or five hours of block instruction, five days each week; meet during evening hours and on weekends. This flexible schedule allows access at times convenient for the students.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The Learning Resource Center supports faculty with audio visual equipment, assistance in constructing audio-visual materials such as overheads, demonstration taping, and slides, and ordering films and videos. In addition, the center maintains a limited but appreciated resource of texts and access to resources via computer networks.

Most up-to-date software and special aids are received directly from industry; industry sources loan or donate updated materials to the programs. The diesel program, for example, recently received a \$3,500 computer software program that handles the electronic diagnostics for Cummins engines; Ford donated

computer activated training programs that have become a viable element of the automotive ATEC program.

The unique characteristics of programs designed for students desiring to obtain entry level skills leading to gainful employment require a snapshot of each program assigned to this division. One unique characteristic distinguishing these programs is faculty recognition that many students attend a course or group of courses to gain skills for immediate entry into the workforce rather than to earn a degree or certificate. Some students already employed take additional classes to help them with their jobs. Student success cannot always be measured by the number of students who receive an associate degree or a certificate of achievement.

To meet the demands of technological society and conform to School-to-Work standards, several of the programs have undergone curriculum revisions and others are entering into redesign processes.

In collaboration with the State Department of Education, the U.S. Bureau of Apprenticeship Training, and the State Apprenticeship Council, TMCC provides apprentices the opportunity to complete studies leading to a Certificate of Achievement or Associate of Applied Science Degree.

The program requires apprentice students to complete courses in an area of emphasis, in the technical core, and in general education. Only indentured apprentices sponsored by local apprenticeship programs and approved by the State Apprenticeship Council are permitted to enroll in emphasis area courses.

These courses give apprentices basic technical-trade knowledge and develop the manual skills required in the field; such courses include trade/industry law and principles, job safety, job skill practices, tool and equipment operation, and applied math. Within three to five years, apprentice students complete 30 credit hours of technical-related courses. Students are permitted to enroll in 10 credit hours of courses each year. By completing 10 credits each year, apprentices meet the annual standard requirement of 144 hours of training.

Current active emphasis areas are: Associated Builders and Contractors (Electrician and Plumber), Bricklayer, Carpenter, High Sierra Chefs Association (Cooks), Electrician, Floor Coverer, Gambling Dealer (Table Games), UNR Building Maintenance Program (Industrial Maintenance Specialist), Ironworker, Painter/Decorator, Pipe fitter, Plumber, Sheetmetal Worker, Stagehand, Teamsters (Construction Truck Driving), Tiler.

Current and complete course outlines are located in the Office for Apprenticeship Training. The program has an active advisory committee. The standards and curriculum are defined by the Department of Labor.

On-the-job work experience, a requirement of indentured apprenticeship programs, permits apprentice students to apply for and receive six internship credit hours toward a degree or certificate. Apprentice students must also complete six credit hours of technical core courses. All courses shown in the catalog have been offered within the last two years.

Apprentice students complete 24 general education credits for a degree and/or nine credits for a certificate. Apprentice students are encouraged to consider applied academic general education courses.

ANALYSIS

**APPRENTICESHIP
PROGRAMS
DESCRIPTION**

COURSES

**TEACHING
METHODS AND
INNOVATION**

Classroom training is closely integrated with on-the-job work experience.

STUDENTS

Students in the program are already working on the job for which they are being trained. FTE enrollments by program and degrees and certificates awarded are displayed at the end of this section.

**QUALITY AND
ACHIEVEMENT OF
FORMER
STUDENTS**

Graduates achieve licensed, journeyman status recognized by their particular apprenticeship program

FACULTY

The program is administered by the division director with the assistance of 15 industry coordinators. These coordinators select, supervise, and evaluate approximately 35 part-time instructors each semester.

**FINANCIAL
SUPPORT**

Programs are supported with Carl Perkins federal funds, special state appropriations, and regular state funding for part-time instructors. This combination of support meets the program needs.

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL NEEDS**

The classrooms and shops are located throughout the community and serve as self-contained units. Little support is required from the library.

**SUPPORT
SERVICES FOR
STUDENTS**

The program specialist, a position funded through the Perkins grant, assists students with registration and informs students concerning other College support services.

FUTURE PLANS

The College needs to explore alternative funding sources for these programs after the 95-96 academic years because of the uncertainty of Carl Perkins funds. The Economic Development Authority of Western Nevada (EDAWN) reports that Reno, Nevada, is growing rapidly with new business developments; annual growth rates in technical industry have prompted employers to seek technically trained employees. Most occupations in the area are experiencing growth and technically trained individuals are in highest demand.

**AUTOMOTIVE
TECHNICIAN
CAREER PRO-
GRAM (ATCP)
DESCRIPTION**

The Automotive Mechanics Program of the 1980's evolved into the ATCP during fall semester 1992. In August 1994 the program received NATEF/ASE certification in all eight areas of automotive specialization. Successful student completers receive 1200 instructional hours of course work (lecture and shop) and 900 hours of internship at a preselected internship site. The competency-based curriculum is founded on ASE work competency standards. The program covers four full semesters of instruction requiring students to attend classes four hours daily, five days each week for each semester.

Successful students are awarded a Certificate of Achievement or an Associate of Applied Science degree; all students completing the technical core courses are awarded a Certificate of Competency. The Certificate of Competency is an internal recognition supported by the College and the automotive industry.

COURSES

Backed with NATEF/ASE national standards, technical core courses cover eight technical areas of specialization. These courses are competency-based and students complete sequential blocks of instruction. Thirty student instructional hours equate to one credit hour.

This program has an active Joint Technical Skills Committee, well represented with technicians from the field. The committee strengthens the program through evaluating curricula standards and materials; assists in finding and supporting internship sites; donates instructional materials and parts and provides testimonials and letters of support. This committee meets each semester. Meeting agendas and reports are maintained by the Tech Prep Office. The specialized certification guarantees course content and curriculum will be kept current and up to date.

Course technical content comes from a variety of sources ranging from automotive manufacturers' information to textbook content. These courses are taught through conventional lecture and demonstration. Students demonstrate competency by completing assigned "hands-on" projects under the supervision of the instructor or an instructional assistant. Written examinations and competency demonstrations earn students competency achievement scores and standard letter grades. Students in this program benefit from combining classroom training with work-based, on-the-job learning activities.

Quizzes and tests are based on text readings and trade information specific to the area being studied. Text questions often require students to analyze schematics and drawings. Students demonstrate ability and competency by completing shop assignments. Student outcomes are determined by performance and performance records are maintained by the instructor.

When customer live work projects are assigned to student teams, the team leader receives on-the-job experience working with a customer through estimating repairs and completing the repair job.

Students are permitted to enroll at the beginning of each semester. In order to assure quality and safety, classes are limited to 15 students.

During fall 1994, 68 students generating 17 FTE enrolled in evening and day classes leading to employment in many areas of automotive repair ranging from servicing automobiles to working as a technician in a fleet, independent shop, or dealership garage. The student count includes evening courses offered specifically for technicians already employed in the trade and students completing a general auto prerequisite course for entrance into the day career program. FTE enrollments by program and degrees and certificates awarded are displayed at the end of this section.

The curriculum changes and certification status of this program illustrate the division's commitment to quality technical training integrating work experience with classroom training.

Students working together on assignments and projects gain leadership, teamwork, and communication skills. Team leaders are assigned and each student rotates into a team leadership position. By demonstrating job task proficiency on the floor, students receive competency-based grades based upon their level of achievement. These achievements parallel the outcomes expected of a student working for an employer. This process assures that students attain a certain level of job proficiency.

TEACHING METHODS AND INNOVATION

STUDENTS

ANALYSIS

QUALITY OF ACHIEVEMENT OF FORMER STUDENTS

Student success is best demonstrated by positive job placement and enrollment in other courses of higher education. According to the ATCP instructor, of the 10 students completing studies at TMCC at the end of spring semester 1994, two are pursuing four-year degrees and six are gainfully employed in automotive jobs ranging from lube positions to dealership technicians.

FACULTY

One full-time instructor and a part-time instructional assistant team up to instruct the program. The instructor prepares all materials and delivers lectures and demonstrations. The IA assists with shop assignments that often involve using "live" vehicles. One part-time instructor teaches an evening course called "General Auto"; this is a prerequisite course for students desiring to enter the ATCP.

Qualifications require part-time instructors to possess strong technical trade knowledge and a record documenting competent trade skill work within the technical area. These instructors must have current ASE certifications in their specialty areas and must be able to demonstrate a minimum of five years of work experience as a journeyman technician.

The full-time instructor meets the minimum standards for teaching technical automotive courses; these standards includes ASE certifications in all eight automotive technical areas and a history of work experience in the automotive field.

PROGRAM EQUIPMENT AND SUPPLIES

The current equipment is adequate for the number of students served. Program expansion in instructional hours or number of students will necessitate a stronger College commitment to equipment and supply budgets. Operation budgets of \$3,500 per year do not provide sufficient funds for purchasing expendable supplies, tools and equipment, manuals, or maintaining equipment.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The technology of the program requires acquiring technical manuals, training visual aids, and computer software programs. Program effectiveness increases when these instructional materials are a part of a self-contained classroom and shop environment.

SUPPORT SERVICES FOR STUDENTS

Faculty assist students with registration and enrollment procedures, advise them on course selections and program options, refer them to part-time and full-time jobs, and make arrangements for students to gain additional learning at internship training sites.

ANALYSIS

Continuing this program at its current quality level requires the College to commit additional resources to equipment, IA, and operations support. Offering students a competency-based certificate in addition to or in lieu of a degree is a positive idea endorsed by the automotive industry.

Area dealership owners and managers identified a need for automotive manufacturer dealership technicians. The owners and managers of these dealerships urged the President of the College to implement an automotive technology program to educate and train students for line technician positions in dealership garages. The dealership owners guaranteed successful students would become permanent employees. ATEC, partnering with area dealership garages, was instituted during the 1990-91 school year.

During its first four years of instruction, ATEC adhered to a curriculum from the original Automotive Mechanics Program that eventually evolved into ATCP. The changes in ATCP curriculum design required ATEC to develop its own course of study and pursue permanent program status. During spring 1995, ATEC will receive ASE/NATEF certification; during fall 1995, its Associate of Applied Science Degree and Certificate of Achievement will receive Board of Regent's approval.

ATEC students complete five consecutive semesters of courses. For four consecutive semesters students attend courses on campus five hours daily, five days each week, for ten weeks; four weeks of paid internship training at sponsoring dealership locations follow the ten weeks of instruction. The fifth semester is a summer session. Internship locations include sites in the cities of Reno, Sparks, Carson City, and Fallon.

ATEC's technical curriculum is competency-based. Courses, based upon ASE national standards, incorporate automotive manufacturer specific training. Each course features highly concentrated technical instruction. For example, Electrical and Electronic Systems, 6 credit hours (225 student contact hours) concentrates on electronics and electrical systems found in late model vehicles. Information compiled from textbooks, technical manuals, and training information from dealership manufacturers form modularized courses. Most courses require a student to attend 37 hours of instruction to receive one hour of credit.

ATEC's Joint Technical Skills Committee is very active. This committee, composed mainly of dealership service managers and technicians from the dealership garages, meets at least twice annually. The thrust of committee action aims at strengthening internship experiences for students and maintaining a strong curriculum with high educational standards. Each spring, the instructor presents program information and introduces the students to the Reno-Sparks New Car Dealers Association.

Course technical curricula come from a variety of technical sources ranging from automotive manufacturers' information to textbook content. These courses are taught through conventional lectures and demonstrations. Students demonstrate competency by completing assigned "hands-on" projects under the supervision of the instructor. Based on written examinations and competency demonstrations, students receive competency achievement scores and standard letter grades.

Internship training is a highly structured learning experience requiring the instructor, students, and a mentor at the sponsoring site to complete course evaluations.

Examinations and student demonstrations of competency stem from instructor lectures, demonstrations, and projects. Students demonstrate positive outcomes by successfully passing examinations, including ASE competency tests.

Student outcomes are also evaluated through instructor observation of shop performance assignments. Students are required to demonstrate competency skill mastery. The instructor maintains performance standard records for each competency for every student.

**AUTOMOTIVE
TECHNICIAN
EDUCATIONAL
COOPERATIVE
(ATEC)
DESCRIPTION**

COURSES

**TEACHING
METHODS AND
INNOVATION**

STUDENTS

In May 1993, seven students completed the five semester program of study with six receiving either an Associate of Applied Science Degree or a Certificate of Achievement. All six successful completers are permanently employed as automotive technicians in program sponsoring dealerships.

In May 1995, 10 students will graduate receiving either an Associate of Applied Science Degree or a Certificate of Achievement.

FTE enrollments by program and degrees and certificates awarded are displayed at the end of this section.

QUALITY OF ACHIEVEMENT OF FORMER STUDENTS

The majority of ATEC students complete the general education requirements of the associate degree. This blend of education reinforces leadership, team work, and communication skills essential when working on projects in the shop or performing customer work.

Two outcomes attest to student achievement: all graduating students are gainfully employed and for three consecutive years ATEC students were awarded gold and silver medals at the Nevada Vocational Industrial Clubs of America (VICA) skills competition in automotive service.

FACULTY

One full-time instructor and a part-time instructional assistant (IA) team up to organize curricula materials, prepare demonstrations, and instruct the classes. The IA is primarily responsible for assisting with written materials and making sure tools are properly checked out to students. For safety and effective training, the College makes a consistent effort to maintain IA program support.

The full-time instructor possesses a Master's degree in technical education and is certified in all eight ASE areas. He also brought to the position trade experience and many years of teaching experience at both the secondary and post secondary levels.

FINANCIAL SUPPORT

Assisted by Perkins funds, essential equipment was purchased from 1991 through 1993. Corporate donations of manuals, vehicles, and equipment exceed the equipment purchased through state funds. Funds for operations are marginal, especially during the summer session. Student lab fees assist in purchasing supplies and revenue account funds (auto repair) aid in subsidizing faculty workshop and travel needs for the instructor and students. The operations budget minimally meets the needs of the program.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The technology of the program requires technical manuals, training visual aids (including vehicles), computer software programs maintained in the shop, classroom, or computer lab located in the same area as the shop. Program effectiveness is increased when these instructional materials are part of a self contained classroom and shop environment.

SUPPORT SERVICES FOR STUDENTS

The instructor's orientation includes a review of student support services provided by the College; each course syllabi includes the college's ADA syllabus. Students also have access to the College's catalog which clearly covers student support services.

The instructor assists students with registration and enrollment procedures, advises them on course selections and program options, refers them to part-time and full-time jobs, and makes arrangements for students to gain additional learning at internship training sites. He serves as the student's instructor, advisor, mentor, and friend.

The College's master plan for facilities includes a facility to house both automotive technology (ATEC and ATCP) and auto body technology programs. The faculty proposed a facility of 18,000 square feet of space for shops, classrooms, tool and parts storage, and a customer service area.

This program currently serves the needs of a diversified group of dealerships who desire manufacturer specific training to fit their specific needs. The need for a dealership specific training school (Ford ASSET) is under study in the State of Nevada; if offered, TMCC may be in a good position to provide this training.

Effective team-management leads to creating one department for automotive and diesel programs. Decisions regarding program needs and operations will be made through collaborative faculty decisions in the future.

ATEC provides the many characteristics of quality programs advocated in the School-to-Work literature. In order to sustain this quality program, the College needs to commit stable and adequate funding for IA support, operations, and equipment.

Auto Body Service offers students an array of technically oriented auto body and automotive repair courses. The mainstay of the program is a semester after semester offering of basic and advanced courses in auto painting and auto body repair. These courses are offered during evening hours, Mondays through Fridays. Although a significant number of students enroll each semester, the curriculum design and program schedule does not accommodate those wishing to receive an Associate Applied Science degree or a Certificate of Achievement. This program is under major revision. In cooperation with the Nevada Auto Body Association and area auto body businesses, a labor and training needs survey was administered during May 1995. The administration and the auto body industry will begin revamping the curriculum and searching for a better facility location and funds to purchase equipment.

Four courses, two in painting and two in auto body repair, have been the mainstay of course offerings. Each course is four credits in length requiring students to attend classes four hours each week for a 15 week semester. All courses in the catalog have been offered during the last two years and some are in the revision process.

Although there is no active advisory council, an ad hoc committee is reviewing the assessed needs for the auto body program and charting a strategic plan to bring it up to industry standards. An active advisory committee is expected to be available by fall 1995.

Course content derives from textbook topics supplemented with industry-relevant materials provided by the instructor. Lectures are followed with hands-on demonstrations and student practice. Once students have reached a level of proficiency they are permitted to work on their personal vehicles.

Students attend courses mainly for personal interest; very few are pursuing a career in the auto body field. During the fall 1994, 35 students generating seven FTE enrolled in body repair and painting courses. Eighty percent of these students took classes to upgrade personal use skills with no intent of entering

FUTURE PLANS

ANALYSIS

AUTO BODY SERVICE TECHNOLOGY DESCRIPTION

COURSES

TEACHING METHODS AND INNOVATION

STUDENTS

into auto body as a trade; twenty percent enrolled were either pursuing courses for the purpose of entering the trade or were already employed in the field and taking courses to upgrade job skills.

FTE enrollments by program and degrees and certificates awarded are displayed at the end of this section.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

There is no evidence of students graduating from this program, but students do enroll to increase their job skills in auto body repair and painting. Students taking the courses for personal gain tend to repeat courses, regardless of the grades received. Industry indications reveal a potential need for quality auto body technicians in the region.

FACULTY

There are no full-time instructors assigned to this program. The program is coordinated and taught by two part-time instructors who are auto body industry technicians with many years of experience.

The strength of the program is their combined talents, one in painting and the other in auto body repair, and a commitment to the program far above the considerations for teaching part-time. The part-time instructors bring the College many years of excellent trade experience. One learned his trade on-the-job. The other instructor possesses an associate degree in auto body and years of trade experience in painting.

FINANCIAL SUPPORT

Program equipment consists basically of a welder, air compressor, a few power sanding tools, and a paint mixing machine donated from a manufacturer. Safety equipment such as an eye wash machine and fire compression system for the paint booth were recently purchased. The paint booth is owned by the University of Nevada, Reno. The instructors supplement the limited equipment by bringing in their own power tools or tools from their work places.

The supply funds are taken from an automotive supply account; funds are allocated on a request basis. Lab fees collected from students aid in purchasing expendable materials.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The program possesses a monitor and VCR and a library of technical information. The off-campus location prevents utilizing of library and media services offered at the main campuses. Like other programs of technology, it requires a self-contained teaching-learning environment with all materials, media, and training aids in close proximity to the shop and classroom area.

SUPPORT SERVICES FOR STUDENTS

During the beginning of each semester, the instructor orientation includes a review of student support services provided by the college; each course syllabus includes the College's ADA statement. Students also have access to the College's catalog which clearly covers student support services.

The part-time instructors advise and counsel students who are interested in pursuing auto body as a trade; they also assist these students in finding jobs.

FUTURE PLANS

Survey returns from area auto body shops indicate a strong need to train a workforce for the auto body industry. The auto body industry and the Nevada Auto Body Association is willing to assist the College in program design and internship site commitments. The first goal is to secure lease of shop space so that classes can continue during the 1995-96 school year. The second goal is to design

a program that serves the needs of students wanting to enter the trade and the needs of an industry seeking entry-level auto body technicians. TMCC's building master plan is studying the feasibility of adding 6,000 square feet to a 12,000 square foot facility designed for automotive technology. By fall 1996, program redesign, facility acquisition, and adequate funding, will justify hiring a full-time auto body instructor.

The foremost strength of the program are two very dedicated part-time instructors. The current program is understaffed, poorly equipped, and in need of adequate facility for operations. Industry supports the redesign of this program.

Such factors as a poorly defined curriculum, less than satisfactory facilities, and very limited equipment, and limited student access have kept this program from reaching its potential.

The Electronic and Computer Technology programs are year-round, trimester programs offering multiple-access enrollment opportunities for students desiring to pursue an AAS Degree or Certificate of Achievement. Each trimester is 14 weeks in length. Both programs require students to complete technical core, technical-emphasis, and general education courses. The AAS Degree for these programs is 64 credits; graduates successfully complete 28 technical core credits, 12 technical-emphasis credits, and 24 credits in general education. The Certificate of Achievement in Electronic Technology is 32 credits—23 technical core credits and nine credits in general education. Computer Technology's Certificate of Achievement is 32 credits—23 technical core requirements and nine general education credits.

Competency-based, computer-assisted instruction (CAI) allows students to complete the technical courses for an AAS Degree in 15 months; the Certificate of Achievement is obtainable within a 12-month period.

The introductory technical core courses primarily taught through CAI delivery allow students to progress at their own pace within time limitations for each course. To receive an official letter grade students must complete all assignments within a semester's 14-week period. A grade of "T" (incomplete) or "X" (in progress) is given to students completing 70% or more of the coursework.

Advanced courses are taught concurrently with the CAI introductory courses. Rather than CAI delivery, these courses employ more traditional lecture-laboratory teaching methods. All courses are approximately 50% theory (knowledge) and 50% laboratory (skill).

Computer Science— Computer Science courses, coordinated through the Computer and Electronic Programs department, in C Programming were developed and offered during fall and spring, 1994-1995. One session was taught in an industry location; three other sessions were presented on campus.

PACE Soldering—A 40 instructional hour, two credit, state-of-the art soldering course was added to the technical core curriculum. This course requires students to practice and demonstrate soldering skills on computer boards. Course content derives from textbooks, technical manuals, and trade journals.

ANALYSIS

COMPUTER AND ELECTRONIC TECHNOLOGY DESCRIPTION

COURSES

Course curricula is competency-based; the completion of performance based assignments (theory and laboratory) determines student outcomes.

ADVISORY COMMITTEE

During spring 1995, the advisory committee met to review curriculum and tour the laboratories. The committee recognized the faculty for maintaining the programs at an acceptable level of standards while enduring limitations of funds for staffing and equipment.

TEACHING METHODOLOGY AND INNOVATION

CAI instruction allows the instructor to offer several courses for students at varying levels throughout the school year. This instructional methodology works exceptionally well for self-motivated students. Through this methodology some students become more responsible with their time and learning. This innovative teaching method involves limited contact with an instructor and is not embraced by all students enrolled in courses.

Open access and open enrollment allow students to enter a course at any time during the semester. Eight hours each day, Mondays through Saturdays, students can attend open laboratory to work on assignments.

The upgrading and networking of a CAI laboratory give other technical programs access to computer stations. Students from other programs make instructional use of the Computer and Electronics Department laboratories and equipment.

STUDENTS

The student population from the local community hold full-time or part-time jobs. Family obligations and work limit these students to one or two courses each semester. Very few students take a 15 credit hour load of instruction.

Based upon an industry need, 27 employees of a large technology manufacturing concern enrolled in a C Programming course.

Students take courses for two reasons: 1) career change; 2) career advancement within their existing jobs.

Computer and Electronic Technologies generated 27 student FTE during fall 1994.

FACULTY

One full-time electronic instructor, a .5 FTE PACE soldering instructor, an instructional assistant (IA), and a part-time instructor in computer science constitute the teaching faculty. When needed, additional IAs are added on a temporary basis.

The full-time instructor possesses associate degrees and a bachelor's degree in fields related to electronic technology. In addition, he has many years of successful trade experience in the electronics industry. The PACE instructor is well qualified with bachelor's and master's degrees in electronic engineering; he is also a PACE certified instructor. IAs and part-time instructors are required to have a combination of formal education and work experience matching the requirements of the teaching position.

PROGRAM EQUIPMENT AND SUPPLIES

Aging computers and electronic test equipment make up the majority of the equipment inventory for these programs. Due to equipment limitations, 50% of hands-on laboratory experiences are "modeling" assignments performed on the computer screen. There is an urgent need to upgrade computers and add programmable logic control training units. Study workstations are also needed.

The operations budget is adequately serving current needs for this program.

The complexities of computer and electronic technology instruction serving a working population of students require the department to maintain technical manuals and publications, audio-visual aids, and special software packages in close proximity to the instructional area. Program effectiveness increases when these aids are a part of a self-contained classroom/laboratory.

The instructor provides program orientation and registration assistance to each student enrolling in courses for the first time. Due to the complexity of CAI instruction and electronic career choices, the instructor works with each student on career advising and counseling. Students are also referred to appropriate student services for assistance.

Each course syllabus contains an outline of course description, objectives, assignments, and student requirements.

The Phase VIB construction project will provide adequate space for laboratories, classrooms, and offices for the Computer and Electronic Program; the Applied Industrial Technology facility project will effectively house the PACE Program.

By fall 1995 an additional full-time instructor will be added to the faculty; this will bring a balance to CAI and lecture-demonstration instructional delivery. The advisory committee, in collaboration with the faculty and director, will be working on a strategic plan to upgrade course content and instructional delivery to more effectively meet the needs of diversified technology industries for the 21st century.

During the spring 1994, the Heavy Equipment Mechanic program undertook a major revision of course content. With assistance from the area's diesel industry, the program evolved from a very traditional, mostly evening selection of courses, to a modern day "diesel power technology" program. The first semester offering of courses in the revised program began in fall semester 1994.

For four continuous semesters (including a summer session), students enroll in sequential blocks of technical core instruction. Depending upon content need and rigor, core courses range in length from one to five credit hours. Students attend classes five hours daily, five days each week for 10 weeks, and complete each semester with four weeks of internship training which requires them to be on the job for 40 hours per week.

The technical core curriculum consists of 63 credit hours of instruction and internship training. This program contains the following components: Tech Prep articulation; applied academics; technical core courses based upon standards; internship training; student advising and job placement.

Successful student completers may earn an Associate Degree of Applied Science, a Certificate of Achievement, and a Certificate of Competency. Official program approval for the program name change and degree/certificate offerings will receive Board of Regent's approval in fall 1995.

Courses designed for technicians in the field are offered during evening hours. These courses are mostly offered to technicians from the field needing industry upgrade information and skills.

The Tech Prep program in cooperation with a local high school designed, a

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

**SUPPORT
SERVICES FOR
STUDENTS**

FUTURE PLANS

**DIESEL POWER
TECHNOLOGY
(DTEC)
DESCRIPTION**

“pilot” magnet diesel program for high school students; its first class of students will report in fall 1995. This program is expected to become a feeder school to TMCC’s DTEC.

COURSES

Backed by industry prescribed standards, the technical courses are grouped into four technical areas: 1) basic diesel and engines; 2) electronics and electrical systems; 3) transmissions and hydraulics; 4) preventive maintenance, steering, and suspension. Highly structured internship courses are required for students upon completing an area of technical instruction.

Technical course content is based upon industry-prescribed standards and job tasks required of technicians in the field.

This program has a very active Joint Occupational Technical Skills Committee with membership from the community college, high school, and diesel industry. During the 1994-95 school year, this committee met four times. Meetings are concentrated on curricular improvements, internship site selection and coordination, donations, and industry commitment to VICA skills competition. Agendas and reports are maintained by the Tech Prep Office.

All the new courses in the catalog will be offered over the next two years.

TEACHING METHODS AND INNOVATIONS

Instructional content delivery is lecture/demonstration followed with student demonstrations and practice. Approximately one hour of lecture equates to two hours of demonstration and student applied practice projects. The instructor uses active learning by getting students involved in the diagnostic procedures. Internship course requirements conform to the standards established by the Internship Office.

Through written examinations and demonstration of proficiency on assigned “hands-on” shop experiences, students receive grades according to the level of competency obtained.

STUDENTS

Prior to enrollment, students interview with the instructor and, occasionally, with a representative from the diesel industry. This interview serves as a program orientation for the student and provides an opportunity for the instructor to know the student. Students are required to take assessment tests in reading, English, and math. Students may enroll at the beginning of any semester. With permission from the instructor, some students may enroll at the beginning of a course during the middle of a semester. Most students enroll in 15 semester hours of instruction each semester in the technical area; these students are encouraged to enroll in general education courses during the evening hours.

During 1994-95, six students are enrolled in the diesel career program. Pending Board of Regents approval in October 1995, successful students will graduate with either an Associate of Applied Science degree or a Certificate of Achievement. Successful students will receive an internally recognized Certificate of Competency.

Special training courses for credit and non-credit are offered to industry technicians from the field. For example, in spring 1995, 17 students enrolled in an AC Diesel Power Generation course.

FTE enrollments by program and degrees and certificates awarded are displayed at the end of this section.

This is the first class of students for the newly revised DTEC Program. However, through student inquiry strategies and teamwork work, students reinforce communication and human relation skills studying and working on campus and at their job site. Students recently competed in Nevada's VICA Skill Olympics Competition; students received gold and silver metals. Feedback from internship mentors indicate that most of the students are becoming productive learners and workers.

One full-time instructor and a part-time instructional assistant (IA) team up to instruct the DTEC program. The instructor prepares all lessons, instructs, and observes students doing practical "hands-on" projects. The IA assists with shop organization, shop preparations for demonstrations, and serves as a parts runner. Part-time instructors are staffed to instruct evening courses specifically designed for technicians from the field.

The full-time instructor has an associate degree in diesel and is a journeyman diesel mechanic; in addition to these credentials, he brought to the position many years of successful trade experience. Part-time instructor's hiring criteria are determined by the specialty area of instruction needed; their trade skills are matched to the area being taught. In many situations, successful trade experience supersedes degrees.

Limited facilities and restricted equipment and supply budgets create limitations for the instructors and the students. Although funds were allocated for purchasing critically needed test meters during 1994-95, past years of low allocations result in a program needing major equipment purchases. Industry donations, such as a Cummins computer software package for engine diagnostics, have been a source of much needed instructional aids.

The program's operating budget of \$2,500 does not provide sufficient funds for a year-round program; the administration needs to increase this amount substantially for the next school year. Lab fees are used to supplement the operating budget.

The program's classroom is equipped with standard audio visual equipment and an instructional computer provides software applications. Through the division office, the instructor receives assistance in word processing, copying, and constructing overheads. The Learning Resource Center services are accessed on a needs basis.

The technology of the program requires acquisition of technical manuals, training visual aids (including vehicles), computer software programs that are maintained in the shop, classroom, or computer lab located in the same area as the shop. Program effectiveness is increased when these instructional materials are part of a self-contained classroom and shop environment.

During the beginning of each semester, the instructor reviews student support services provided by the college; each course syllabus includes the College's ADA statement. Students also have access to the College's catalog which clearly covers student support services.

The instructor assists students with registration and enrollment procedures, advises them on course selections and program options, refers them to part-time

**QUALITY AND
ACHIEVEMENT
OF FORMER
STUDENTS**

FACULTY

**FINANCIAL
SUPPORT**

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

**SUPPORT
SERVICES FOR
STUDENTS**

and full-time jobs, and makes arrangements for students to gain additional learning at internship training sites. He serves as the student's instructor, advisor, mentor, and friend.

FUTURE PLANS

The facility for Applied Industrial Technology is the most urgent goal for the program. This facility would provide a 5,000 square foot shop and offices and classroom space that could effectively accommodate 15 students.

Increased funding in future years for operations, equipment, and IA support are division goals submitted to TMCC's master plan.

ANALYSIS

The strength of the program is a well designed curriculum, a highly skilled and energized instructor, and a very supportive advisory committee. The size of the shop limits the number of students and could create safety hazards if not monitored closely. Inadequate budgets for equipment, supplies, and IA support hamper program operations.

ENVIRONMENTAL CONTROL TECHNOLOGY DESCRIPTION

ECT students can pursue education and training in refrigeration and air conditioning or building systems maintenance. Most students complete studies in refrigeration and air conditioning. Both emphasis areas serve persons seeking entry-level employment in the construction and maintenance fields to install, repair, and maintain commercial refrigeration and air conditioning systems. Students may earn an Associate of Applied Science Degree or a Certificate of Achievement.

A degree or certificate requires completing 30 credit hours of technical core courses. These courses are scheduled each fall and spring semester allowing new students to enter the program and returning students to take advanced courses. In addition to 21 general education credits required for the degree, students complete 15 credits in emphasis courses from related areas of technology. The certificate requires students to complete six hours of general education courses. Courses related directly to industry concerns for upgrading or training maintenance technicians supplement the degree and certificate programs.

COURSES

Curricula rely on textbook materials complemented with current trade information from trade journals and training modules from industry. Students receive a combination of classroom knowledge and lab experiences. Portions of introductory and fundamental courses are delivered through computer aided instruction. Courses for industry-direct training are custom designed to meet industry standards.

Course credit varies from three to six credit hours; integrated lectures require 15 instructional hours for one credit and 30 instructional hours for lab practice and experience.

The advisory committee has not been active during the last two years. When active, this committee reviewed curricula materials, aided in updating master course outlines, worked on design and location of facilities, and reviewed budgets.

All courses listed in the catalog have been offered during the last two years. All course outlines are complete and up-to-date and are available in the director's office.

Lecture/demonstration combines with hands-on practice. Relevant technical literature is integrated with textbook content and video tapes support classroom instruction. The instructor makes excellent use of transparencies, white-board drafted diagrams, and video tapes; he is currently working on linking a large monitor screen to a computer to create inter-active video presentations. Introduction and foundation courses are available through computer assisted instruction.

Students enroll at the beginning of each fall and spring semester; classroom space and shop space limit the number of students who can enroll.

During fall 1994, 92 students were enrolled in courses taught by the full-time instructor and four part-time instructors. Most students attending classes are referred by their employers; key employers in refrigeration and air conditioning encourage employees to take courses. Most students seek entry-level job skills, but over the last 10 years 20 students completed an associate degree or Certificate of Achievement.

FTE enrollments by program and degrees and certificates awarded are displayed at the end of this section.

One full-time instructor and part-time instructors teach the courses. The full-time instructor establishes the schedule, advises students, and determines the courses taught by the part-timers. Part-timers bring up-to-date technical knowledge and skills to the classroom and lab; they teach the advanced courses.

The full-time instructor has an a associate degree in refrigeration and air conditioning and many years of competent trade experience. Part-time instructors' qualifications are based upon the technical content of the course; all are employed in the field in which they teach and several possess credentials exceeding basic requirements.

Current equipment meets instructional requirements for courses presently offered in crowded classroom and shop space. The additional space in the planned Applied Industrial Technology building will add refrigeration coolers and freezers as much needed training aids. Supply budgets are meeting the current needs of the program. Devoting time to constructing mock-ups, re-designing courses, and modularizing courses creates the instructor's need for additional instructional assistants.

The program's classroom is equipped with standard audio visual equipment and a computer for software applications. The instructor receives assistance in word processing, copying, and constructing overheads from division office staff. The Learning Resource Center services are accessed as needed.

ECT students have access to the student support services available through the College. The instructor orients students to these services at the beginning of each semester. Students also have access to the College's catalog which clearly describes student support services.

The instructor assists students with registration and enrollment procedures, advises them on course selections and program options, and refers them to part-time and full-time jobs. He serves as the student's instructor, advisor, mentor, and friend.

**TEACHING
METHODOLOGY
AND INNOVATION**

STUDENTS

FACULTY

**PROGRAM
EQUIPMENT AND
SUPPLIES**

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

**SUPPORT
SERVICES FOR
STUDENTS**

FUTURE PLANS

The proposed new facility for Applied Industrial Technology promises adequate space for a refrigeration and air conditioning laboratory accommodating up to 18 students. This facility is essential for program expansion. Anticipating a new facility, goals are being formulated for a major curriculum design. This design proposes establishing one credit hour lecture modules complemented with three credit hours of required lab projects.

**WELDING
TECHNOLOGY
DESCRIPTION**

The welding curriculum combines technical core courses, technical emphasis components, and general education courses allowing students the options to complete an AAS degree, earn a Certificate of Achievement, upgrade job skills, or pursue a vocational interests.

The technical core contains 30 credit hours of instruction; students pursuing an AAS degree or Certificate of Achievement must satisfactorily complete these 30 credits. Students must complete six additional credits of technical emphasis courses for a degree or three credits for a certificate.

Each semester, a variety of technical core and related technical emphasis courses allow a student to complete an AAS degree within two years. Instruction includes both lecture and lab experiences. To improve techniques and gain welding competencies, students are encouraged to complete several hours of lab experience.

Students without prior welding education or experience are required to complete courses in basic metals or arc welding prior to advanced welding courses. Students with a background in welding, with instructor permission, may accelerate study by entering intermediate or advanced courses.

COURSES

Metals and welding textbooks, industry newsletters, and code books guide course content. Depending upon the course, lecture and lab experiences vary; students are encouraged to participate in lab hours necessary to demonstrate welding competency.

The advisory committee has not been active during the last two years. In prior years, this committee reviewed curricula materials and course design. This committee was also active in seeking alternative facilities for the Welding Technology program.

**TEACHING
METHODOLOGY
AND INNOVATION**

Instructor lecture/demonstration is followed with many hours of hands-on practice in a welding shop laboratory. Students can concentrate on skill building through lab practice sessions. Students must demonstrate welding proficiency for a given welding assignment prior to beginning the next lab assignment.

STUDENTS

Students enroll at the beginning of each fall or spring semester. Size limitations of the shop area and having to use the shop for class theory sessions restrict the number of students permitted to enroll in introductory courses and advanced courses.

Students take courses for a variety of reasons. Some students wish to hone existing welding skills or increase welding skills required on the job. Others, new to welding as a career, enter to complete studies toward a degree or certificate. University graduate engineering students often take classes to gain welding skills relevant to their degrees. Others, particularly artists working with metals, also take courses.

Welding Technology maintains stable enrollments. During fall 1994, this program generated 21.6 student FTEs.

One full-time instructor, an instructional assistant (IA), and part-time instructors instruct courses and monitor labs. The full-time instructor establishes course/class schedules, determines teaching assignments for part-time instructors, and formatively evaluates the IA and instructors.

The full-time instructor is a journey level welder with several years of welding experience, coupled with certifications from the American Welding Society, American Society of Mechanical Engineers, Bethel Corporation, and Sterns and Rogers Corporation. Part-time instructors' qualifications are matched to the technical content of the courses they are teaching.

Welding equipment marginally meets the needs of the program; the equipment consists mainly of basic arc welding machines and wire feed welders, an iron shear, and welding booths. Industry standards require substantial investment in equipment.

The operations budget has remained at \$2,000 for many years. This budget and lab fees (set at \$30 per student) purchase expendable materials (wire, rod, gases, and metals) and repair equipment. Without industry donations, the operations budget and lab fees would not meet the operational needs of this program.

The technologies of the program require maintaining technical manuals, training visual aids, and special equipment in proximity to the welding shop/classroom area. Program effectiveness increases when instructional aids are part of a self-contained classroom/shop environment.

Each semester the instructor reviews student support services; each course syllabus includes the College's ADA statement. Students also have access to the College's catalog description of student support services.

The full-time instructor devotes a considerable amount of time to one-on-one student advising and counseling. Students are assisted with registration procedures and receive advising on program schedule and course selections.

The Applied Industrial Technology facility, pending final approval for construction (during the spring/summer of 1995), will expand and enhance shop and classroom space for Welding Technology.

Budgetary needs (for operations, equipment and IA support) have been submitted to senior management for inclusion in future budgets.

The Internship Program creates opportunities for students to supplement course work with practical work experience related to the student's educational program and occupational objective. Internships extend and apply classroom instruction through work experience under the immediate supervision of experienced personnel at the business or agency involved. A qualified faculty member directly supervises the student's internship experience, working closely with the student and the employer through telephone contacts, site visitations, student reports, and reports from the student's supervisor.

FACULTY

**PROGRAM
EQUIPMENT AND
SUPPLIES**

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

**SUPPORT
SERVICES FOR
STUDENTS**

FUTURE PLANS

**INTERNSHIP
PROGRAM
DESCRIPTION**

There are currently three major objectives for this program:

1. To maintain a common foundation of requirements for all internships campus wide (e.g., number of hours per credit earned, performance-based learning objectives, complete and accurate paperwork, an academic project).
2. To integrate internships into all occupational/technical programs either as a core requirement or as a strongly suggested emphasis elective.
3. To give each program area ownership of their internships by using the generic course number 290B preceded by the department prefix (e.g., ACC 290B for Accounting, MTL 290B for Metals, DFT 290B for Drafting).

ADMINISTRATION

The program is administered by the division director. The .5 FTE faculty coordinator has a masters degree.

COURSES

The Internship program is composed of two parts: CE 195B, Employability Skills and CE 196B and CE 197B, Work Experience (a generic course numbering system which utilizes the individual program's prefix followed by 290B is currently being implemented). Employability Skills is a three credit, lecture only course designed to prepare students with the skills essential for job acquisition, retention, and for professional growth. Course credit is awarded for completing written assignments and attending group meetings. Topics include job search skills (resume preparation, letters of application, and interview skills), work ethics, communication and interpersonal relations, personal development, and reasoning and problem solving. In some programs this course fulfills a human relations elective requirement. CE 195B, Employability Skills, is a prerequisite for CE 196B and CE 197B (or a 290B course). Work Experience I & II (or a 290B course) are on-the-job work experience courses. Students are required to work a minimum of 75 hours for each semester credit. Credit is awarded for accomplishing specific, individualized occupational learning objectives; maintenance of time sheets; and a final report.

Internships are integrated with some instructional programs and are required for graduation. The total number of internship credit hours a student may apply to a degree in a specific instructional program is established by that department.

An internship may be considered an approved course substitute or an elective with the permission of the internship instructor and/or division director. Course credits can range from one to nine for CE 196B and from one to seven for CE 197B (or one to eight for a 290B course). Transferability of these credits is contingent upon approval of the receiving institution.

MAJOR ACCOMPLISHMENTS

Over the past few years, the Internship office (formerly the Cooperative Education program office) has accomplished a great deal.

1. Received and utilized well a Federal Title VIII Cooperative Education grant.
2. Gained local business and industry support.
3. Articulated internships with the Washoe County School District.
4. Begun articulation with the University of Nevada at Reno.
5. Produced student, faculty and employer handbooks and guides.
6. Produced student, faculty, and employer information brochures.

7. Developed an employability skills course with the input and support of business and industry.
8. Integrated with the Tech-Prep program and are working toward full School-to-Work components.
9. Created and are using a generic course numbering system that allows individual departments to have ownership of their internships including FTE, job development/placement, and flexibility within the common foundation created by the internship office.
10. Achieved 100% participation of occupational/technical programs with the internship component built into the curriculum
11. Shown administrative support for the internship program.
12. Developed a system that allows internships for academic areas (English, French, History, etc.).

As the School-to-Work Transition becomes the new way of “doing business,” the need for internships will grow and graduates will enter their careers at a higher level of competency. A state supported office to coordinate and monitor all internships, to train faculty and employers, and to disseminate current information on internships and cooperative education is necessary for the continued growth and viability of this program.

The Tech Prep program allows high school students to earn college credit while taking specific introductory technical/vocational courses during their junior and senior high school years. Tech Prep students entering TMCC receive advanced placement with appropriate college credit and have the opportunity to complete a certificate or degree program in less time. TMCC and the Washoe County School District combine their efforts in vocational/technical education to offer the Tech Prep option.

Three staff members are assigned to the Tech Prep program: Tech Prep coordinator, Tech Prep vocational counselor, and Tech Prep secretary. Position FTEs follow:

- Tech Prep coordinator: a 1.0 full-time (FTE); 100% of time devoted to the Tech Prep program
- Tech Prep advisor: a .5 half-time (FTE); 50% of time devoted to the Tech Prep program
- Tech Prep secretary: a 1.0 full-time (FTE); 100% of time devoted to the Tech Prep program

Tech Prep Coordinator— Under direction from the AIT division director, this coordinator possesses authority and responsibility to carry out the project’s outcome-based objectives. Through team management, this coordinator facilitates, directs, manages, and accounts for the activities. In addition to managing the overall program, this coordinator places high priority on projects pertaining to articulation agreements, committees, and the pilot program involving a middle school, high school, and TMCC. This coordinator brings to the position a baccalaureate and masters degree in technology and education.

Tech Prep Advisor— Under direction from the Tech Prep coordinator, this

FUTURE PLANS

TECH PREP PROGRAM DESCRIPTION

ADMINISTRATION

counselor possesses the authority and responsibility to carry out the project's outcome-based objectives pertaining to student preparatory services. This counselor possesses a masters degree in counseling and nearly 20 years of counseling experience at the junior high, high school, and community college levels. He is highly regarded by faculty for his skill with students in need of advisement, career counseling, or personal counseling.

Tech Prep Secretary— The secretary reports to the Tech Prep coordinator, but serves to support all stakeholders involved in Tech Prep.

TECH PREP AGREEMENTS

There are currently 154 Tech Prep student agreements signed with seven students attending TMCC in advanced programs. The following programs have been articulated:

- Automotive Technologies (ATEC & ATCD)
- Business Systems: Industrial Management
- Business Systems: Office Management
- Electronic Technologies
- Engineering Drafting Technology
- Metal Working & Welding
- Printing & Graphics
- Marketing and Fashion Merchandise
- Child Development
- SNJC: Electronics & Automotive

There are six additional programs waiting to complete the articulation process.

1. Marketing, with a 15.95% increase projected
2. Early Childhood Development, with a 33.63% increase projected
3. Health Occupations, with a 23.98% increase projected
4. Diesel Mechanics, with a 18.32% increase projected
5. Bookkeeping, with a 5.5% increase projected state-wide
6. Drafting, with a 27.52% increase projected.

Completing the articulation of these programs does not end the articulation process associated with Tech Prep. Additional programs are currently being reviewed and will be offered for articulation in the future.

FUTURE PLANS

This viable program serving both students and employers should be continued by the College even though federal support may decrease.

DIVISION STRENGTHS

- The division's faculty is dedicated to quality technical programs requiring ongoing curriculum revision.
- Most division programs rely on active advisory boards for guidance and support in meeting regional technical education needs.
- Computer technology is integrated with many programs, offering students valuable instructional support.
- The division is extremely creative in gaining access to state-of-the-art equipment despite limitations in the equipment budget.
- Division programs work closely with area business and industry in establishing internship sites and ensuring student employment opportunities.

■ Faculty and staff give students a great deal of individual attention and assistance in developing technical skills.

■ Faculty actively participate in Return to Industry programs and other opportunities to maintain their skills.

■ Division programs need facilities to combine classrooms with laboratories and relevant equipment.

■ Program expansion is restricted by inadequate space for shop and laboratory facilities.

■ Planning and budgeting for continuous professional development for faculty needs to be implemented.

■ Equipment purchase and maintenance are not linked to a comprehensive planning process.

■ Faculty workloads do not equate to the workloads of faculty in other academic divisions.

■ The technical programs need personnel to conduct ongoing recruiting and liaison with business, industry, and the secondary schools.

■ Student retention in CAI could be improved with more frequent instructor or instructional assistant contact with students.

The division is working to expand the Tech Prep concept through forging stronger relationships with vocational/technical faculty in the secondary schools. New faculty positions should strengthen these efforts even more. New facilities under construction or planned for construction will resolve many of the laboratory space problems currently confronting division faculty. Planning to expand internship and work experience opportunities figures significantly in division discussions. Efforts will continue to emphasize the competency-based curriculum guiding instruction in most division programs. Faculty will continue to seek expanded opportunities for professional development and training.

**DIVISION
WEAKNESSES**

FUTURE PLANS

Applied Industrial Technology
Table V-1

Description	FY92	FY93	FY94	F194
Annualized FTE Enrollment				
Career Programs				
ATCP	22.7	16.9	16.8	16.9
ATEC	3.3	3.0	5.8	4.7
Auto Body	10.5	8.5	10.1	7.0
Computer Science	8.5	5.5	2.7	6.2
Computer Technology	3.2	4.2	4.7	4.3
Diesel Technology	8.6	11.1	9.5	7.7
Electronics Technology	27.0	20.0	21.3	16.3
Environmental Cont. Tech.	28.1	35.0	25.8	23.0
Welding Technology	22.9	23.6	24.3	21.6
Coop Ed. (Internship)	9.9	11.1	10.1	12.5
Apprenticeships (Includes rollovers from previous semesters.)				
Bricklayers	0.2	0.2	.2	.6
Carpentry	12.7	11.0	4.3	8.6
Cooks	0.0	0.0	0.0	1.7
Electrical Sign Workers	1.9	0.2	0.0	0.0
Electricians	24.1	21.0	12.5	24.0
Floor Covering	3.2	0.5	2.3	4.6
Gaming	0.0	0.0	0.0	7.3
Ironworkers	3.7	2.2	1.3	8.6
Painting/Decorating	5.4	4.5	3.3	6.3
Pipe Trades	11.5	10.9	9.8	16.6
Refrigeration	3.5	2.2	2.5	2.3
Roofers	3.2	2.2	3.5	0.0
Sheetmetal Workers	7.0	7.5	3.6	7.6
Stagehands	2.0	0.8	.5	1.0
Teamsters	2.0	2.0	.7	2.3
Tilesetters	5.2	3.0	1.8	3.3
School/Fall 1994				
	Headcount		FTE	Sections
Career Programs				
ATCP	68		16.9	6
ATEC	20		4.7	2
Auto Body	35		7.0	5
Computer Science	31		6.2	3
Computer Technology	29		4.3	4
Diesel Technology	37		7.7	7
Electronics Technology	71		16.3	17
Environmental Cont. Tech.	92		23.0	6
Welding Technology	75		21.6	8
Coop Ed. (Internship)	63		12.5	4
Apprenticeships (Figures for spring 94 rollover. No "official" fall enrollment.)				
Associates Awarded	FY92		FY93	FY94
Apprenticeship	1		1	1
Auto Body Service Tech	0		3	0
Automotive Tech Career	1		4	2
Computer Technology	0		1	1
Electronics Technology	2		5	5
Environmental Control Tech	2		2	1
Diesel Technology	0		1	0
Welding Technology	2		0	0
Certificates Awarded	FY92		FY93	FY94
Apprenticeship Program	0		0	0
Auto Body Service	0		0	0
Automotive Tech Career	0		0	1
Electronics Technology	2		1	4
Diesel Technology	0		0	0
Ref/AC Env. Cont. Tech	3		1	1
Welding Technology	0		0	1

ARTS AND SCIENCES

The division offers the Associate in Arts transfer degree and the Associate of Science transfer degree with an emphasis in the Environmental Science. The departments providing the core curriculum for these degree programs are grouped as follows: Communications, Humanities, Mathematics, Science, and Social Science.

Many students enroll in division courses to satisfy University of Nevada, Reno requirements and to complete courses for transfer to other colleges and universities. Division courses also meet general education requirements for TMCC degrees and certificates. Division courses often attract members of the community seeking personal enrichment or specific knowledge and skills. The division served 10,322 headcount or about 2,009.0 FTE students in fall 1994. The division averages 410 sections of classes taught by 39 full-time instructors and 136 part-time instructors.

Communications, computation, and human relations are among the general education requirements specified by the Board of Regents for recipients of UCCSN degrees and certificates. Courses offered through the Arts and Sciences Division meet these requirements.

TMCC's mission mandates a college transfer program for students planning to enter a baccalaureate program. Arts and Sciences courses satisfy core competencies for other programs, including specialized mathematics and writing in areas such as nursing (Math for Nurses). The Arts and Sciences Division fulfills the College's mission to ensure student success through a variety of developmental programs in mathematics, writing, and reading. These developmental programs are complemented by an active ESL program preparing non-native speakers for the college level curriculum. Establishing the Learning Hub (tutorial center) enhances these developmental efforts. Courses incorporate a multi-cultural/global perspective and faculty are conscious of the students' social and cultural diversity. The Division's emphasis on writing across the curriculum reflects the College's objective to enhance the communication skills of its students.

Funds to support division programs come from the State Legislature, student tuition, student lab fees, and grants. The Legislature funds operating expenses and full-time and part-time salaries and benefits. In years when the State has a budget surplus, the Legislature has voted one-shot funds for division equipment purchases.

The director works with faculty to establish division personnel, equipment, and operating needs. The director prioritizes needs with the faculty for the biennial budget request. These needs are incorporated into the TMCC proposed budget according to priorities established through strategic planning and consultation

DIVISION PROGRAMS

GENERAL EDUCATION/ RELATED INSTRUCTION

MISSION AND OBJECTIVES

FINANCIAL SUPPORT

with faculty. The Legislature allocates funds to the institution, and a working budget is developed by the administration. The funds approved and allocated are always less than those requested. The director, working with the faculty, determines spending priorities. The director is responsible for staying within budget, has signature authority over expenditures, and serves as the appointing authority for part-time faculty and classified staff.

During the last several years the Arts and Sciences Division has reduced annual budget allocations to meet legislative targets. Most of the reductions required spending cuts in operating funds and delaying needed equipment purchases. Budget reductions postponed filling full-time positions and increased reliance on part-time faculty. The new positions anticipated for 1995-1996 will strengthen the Arts and Sciences faculty and expand course offerings.

Funding support includes department line items for instructional assistants allocated by the Legislature. These instructional assistants assist faculty in meeting individual student needs and are particularly valuable in supporting faculty teaching developmental classes.

The College planned to supply every faculty member with an adequate office computer. This goal has been met. Most faculty computers are linked to the campus network allowing efficient communication through electronic mail. The General Access Lab located in the Vista Building gives students access to computers and software for their academic needs.

PHYSICAL FACILITIES, MATERIALS AND EQUIPMENT

The division schedules classrooms on the main campus, at the Old Town Mall facility, and in local high schools. The faculty believes facilities meet the needs of the programs. The division could serve students even more effectively with additional computer labs and expanded lab space for Science students. Faculty often point out the need for "larger" capacity classrooms. Restricted seating capacity often limits enrollment in high demand courses. Most faculty agree that the classroom facilities and instructional support equipment available at TMCC are more than adequate to create effective learning environments.

TMCC maintains an open computer lab on the main campus accessible to all TMCC students; division students use the lab to complete homework assignments. The division lacks a dedicated computer lab for courses in statistics and related fields requiring large data base management, analysis, and retrieval. Computer labs with outdated equipment (Room 204 on campus, for example) restrict use of current software available for research.

The Arts and Sciences Division is included in the College capital improvement budget approved by the Board of Regents. Funding may be approved by the 1995 Legislature or delayed until 1997. This capital expansion would provide two more computer labs on campus. One more computer lab at Old Town Mall is needed to meet student demand. The proposed Advanced Technology building will provide additional computer labs.

All division classrooms on campus are equipped with overhead projectors and frequently with VCR players with televisions or monitors. Computer classrooms are equipped either with overhead computer displays for showing actual computer screens or with LANSchool. Audio visual equipment is available through Learning Resources or through administrative offices at classroom sites in the high schools.

At the time of our last self-study, four division directors reporting to the Dean of Instructional Services supervised instruction. Each division director had one or more department chairs to assist with administration, including the selection and supervision of part-time faculty. In July 1991 a major organizational change flattened the organization chart. The number of divisions increased; department chairs were eliminated; and the division chairs reported directly to the Vice President for Academic Affairs. Prior to the change, the Arts and Sciences Division was supervised by a director and six department chairs. Each director reported to a dean.

The 1991 reorganization divided Arts and Sciences programs into five divisions: Social Science, Science, Humanities, Mathematics, and Communications. Five division chairs were responsible for preparing class schedules, ordering textbooks, advising students, administering budgets, coordinating curriculum changes, and supervising full-time faculty members. Division chairs assumed the responsibility for recruiting and supervising part-time instructors. Each division chair reported directly to the Vice President for Academic Affairs.

Instruction was reorganized in July 1994 into seven instructional divisions headed by directors. Within the Arts and Sciences Division the former divisions are organized into departments represented by department chairs responsible for working with the director in carrying out division operations.

An internal search in July and August attempted to fill the vacant director positions including the Arts and Sciences area. Due to a flawed process under affirmative action guidelines, the search was abandoned. In August, "lead faculty" were chosen to help maintain the Division during the fall semester. A regional search for the Director of Arts and Sciences position during fall 1994 did not result in hiring a candidate. An interim director was appointed while a national search is underway.

The department chair positions were established in January 1995. Department operations were assigned to lead faculty during fall 1994. These faculty had restricted duties supporting the daily operations of the department. Lack of clear reporting responsibilities and limited time restricted the ability of the lead faculty to bring effective leadership to the departments and curtailed services to students.

Although College funds are limited, the division faculty feel a strong commitment to their professions and spend time and money to update their skills and knowledge through staff development activities. Faculty members include professional growth activities on their annual plans and report annually on these activities in their self-evaluations submitted to the director.

The College allocates funds to the Faculty Senate for out-of-state travel; faculty members can apply for these limited funds. Faculty can also apply for sabbaticals. One Arts and Sciences faculty is on sabbatical during 1994-1995; next year the division will have two faculty on sabbatical leaves. Some recent examples demonstrate the Arts and Sciences faculty's active involvement in professional development activities:

Bill Baines, University of Maine, Orono: OWAA (organization of writers). Sessions and materials have helped in fiction writing and composition classes; an active free-lance writer.

ADMINISTRATION**FORMER
ADMINISTRATIVE
STRUCTURE****NEW
ADMINISTRATIVE
STRUCTURE****PROFESSIONAL
GROWTH**

John Clevenger, San Francisco, CA: American Association for the Advancement of Science annual meeting. Washington, D.C.: Grant proposal review for National Science Foundation.

Sigrun Coffman, Salt Lake City, UT: Two-Year College English Association, Western Regional Conference. She was membership chair. Washington, D.C.: Conference on College Composition and Communications (CCCC), the foremost conference for composition teachers.

James Collier, Sacramento, CA: Government Conference on the Environment. To update his knowledge in the environmental science field.

Aurora Cortez, Little Rock, AR: Laubach Literacy Conference. Washington, D.C.: International Experiential Learning Conference. Local and international literacy issues.

Paul Davis: publishes books and articles on the politics of terrorism. Nationally recognized for expertise in this area.

Phyllis Henderson, Seattle, WA: American Society of Agronomy, Crop Science Society of American Soil Science Society annual meetings. Presented part of Ph.D. research.

Fred Lokken was appointed by the Mayor of Sparks to consolidation task force to study positive and negative aspects of consolidating police services in the Truckee Meadows.

William Newhall, Dallas/Fort Worth, TX: Teachers Teaching with Technology conference. Collected materials and strategies for planning and presenting a summer workshop for high school and college math faculty. Salt Lake City, UT: Teachers Teaching with Technology national conference. Mathematics instructors from across the country share specific uses of new technologies in the classroom. Most of what is presented can be reproduced at TMCC.

Karen Ozbek, Elko, NV: Nevada Adult Education Association conference.

Anne-Louise Pacheco, Salt Lake City, UT: Teaching Two-Year College English Association, Western Regional Conference. She was treasurer of TYCA.

Earl Piercy, San Diego, CA: Pacific Sociological Society. Integrates information into course offerings; also makes professional contacts. New Orleans, LA: National Social Science Association conference.

Jeany Pontrelli, Kansas City, MO: National Association for Developmental Education conference. To bring back latest information about reading programs and new methods of teaching writing. Chicago, IL: National Association for Developmental Education conference.

Virginia Rivers, 2/16-18/95 San Jose, Ca; Eighth Semi-Annual Resource Instructor Conference.

The College sponsors ongoing workshops and training for faculty in developing computer skills. Internal training sessions are scheduled throughout the year. The Institute for Business and Industry allows faculty to participate free of charge on a space available basis in a variety of workshops and training sessions. The College uses Faculty Week activities before the semester begins to schedule professional development opportunities for faculty and staff.

The College encourages professional development in a variety of ways. A consultant worked with faculty throughout the 1992-1993 academic year to familiarize them with the techniques of writing across the curriculum. Faculty have access to free computer applications workshops scheduled regularly throughout the year. The Return-to-Industry program is available to Arts and Sciences faculty and special programs available through EPSCoR involve science faculty in summer research projects.

Thirty-nine full-time instructors and 136 part-time instructors teach 369 sections of classes per semester. In fall 1994 full-time instructors taught 155 sections of classes, and part-time instructors taught 241 sections of classes. Full-time instructors accounted for only 22 percent of the faculty. The part-time instructors represent 78 percent of the teaching staff. The part-time ratio was approximately 3:1 for the division. This high ratio is related to lost positions and recent retirements. The division lost two full-time positions to retirements in 1994-1995; one faculty combines ADA accommodations with phase-in retirement; and one faculty has been on extended sick leave.

INSTRUCTIONAL STAFF

**FULL-TIME/
PART-TIME RATIO**

Faculty and Staff Headcount: Arts and Sciences Division:

	Fall 1992	Fall 1993	Fall 1994
Faculty	45	42	39
Part-timers	155	154	136
Classified	6	6	6.5
Totals	206	202	181.5

Faculty-Staff Status by Department:

	Full-time	Part-time	Totals
Science	7	24	31
Social Science	10	24	34
Humanities	4	31	35
Mathematics	8	23	31
Communications	10	34	44
Totals	39	136	175

**SUPERVISION
AND EVALUATION**

Since the July 1994 reorganization full-time division faculty are supervised by the director. Part-time faculty are also supervised by the director with the assistance of department chairs. Prior to 1993 part-time faculty were assigned mentors among the full-time faculty. These mentors provided guidance and assistance in course preparation and presentation techniques. The grant funds supporting this program are no longer available, however. Part-time faculty now attend orientation meetings at the beginning of each semester to receive guidance regarding College policies and department expectations.

Full-time faculty are evaluated by the director in accordance with Board of Regents and TMCC policies and procedures (see Chapter VII Instructional Staff for more detail). Full-timers each choose one class for student evaluations and the results accompany the annual evaluation report sent to the Vice President for Academic Affairs. Many full-time instructors choose to have all classes evaluated on a voluntary basis. Non-tenured faculty are also evaluated by a Tenure Probationary Committee. The committee usually consists of three tenured faculty members, including one from the faculty member's subject area who acts as a mentor.

Part-time faculty are evaluated by the director and the faculty. Every part-time instructor has all classes evaluated by students, including summer school. The evaluations are reviewed by the director and the faculty in the subject area. Student complaints are resolved by the director. Classroom visits are limited. Under the earlier department chair structure, part-timers were visited yearly; now the director is just able to "troubleshoot."

SELECTION

Full-time faculty are selected in accordance with TMCC policies and procedures which adhere to affirmative action guidelines (see Chapter VII Instructional Staff for more detail). The director with faculty assistance writes the position announcement and determines the qualifications. Screening committees usually consist of the director, faculty members from the division, and campus-wide representation.

Part-time faculty selection procedures changed in spring 1994 to conform more closely to affirmative action guidelines. Applications are screened and ranked by the full-time faculty in the subject area, and top-ranked candidates are interviewed. The director hires the faculty from the prioritized list following affirmative action guidelines.

**TEACHING AND
OTHER DUTIES**

Full-time instructors typically teach 15 credits per semester. Part-time faculty are limited to seven credits per semester. Department chairs teach 15 credits but receive additional compensation. The division director will not be required to teach. Each faculty member is expected to serve on system or institutional committees.

**FACULTY
RETENTION**

The division has no difficulty in finding and retaining full-time instructors. Retaining part-time instructors is no longer an institutional goal. Under affirmative action guidelines searches are required every semester for the most qualified part-timers. It has become the responsibility of the Affirmative Action and the Multicultural Diversity offices to expand the pool of applicants available to the division.

**PARTICIPATION
IN COMMITTEES**

The members of the division recognize and support the College committee structure. This structure strengthens the communication network at TMCC. Faculty members include service on College committees in their annual plans and self-evaluations on file in the Director's office. Many serve on several committees and hold leadership roles influencing planning, coordination, and communication of major recommendations.

Currently, Arts and Sciences faculty members are represented on the following Faculty Senate committees:

Salary and Welfare:	4
Social:	2
Travel and Professional Development:	3
Academic Standards:	2
Budget and Institutional Concerns:	2
Professional Standards:	6
Curriculum:	6
Library:	7

Three Arts and Sciences faculty hold chair positions in the subcommittees. In addition, faculty serve on ad hoc committees such as special grievance hearings and other informal groups at the convenience of the Administration.

The division maintains current and complete syllabi for all courses taught. Current syllabi are required from all faculty at the beginning of each semester. Syllabi reflecting the course outlines are on file in the division office. Faculty have latitude to adjust individual course syllabi to suit teaching and learning styles; each syllabus must, however, contain clear grading policies, ADA requirements, and appropriate content. Consistent syllabi are important models for part-time instructors seeking guidance on fulfilling department instructional goals. Consistent syllabi also ensure consistency in student learning outcomes.

Course content is kept up-to-date through a variety of means. The faculty's individual efforts in professional development maintain currency in the discipline. TMCC faculty also communicate regularly with faculty at the University of Nevada, Reno. Formal channels encouraging this communication include TMCC representation on the UNR Core Curriculum Board, making TMCC faculty aware of contemplated changes or other issues of concern to university faculty. UNR also sends a representative to TMCC's Curriculum Committee meetings. Faculty from throughout the Arts and Sciences disciplines meet regularly with colleagues from the UCCSN institutions to assess course content, establish common goals, and attain a common course numbering system in each discipline. Transfer Agreements are articulated with each major area offered at UNR. Students seeking to transfer from TMCC to UNR complete a Transfer Contract based on the Transfer Agreement; this contract guarantees ease of transfer from the community college to university programs. This close partnership between the university and the community college promotes frequent examination of course content and attention to the learning needs of the potential transfer student.

**EDUCATIONAL
PROGRAMS—
OVERVIEW**

COURSES

A faculty/administration task force worked for almost two years to plan, design, develop, and implement the Associate of Science in Environmental Science degree program—the first Associate of Science degree offered through TMCC. This degree responds to community needs and gives students the opportunity for transfer to environmental programs at UNR and UNLV. The task force worked closely with university faculty and experts in the field before taking the proposed degree through the internal approval process and final submission to the Board of Regents.

All programs offered through the Arts and Sciences division participate in the comprehensive Program Review process every four years. This process coordinated by the Office for Planning and Development asks faculty to assess and evaluate program strengths and weaknesses in fulfilling College mission and goals, meeting student learning needs, and responding to the College's role in the community.

STUDENTS

The Arts and Sciences Division serves a diverse student population ranging from the traditional high school graduate, to professional people seeking to upgrade specific skills and knowledge, to non-native English speakers developing language skills.

FINANCIAL SUPPORT

The departments constituting the Arts and Sciences Division are housed in various locations throughout the campus. Each department is supported by a full-time classified staff person, usually assisted by a .5 classified and other staff hired as casual labor. Faculty express the desire for additional classified support, particularly in allowing department offices to maintain more extensive evening hours. Faculty perform most of their personal word processing tasks and generally prepare their own course materials.

LIBRARY, MEDIA, SOFTWARE

Each department identifies specific software and equipment needs. In general, though, faculty in Arts and Sciences express satisfaction with the availability of audio-visual equipment and other technical support available for their classrooms. The Learning Resource Center staff is prompt and efficient in purchasing materials for faculty within budget restraints. The Arts and Sciences faculty's commitment to writing across the curriculum encourages student use of library resources.

COMMUNICATIONS DEPARTMENT

PROGRAM DESCRIPTION

The Communications department fulfills the College's mission to provide effective transfer and university parallel courses as well as strong developmental programs. The department also offers journalism, study skills, English as a Second Language (ESL), Adult Basic Education (ABE), and support services for students through free tutoring and workshops. The Teaching Basic Literacy certificate program trains individuals to serve as tutors for non-native speakers. In fall 1994, the Communications department served 1,853 headcount or 367.8 FTE students. All courses contribute to achieving department goals.

COURSES

Instructors submit a current and complete syllabus for each course to the department office. All courses listed in the catalog for the Communications department have been offered within the past two years, with the exception of the following: ENG 181 (Vocabulary and Meaning); ENG 250 (Children's Literature); ESL 081 and 082 (Developmental ESL I and II).

These courses are being considered for inactive status.

Faculty evaluate course offerings each semester to assess the effectiveness in meeting department goals and student needs. The faculty choose textbooks annually and regularly update curricula. The federally funded Adult Basic Education Program uses an advisory committee to assist with the annual revision of the program's goals and curricula.

Faculty revise and update course content through professional conferences and seminars, membership in professional organizations, advice from part-time instructors, professional publications, and sabbatical research. Course materials and textbooks reflect multi-cultural concepts.

New courses are developed to meet student and community needs. Proposed new courses must receive approval through the College's course approval process. This process includes approval from the Faculty Senate's Curriculum Committee, the area director, the Dean of Planning and Development, and the Vice President for Academic Affairs.

Maintaining a current departmental syllabus for each class offered ensures consistency in instructional goals. This consistency is particularly important in supplying part-time faculty with clear guidelines regarding anticipated course outcomes.

The College supports innovative teaching methods and encourages a continuous process of improvement in teaching methods. Some developmental English and reading instructors utilize computer-assisted instruction to foster individualized, self-paced learning in classrooms on the main campus and in the Plato Lab at Old Town Mall. The study skills curriculum helps students develop essential learning skills. This program includes an extensive introduction to the numerous on-line catalog materials found in the College's Learning Resource Center. ESL students in the Bridge Program develop listening, note taking, and speaking skills through interacting with guest speakers and viewing videotaped lectures as well as completing assignments requiring interview contacts with community leaders. ENG 223, "Themes of Literature," covers topics of interest to students, such as Heroines in Literature and the American West in Film.

The department faculty need additional training to use computer-assisted instruction effectively. Growing numbers of students in developmental courses are creating the need for more computer applications in instruction.

ANALYSIS

TEACHING METHODS AND INNOVATION

ANALYSIS

STUDENTS

Student FTE:	FY 1992	FY 1993	FY 1994	Fall 1994
University Parallel English	217.6	231.8	233.8	218.4
Developmental English	97.3	117.3	110.4	121.0
Study Skills	25.8	26.2	29.7	22.0
Journalism	4.1	6.1	6.8	6.4
Developmental ESL	44.8	44.3	10.2	0.0
Education	0.0	0.0	0.9	0.0

The non-credit Adult Basic Education and English as a Second Language classes enrolled the following student headcount:

October 16, 1991 - October 15, 1992 681 students
 October 16, 1992 - October 15, 1993 1,183 students
 October 16, 1993 - October 15, 1994 1,495 students

ANALYSIS

The university parallel and developmental courses regularly reach maximum enrollment. Assessment/placement testing places increased pressure on the developmental programs to offer more sections. Response to this demand is limited to resources for faculty hiring and room availability. The department faculty are working to formalize the assessment and tracking procedures for students completing courses.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

The Communications department has difficulty determining the future success of the department's students. Recent data does not exist. A major challenge for the department is designing and implementing a plan for student pre-assessment and placement in appropriate courses. The current assessment and placement process conducted through the Testing Center results from this planning effort.

FACULTY

All full-time faculty have a master's degree; three hold doctorates. Qualifications for part-time instructors are established for each applicant pool. In general, transfer courses are taught by part-time faculty who have a master's degree or are in progress toward earning one.

Courses below 100 level are often taught by part-time faculty with a bachelor's degree. The Communications department hires part-time faculty as instructional assistants. Many of these assistants also teach developmental and university parallel courses.

Faculty:

	Fall 1992	Fall 1993	Fall 1994
Full-time	11*	11	10**
Part-time	52	38	34

* 2 on sabbatical

** 1 on sabbatical

These numbers include only those faculty teaching credit courses.

ANALYSIS

The department relies heavily on part-time faculty. The addition of a full-time reading instructor in fall 1995 will respond to enrollment growth in reading skills.

FINANCIAL SUPPORT

Physical facilities and equipment are adequate for department programs. Full-time faculty offices are equipped with adequate computers. One full-time management assistant, a half-time administrative aide, and several student workers support department faculty and students. The ABE grant funds a half-time management assistant and two student workers. Both full-time and part-time faculty do their own typing while support staff assist with photocopying services. Old Town Mall faculty are supported by an administrative aide.

The department office is open from 7:30 a.m. to 7:00 p.m. Monday through Thursday and 7:30 a.m. to 5:00 p.m. on Friday.

Audiovisual equipment in the library is available for students to view and listen to materials. Students in study skills classes as well as in other department courses learn how to use library research tools. The staff of the Learning Resource Center offers tours and support to help students access library resources. Expanded hours at the OTM Reading and Research Room will give students greater access to library materials.

The department's annual budget offers limited funds for special materials, including software, videotapes, and audio tapes. Films and video tape materials are also available to TMCC faculty through the University of Nevada library services.

The Communications faculty works closely with the Learning Resource Center in developing the information literacy of the department's students. Formal library research is an important component of the university parallel English 102 course.

The Communications department promotes support services for students. The College's Learning HUB offers free tutoring services in reading, writing, and study skills. The department pays the tutors. All students are encouraged to take advantage of this free tutoring.

Writing tutors assist students with rhetoric and organization. The tutors are currently available by appointment Monday through Thursday from 10:00 a.m. to 5:00 p.m. Some students and faculty want expanded hours; however, funds are limited. The new Reading Lab assists with comprehension, vocabulary, and speed reading.

For students with very low reading skills (below eighth grade), the ABE Program's trained volunteer tutors bring students up to a high school level. Non-native English speakers functioning below an eighth grade level may participate in free ESL classes. These classes prepare non-native speakers to work in the community as well as to attend GED preparation or developmental college classes.

Free study skills workshops are held each semester. Each of six workshops offers techniques to improve skills in beating procrastination, listening and note taking, and avoiding test anxiety. The study skills department also sponsors a series of workshops on writing term papers. Extensive use of IAs in developmental classrooms help increase student success.

The writing assistance offered through the Learning HUB in cooperation with Student Services staff proves helpful to students developing writing skills and completing assignments in courses requiring writing.

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

ANALYSIS

**SUPPORT
SERVICES FOR
STUDENTS**

ANALYSIS

STRENGTHS

- The department's mandatory placement testing ensures students enroll in appropriate department courses.
- The department is a primary force in establishing the Learning HUB with its writing center component.
- Faculty and instructional staff give students a high degree of individual attention.
- Instructional assistants and part-time faculty working in the writing center receive regular guidance and orientation from full-time faculty to ensure shared philosophy and methodology.
- The department's ABE/ESL program offers non-native English speakers the opportunity to develop college-level language skills.

WEAKNESSES

- The department has not fully integrated computer-assisted instruction with the developmental English curriculum.
- Enrollments in developmental ESL programs are weak; the department needs to formulate a plan to strengthen these programs.
- The department needs reliable data on student performance and future achievement demonstrating communication skills.

FUTURE PLANS

The Communications department continues planning to develop the reading program in cooperation with other departments and programs. Accommodating the increase in developmental students resulting from the current placement testing requires improving facilities access and scheduling flexibility. The department is exploring the potential effectiveness of computer-assisted instruction in developmental courses. Planning for programs to serve the needs of the growing ESL population continues at the College and departmental level. Discussion and planning for a technical writing component continues in the department.

HUMANITIES DEPARTMENT**PROGRAM DESCRIPTION**

The Humanities department teaches quality transfer and university parallel courses. The Humanities department includes the disciplines of history, philosophy, music, speech/theater, Western Traditions, and foreign languages. A department chair reports to the Director of Arts and Sciences. The Humanities department offers university parallel courses to fulfill lower-division core requirements for transfer students and to meet requirements for degrees offered through Truckee Meadows Community College. The department offers courses and programs addressing multi-cultural issues, introducing students to a global perspective on ideas and values. Community members enroll in many courses for personal enrichment and to fulfill work-related or professional needs. The community's growing Hispanic population creates a demand for courses in Spanish for persons in professions or occupations requiring skills in Spanish communication. The department's theater program enriches the cultural quality of life in the community through quality productions and involving community members in theater presentations.

COURSES

The Humanities department does not offer degree or certificate programs. The department's support courses and transfer courses are articulated with University of Nevada, Reno programs. The Western Traditions sequence, for example, matches the general education core requirement at the University of Nevada.

The department is planning a certificate and associate degree program in theater.

The demand for foreign language courses exceeds the department's ability to meet the need. The Board of Regents Strategic Directions call for greater emphasis on the ethical development of Nevada students, challenging the Humanities department to assume leadership in fulfilling this mandate. Western Traditions courses were established in response to change in the University of Nevada, Reno's core curriculum requirements.

The Humanities department schedules classes on the main campus, at Old Town Mall, and at sites throughout the community. Classroom facilities are excellent. The department has difficulty, however, scheduling enough "large" capacity classrooms seating forty to fifty students and competes with other departments for available classroom space. All full-time faculty have private office space; part-time faculty have designated office areas available to them.

The foreign language program lacks a language laboratory and strongly recommends making an adequate language laboratory an institutional priority. The theater program utilizes the auditorium on the main campus and frequently offers productions at other locations in the community. The theater program needs dedicated facilities commensurate with the quality of the program. Planning for such a facility has begun.

The College is aware of the facilities needs for foreign language instruction and theater production. Fulfilling these needs has emerged as an institutional planning focus.

Humanities faculty participated in workshops offered by a consultant throughout the 1992-1993 academic year to initiate writing across the curriculum strategies. The faculty has access to sabbatical leaves and Faculty Senate travel funds to attend conferences and workshops. Administration supported a foreign language faculty's participation in specialized training in immersion language teaching during spring 1993.

The Humanities faculty have planned and implemented innovative scheduling strategies to enhance student access despite limited classroom space. Classes are frequently offered on Thursday and Friday evenings; Saturday classes are scheduled. Fall 1994 introduced the Weekend College concept. Classes are scheduled from late afternoon and evening on Friday through Sunday afternoons. The Weekend College allows students the opportunity to earn a degree by attending classes only on weekends. Team teaching is utilized for interdisciplinary courses such as the Western Traditions sequence.

Video cassettes supporting the Spanish program are showing signs of wear. Laser disks currently available will enhance language instruction when authorized for purchase.

The Humanities department is expected to integrate concepts of globalization and multicultural diversity in the curriculum. Full-time faculty teaching loads and the need for additional faculty have limited innovation in these areas.

ANALYSIS

PHYSICAL FACILITIES

ANALYSIS

TEACHING METHODS AND INNOVATION

ANALYSIS

STUDENTS

The majority of students served by the Humanities department intend either to transfer courses to a baccalaureate degree program or seek an Associate of Arts or Science degree from TMCC. The foreign language courses enroll a significant number of students with personal growth goals or professional needs for foreign language skills.

Student FTE:

	FY 1992	FY 1993	FY 1994	Fall 1994
French	19.6	11.3	10.7	12.5
German	8.9	8.3	7.2	7.2
History	130.4	164.4	158.1	145.8
Humanities	15.2	19.5	21.9	23.8
Japanese	3.9	3.8	2.5	0.0
Music	18.8	23.1	25.6	24.6
Philosophy	49.6	36.3	31.5	15.8
Spanish	84.7	98.9	121.2	135.0
Speech/Theater	57.1	60.7	52.4	36.8
Western Traditions (201,202)	0.0	7.1	38.4	50.2

**QUALITY AND
ACHIEVEMENT OF
STUDENTS**

Reports prepared by the UCCSN System office show transfer students from community colleges succeeding in baccalaureate programs. The department is evolving an assessment plan to gather data on student achievement.

ANALYSIS

The Humanities department needs a coherent plan for assessing student achievement in carefully defined areas such as problem solving, reasoning skills, communication skills, and values development. The development of this process has been initiated and faculty are working to implement the plan.

FACULTY

The department relies heavily on qualified part-time faculty. Current history shows part-time faculty teaching approximately 70 classes each semester while full-time faculty teach approximately 20 of the department's offerings.

The last full-time addition to the Humanities faculty occurred in 1992. The department's need for new faculty in areas such as philosophy and foreign languages promises to generate at least one new position for fall 1995.

The division director supervises full-time and part-time faculty. The director evaluates full-time faculty and in cooperation with full-time faculty observes and evaluates part-time faculty. A formal mentoring process established with the assistance of grant funds from 1990-1992 no longer exists as a funded program. Full-time faculty in the discipline guide and advise part-time faculty regarding instructional issues.

The recruitment, screening, and selection of part-time instructors are an established, consistent process throughout the instructional divisions. This process is described in recruitment and hiring procedures designed by TMCC's Personnel office.

Faculty:

	Fall 1992	Fall 1993	Fall 1994
Full-time	6	6	4
Part-time	27	34	31

Funding support for the department comes primarily from the State Legislature and student tuition. The Legislature allocates operating funds and full-time and part-time salaries and benefits.

Budget allocations to the department roll over from the prior year's budget; adjustments to the annual budget are negotiated with the administration to meet anticipated enrollment growth or to expand course offerings.

The division director works with the faculty and department chair to establish expenditure priorities. Budget recommendations are submitted to the Director of Arts and Sciences. The director is responsible for budget management. The department's course offerings are limited to the amount of part-time faculty funds available. A supplemental allocation of \$16,000 in fall 1993 was not available for fall 1994, for example, resulting in a reduction of twenty course sections. Efforts to equip all full-time faculty with adequate computers did not meet Humanities' faculty needs until fall 1995. Special allocations support operating needs of the theater program, relieving the department operating budget of that burden.

The organizational changes in July 1994 placed the department under the supervision of the Director of Arts and Sciences. The classified position assigned to the department was reallocated to support two other departments. Current plans are to replace the classified position as positions become available. The Humanities department is assigned a department chair with classified support delegated by the Director of Arts and Sciences.

This department needs leadership stability and adequate classified support. The selection of an interim Director of Arts and Sciences in January 1995 and the hiring of a permanent director will bring stability to the department.

Humanities department faculty encourage student library research and are committed to writing across the curriculum. Media support including VCRs and monitors for video presentations available from the TMCC Learning Resource Center or through UNR are adequate to support instruction.

The Humanities faculty would benefit from orientation and training designed to explore potential applications of computer software and multi-media applications as enhancements to learning.

Students have access to the Learning HUB for assistance with writing assignments and the general access computer lab makes computers available to students completing assignments. Part-time faculty have little time to devote to individual student assistance. This individual contact is particularly important in foreign language learning.

- The department offers university transferable courses for a diverse student population.
- The department contributes significantly to the cultural quality of life in the community.
- The department features highly qualified faculty dedicated to improving the quality of instruction and public service.

**FINANCIAL
SUPPORT****ANALYSIS****LIBRARY, MEDIA,
SOFTWARE****ANALYSIS****SUPPORT
SERVICES****STRENGTHS**

WEAKNESSES

- The department needs stable leadership and permanent classified support.
- The theater program lacks a quality theater space for performances and classes.
- Improved language laboratory facilities and equipment will strengthen the language program.
- Additional faculty positions are needed to strengthen the theater and foreign language programs.

FUTURE PLANS

The theater program is formulating a certificate program in theater with special emphasis in acting/directing, technical theater, music for the theater, dance, and speech. An Associate of Arts degree is also in the planning process. The theater program is working with the UNR Speech and Theater department to form a special program in technical theater in conjunction with the entertainment industry and with IATSE. The theater program plans a coordinated instruction program and theater production program with the Incline Village community.

College awareness of faculty concerns with space and classroom limitations results in active planning efforts, including using long distance learning technology to help extend access. The Humanities department continues planning to improve student access through alternative scheduling models.

**MATHEMATICS
DEPARTMENT****PROGRAM
DESCRIPTION**

The Mathematics department at TMCC offers no degrees or certificates. The department supports the other programs in the College and gives students the mathematical foundation for further course work. The department offers courses identified respectively as developmental, occupational, and university parallel.

Developmental courses serve students under prepared to enroll in college-level math courses. These courses teach the fundamentals of mathematics and learning skills required for success in college-level math courses. Credits earned in developmental math classes may not be counted toward a degree at TMCC. All developmental math courses are taught in individualized learning centers open during all high demand hours. Students are free, within certain parameters, to schedule their own learning time. They use self-teaching materials, allowing them to progress at their own pace. The preparatory nature of these courses demands much instructional energy spent counseling, advising, and encouraging students to succeed.

Occupational courses emphasize the mathematical skills relevant to a specific field, such as nursing or electronics. These courses focus on specific applications of mathematics. They are also taught in a self-paced format in the individualized learning centers. University parallel courses both support other College programs and prepare students for transfer to four-year institutions. These classes usually follow a more traditional classroom lecture format but in many instructors incorporate more active learning methods.

The Mathematics department recognizes its responsibility to change with the College and its changing student population. To this end, the department is committed to a process of continuous self-evaluation and adjustment. The department's goals are:

1. To make available to the College those mathematics courses which will serve both the abiding and the changing needs of its students.
2. To integrate problem solving, analytical thinking and communication skills in all math classes.

3. To give the College's students a foundation for more advanced work in the changing field of mathematics, science, and technology.
4. To properly advise students in selecting those mathematics courses which will best assist them in achieving their educational goals.
5. To make students successful, not only in mathematics, but in all their education pursuits, by using teaching methods which foster discipline, self-esteem, and the desire for life-long learning.
6. To encourage participation in classes by both genders and minority students.
7. To maintain liaisons with both public schools and the other UCCSN institutions for the purpose of articulation within the System.

These departmental goals help the Mathematics department fulfill the College Academic Master Plan.

The Mathematics department shares common goals and participates in a community of effort to achieve these goals. This department has established strong linkages with the University of Nevada, Reno mathematics faculty and the faculty teaching mathematics in the region's secondary schools.

The department offers courses primarily on the basis of student need. Syllabi are kept up-to-date and complete. MATH 251 (Probability and Statistics) is listed in the Catalog but will be placed on inactive status. Math 281 changed to Math 283 in January 1995.

The Mathematics department evaluates its courses using criteria of student enrollment, performance, and demand. Occupational courses are developed jointly by the mathematics department and the faculty in occupational areas: specific goals are formulated by the occupational faculty, teaching techniques by the mathematics faculty, and course content by both. National trends and debates (e.g., the present re-thinking of the calculus curriculum) influence the choice of new textbooks and changes in course content. New courses are added to meet student needs; they must undergo examination by the Curriculum Committee and must be approved by the Vice President for Academic Affairs.

The department maintains high standards of quality and rigor throughout its curriculum.

The department is committed to teaching excellence. Faculty try new approaches to advising, teaching, and testing with the goal of increasing student retention and success. The faculty vary in their approaches but are united in their efforts to reach this goal.

The faculty are paying increasing attention to that complex of fear and denial known as "Math Anxiety," recognizing that both its sources and its alleviation rest upon factors that reach far beyond the subject of mathematics itself. Inadequate self-image, poor learning skills, and a history of academic failure, for example, are just as real obstacles to success in mathematics as are inadequate preparation in the subject or lack of motivation. The department faculty are aware of this and have, to various degrees, adjusted teaching methods to overcome these broader obstacles to student success.

ANALYSIS

COURSES

ANALYSIS

TEACHING METHODS AND INNOVATION

The Mathematics department leads the College's efforts to integrate appropriate computer technology, enriching both the curriculum and delivery of instruction. Students are given as much "hands on" computer experience as possible. Students may practice and acquire new mathematical knowledge using a variety of the latest computerized mathematical education programs.

Graphing calculators are used for demonstration and experimentation in calculus and pre-calculus classes. Students are required to use these calculators in their assignments and textbooks are chosen to take advantage of this technology. One faculty member worked with Bert Waits and Frank Demana at Ohio State University on the NSF funded TRANSIT program to promote graphing calculator use at all levels.

Another faculty member completed a year of participation in implementing the Harvard calculus reform project. The department will adopt this model in fall 1995. Other faculty members have concentrated their efforts on research and experimentation with alternative teaching techniques. These include cooperative learning in small groups doing projects rather than listening to lectures, creating reading and writing assignments requiring daily journals, developing mathematical concepts using manipulatives, and focusing on problem solving techniques.

ANALYSIS

Mathematics courses incorporate writing and reading assignments to extend students' awareness of mathematical concepts. Faculty members regularly enroll in university classes, participate in workshops, and attend in-service training sessions on teaching methods in mathematics. They work well together and support each other's efforts to implement innovative organizational and instructional techniques. The faculty is dedicated to continuous evaluation and improvement of teaching quality.

STUDENTS

Student FTE:

	FY 1992	FY 1993	FY 1994	Fall 1994
Math	243.8	259.6	291.5	240.7
Developmental Math	100.8	111.2	110.3	118.6

ACHIEVEMENT OF FORMER STUDENTS

No formal process exists to measure the effectiveness of the mathematical training offered by this department in influencing subsequent student achievement. The department has no graduates to track. The effect of a handful of mathematics classes on a student's future scholastic performance is difficult to measure. The department is, however, considering the use of formal methods to study the effects of pre-testing on student performance. This year marks the first time student scores on standardized pre-tests have dictated placement in math classes. It is hoped—and research seems to indicate—that the result will be higher scores and retention rates for the department.

ANALYSIS

The individualized, self-paced format of the developmental courses enables the department to analyze student academic progress through the sequence. Students transferring to UNR seem to perform at least as well as their math classmates attending only UNR courses.

The Mathematics department consisted of nine full-time faculty in fall 1994. A 1994 retirement reduced the full-time faculty by one position. Another faculty member is currently on extended sick leave. The department is seeking a replacement position. The department also receives funds to support six instructional assistants to work individually with students in math centers and the Learning Hub. Full-time faculty have the training and credentials qualifying them to teach the department's offerings. All full-time faculty teaching transfer courses have master's degrees.

Faculty

	Fall 1992	Fall 1993	Fall 1994
Full-time	10	10	8
Part-time	22	23	23

The addition of at least one full-time mathematics instructor in fall 1995 will enhance the department's ability to serve students. Initial results of the pre-assessment testing indicate increased demand for developmental math courses, placing a potential strain on facilities and faculty.

The department receives adequate financial support to offer a full range of courses each semester. The department usually receives \$77,500 for part-time faculty support and close to \$20,000 each year to support instructional assistants. Department faculty have access to adequate computer technology for personal use and instructional applications; this equipment needs upgrading to link with the College's cc:Mail system and to make full use of the department's mathematics software. From 1993-94 the department was allocated wage money to supplement classified and clerical support. A half-time position was added to the classified staff in fall 1994.

The mathematics department is housed in the Vista Building featuring classrooms designed to department specifications. Each faculty has an individual office and access to materials and supplies necessary for personal and instructional use. The department's operating budgets have proven adequate to support faculty and staff needs though the increased use of technology may require future increases.

The department benefits from consistent allocation of funds for instructional assistants capable of providing quality one-on-one instruction.

The LRC responds to department requests in purchasing supplemental texts used by students in research, reading, and writing assignments. The library also maintains copies of current textbooks on reserve along with videotapes keyed to these texts. These videotapes and related computer software are also made available for student use through the Learning Hub. Graphing calculators are available for students in the Learning Hub and the department owns a classroom set of graphing calculators for use during class sessions. Computer tutorials and topic video tapes are available for student use.

The department offers its students a variety of out-of-classroom support. Every instructor holds regular office hours, and will schedule additional time if needed, to help students who need assistance with the subject matter itself, or who are in need of more general advisement.

FACULTY

ANALYSIS

FINANCIAL SUPPORT

ANALYSIS

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

SUPPORT SERVICES FOR STUDENTS

The Mathematics department, in cooperation with the English department, operates a student resource center called the Learning Hub; services include individual or group assistance, guidance in academic subjects, computerized tutorials and videos, assistance in writing, and development of study skills. The instructors staffing the Math Learning Centers are always willing, to the extent that this does not interfere with their primary tasks, to help any student with a math question.

ANALYSIS

The availability of support services for mathematics students is an important department focus. Existing services are extensive and ongoing development of innovative projects such as the Learning Hub promise even better support in the future.

STRENGTHS

- A motivated and dedicated faculty maintain the strength and quality of the mathematics curriculum.
- The pre-assessment testing process improves opportunities for student success.
- The department communicates effectively with other departments to meet specialized mathematics instructional needs.
- The department makes effective and appropriate use of technology in supporting instruction.
- The department maintains positive contact with math faculty in the secondary school system and at the university.

WEAKNESSES

- The pre-assessment testing program threatens to increase developmental math enrollments dramatically without the facilities or staff to accommodate the enrollments.
- The department needs additional funding to upgrade computer technology to accommodate recent mathematical software development.

FUTURE PLANS

The department is concerned with tracking students to assess the effectiveness of the math placement efforts. The department plans to modify the calculus curriculum to integrate new teaching methodologies. The department plans to continue developing more extensive support services for students. Department faculty will continue their active involvement in professional development activities.

SCIENCE DEPARTMENT OVERVIEW

The Science department at Truckee Meadows Community College meets the occupational, college parallel, community service, and counseling needs of the service area. Science department courses support occupational programs and emphasize university parallel courses in the biological and physical sciences.

PROGRAM DESCRIPTION

Science department courses fulfill associate degree requirements and prepare students transferring to baccalaureate degree programs. Students seeking degrees in occupational areas, science, engineering, education, and various other fields enroll in Science department courses. Many courses are prerequisites for Health Sciences programs. Students enrolled in TMCC science courses seek careers in nursing and Health Sciences, including nutrition, dental assisting, occupational and physical therapy, pre-professional programs in medicine,

veterinary, and dentistry. Lower level courses once serving primarily science and health majors now enroll many non-science majors. Students intending to major in programs ranging from business to geological engineering to elementary education enroll in TMCC science classes. The Biology 100 course, for example, offered four times each semester fills immediately.

Science department courses fulfill UCCSN science requirements for TMCC degree and certificate programs. Those degrees requiring a science component include:

Associate in Arts

Science — 3 credits

Associate of Science — Environmental Sciences

Chemistry — 8-10 credits

Environment, Biology, Geology, Physics, Organic Chemistry
— 14-16 credits

Associate in Applied Science

Science — 6 credits

Associate in General Studies

Science—3 credits

The following course has not been offered for the last two years: BIO 201 - Animal Biology. This course will move to inactive status.

TMCC science courses transfer to any university or college students may decide to attend. Adding Chemistry 101 as a prerequisite for Biology 190 brought TMCC in accord with the requirements for Cell and Molecular Biology at UNR. Three new courses in the catalog include Basic Chemistry (at the developmental level) and two Analytical Chemistry for Technicians courses. These courses complement the new emphases in environmental studies approved by the Board of Regents.

The Science faculty maintains consistent syllabi and curriculum models to ensure currency and articulation with university programs. Consistent syllabi also ensure part-time faculty understand the department objectives and specific course objectives. The close relationship between TMCC science faculty and the University of Nevada science faculty maintains a positive atmosphere for ongoing articulation of programs and courses.

The Science department curriculum encourages a global perspective on scientific and socio-economic issues. Plant and animal diversity in relation to geographic habitats is emphasized in all 100 level courses. This emphasis prepares students for further environmental studies. Global health and conservation issues are also addressed in these courses. Chemistry courses emphasize fundamental facts, theories, and practical applications, allowing discussion and understanding of global environmental problems.

All science courses at TMCC develop student skills in critical thinking and problem solving. Classroom discussions encourage student explorations of controversial issues to form their own ideas and conclusions. Laboratory activities encourage students to collect, analyze, and present data supporting these conclusions. The chemistry curriculum employs computer-assisted instruction in laboratory settings, emphasizing data collection and fostering cognitive development through applying the scientific method.

COURSES

ANALYSIS

TEACHING METHODS AND INNOVATION

Student success in chemistry correlates with the ability to integrate basic math skills with problem solving skills. Writing is also an important component in science courses. Writing is incorporated into the curriculum through critical writing assignments, term projects, laboratory reports, and/or extensive essay exam questions.

Curriculum and delivery methods are continuously updated. The department recently purchased two top-end computers and several sets of applications. Classroom demonstrations and presentations use state-of-the-art technology. The labs are set up for teams of four students each, allowing disadvantaged students to receive support from other students.

The department purchased a transparent solar calculator for use with overhead projectors. This small capital investment proves effective in teaching critical thinking and problem solving.

The department incorporates molecular technology into the Biology 190 and Biology 251 classes. Gel electrophoresis apparatus, restriction endonucleases, micropipettors, and microcentrifuges are currently used in the laboratory for restriction enzyme study and cloning. These techniques are on the leading edge of research in biology and give students experience in molecular techniques not commonly available at the undergraduate level.

In fall 1995 the Environmental 101 curriculum will incorporate four lab experiences, making it a transferable general education core course. A computer component of the lab will allow students to study ecological change through computer simulation. Field study will also be enhanced through computer analysis in the laboratory.

Analysis

The Science department models effective integration of technically assisted instruction with student learning experiences. The faculty schedules open lab periods for students needing additional time or assistance in mastering concepts and procedures.

Students

In 1992-1993, the Science department initiated an internal survey measuring student demographics, interests, and needs. Female students generally outnumber male students in science classes; gender ratios in chemistry courses, however, are nearly equal. In biology female students outnumber males. The majority of students in science classes are 22-26 years old. While the majority of students had taken a college class within the past year, a large number of students had never taken a science course. Vocational plans for the majority of biology students were oriented toward nursing. Students in chemistry were more evenly distributed in their career plans, including nutrition, pre-med/vet/dent, occupational/physical therapy, dental hygiene. Students of white European descent compose the largest single demographic group, mirroring the general College population. The department will continue this internal survey bi-annually to collect more detail on student demographics and how that population is changing over time.

Student evaluations are gathered each year for science courses. Evaluations do not present an accurate, valid, and reliable measure of curriculum quality and faculty effectiveness; they do, however, give the student an opportunity to communicate with the department and allow the department to monitor its effectiveness. The Science department maintains copies of the evaluation summaries, available for inspection in the department office.

Student FTE:

	FY 1992	FY 1993	FY 1994	Fall 1994
Anthropology (102)	-	-	4.4	6.3
Astronomy	5.9	6.0	5.6	6.2
Biology	140.7	160.2	155.5	156.8
Chemistry	52.1	68.8	69.3	63.6
Environmental Sci.	18.3	17.8	19.9	17.2
Geography-physical	8.0	7.8	3.5	0.0
Geology	9.0	7.8	8.3	8.3
Home Economics	17.5	31.6	35.3	21.4
Physics	19.8	19.8	14.0	11.2

Science department faculty are sensitive to diverse student goals and diverse demographic characteristics. This sensitivity is evidenced through the department's careful attention to effective teaching methods.

This area represents the greatest weakness of the Science department. The department must develop an efficient means of verifying student success. Anecdotal comments praise student success rates after completing TMCC courses. Information exchanged between TMCC and other UCCSN institutions on transfer rates, student success after transfer, and retention rates for students after they arrive at the university represent indirect evidence of the quality of TMCC science instruction.

Intense student demand for science courses demonstrates the quality reputation enjoyed by the department. The faculty is discussing and planning strategies to document student success more effectively.

Seven full-time faculty and 24 part-time faculty taught 44 sections in fall 1994. The department lost one full-time chemistry position due to budget cuts in FY 1993. Additionally one half of the second full-time chemist's time was allocated to the Chancellor's office to lead system-wide program development efforts. Part-time faculty teach 60% of the chemistry courses; part-time faculty teach 67% of biology courses. A new science faculty member is anticipated by fall 1995.

Faculty:

	Fall 1992	Fall 1993	Fall 1994
Full-time	7	6	7
Part-time	24	23	24

Workload for full-time faculty follows the established TMCC policy. Each instructor has nine lecture hours and facilitates nine hours of lab, equating to a 15 credit hour teaching load. Some biology instructors express interest in teaching environmental science courses. This change will require full-time replacements, or risk even more part-time faculty teaching biology classes. Prep, research, and active involvement in professional organizations combine to create a 60-65 hour work week for full-time Science instructors.

ANALYSIS**QUALITY AND
ACHIEVEMENT
OF FORMER
STUDENTS****ANALYSIS****FACULTY**

Faculty development is achieved through additional coursework, conferences, and individual research. The department supports faculty endeavors, and defrays the costs when possible. Two departmental faculty participated in a grant-funded research experience teaming with University of Nevada, Reno faculty during summer 1994. This collaboration resulted in grant proposals, one of which will continue funding for this cooperative project linking university research faculty with community college science faculty. The college supported a faculty member's intensive training at Wood's Hole during summer 1993. One faculty was released full-time to serve as a National Science Foundation Fellow. A science faculty member is engaged in ongoing research with UNR faculty preparing a research project for publication. Another faculty member is active in research activities through the UNR Medical School.

ANALYSIS

Teaching excellence is documented through administrative and student evaluations. The faculty consistently presents material with sensitivity to the needs of a diverse student population. Lectures, demonstrations, videos, modeling, field trips, laboratory experiments, department-supported open labs, and individual tutoring characterize the department's commitment to learning.

FINANCIAL SUPPORT

Until the 1994 administrative change the budget was administered by the chair of the Science division. With faculty help the chair allocated funds for laboratory needs, operations, teaching assistants, instructional assistants, and student work. For the 1995 fiscal year the operating budget was \$14,000, the instructional assistant account was \$16,500, and the science lab account was \$12,000. The budget is currently managed by the Director of Arts and Sciences.

ANALYSIS

Financial support is adequate to maintain enrollments and ensure quality instruction. The administration intends to give the departments more flexibility in managing department budgets.

PHYSICAL FACILITIES, MATERIALS, AND EQUIPMENT

The Learning Resource Center's expertise and assistance supports the science curriculum, placing course materials on reserve, serving as repository for supplemental teaching and student resource materials, and providing access to computer resources. LRC support is integral to Science department success.

The E. L. Cord Laboratory is sufficient to maintain current chemistry course offerings; additional chemistry lab facilities are necessary to support program growth. Most biology experiments are held in two lab facilities located at the northeast corner of the main TMCC building. A fourth multi-purpose lab (located across the building) is used for Biology 100 and Biology 190 overflow. Microscopes and lab setups must be transported across the building for each class. Innovative scheduling makes more efficient use of the lab space and allows additional offerings as staff and support resources become available.

The science stockroom has limited space for the preparation and storage of the necessary chemicals and solutions to support the science programs. The lab prep room is staffed with two half-time people and two student workers (constantly being trained and providing limited service). One of the key staff members received extensive training in HAZMAT and serves as the College safety officer. The staff assists with setups, ordering material, take-downs, security, and disposing of hazardous materials. Hazardous materials controlled in the prep room without adequate staffing present a significant safety issue.

Four lab facilities operating 60-70 hours each week make even the slightest safety compromise a potential liability problem for the College. This liability concern has been thoroughly communicated to the administration, and planning is underway to address this problem.

The science faculty need access to lecture rooms conducive to effective instruction. The Science department serves an increasing number of students without gaining access to appropriate room allocations. Class sizes have reached the maximum safe limit to accommodate student needs. Physical conditions and inadequate facilities threaten the high quality of instruction expected of the science faculty.

Laboratory computers represent one of the critical equipment needs for the Science department. The twelve Apple IIe computers acquired from the business department twelve years ago are inadequate to support instructional needs. These computers are considered an important part of the laboratory experience in chemistry and biology. They generate graphs of student data, perform statistical analysis of data to digitally acquire experimental data, and transform that data into an interpretable form. The software is unreliable and the combined unreliability of hardware and software renders the learning process less than effective. A more reliable computer platform and software package are a high priority for maintaining an effective level of instruction and training. This new platform will provide additional opportunity to incorporate writing into the lab; reports could be generated using the same software package as the graphing and statistical analysis of data. Computer based instructional materials and computer based laboratory experiences can be combined to create a more flexible independent learning experience.

Additional full-time faculty anticipated for fall 1995 will strengthen the Science department and reduce dependence on part-time faculty. The new emphasis areas in environmental studies strain the department's faculty resources and growth in these areas will require additional personnel and resources. The professional development activities of the faculty are exemplary and contribute to the high quality of instruction offered through the department.

- A strong, well-qualified, and committed faculty makes the Science department one of the College's most effective.
- The faculty nurtures student learning through individual attention, extra open lab hours, and faculty involvement in laboratory instruction.
- Professional development activities keep faculty in tune with recent developments in respective fields.
- This faculty interacts directly with science faculty at the state's universities and the Desert Research Institute.
- The department's outdated computer technology demands enhancement.
- Concerns regarding laboratory safety need to be addresses in the near future.
- The Science department needs access to better classroom facilities and additional laboratory facilities.
- Additional full-time faculty are essential to continue the department's reputation for quality instruction.
- The department needs reliable data to track student success.

ANALYSIS

STRENGTHS

WEAKNESSES

FUTURE PLANS

The most immediate plan for the Science department includes adding full-time faculty in key areas, allowing full-time faculty to devote energy to the environmental studies program. The faculty's already active professional development focus will grow even stronger through participation in collaborative EPSCOR programs.

Faculty will continue seeking more and more effective ways to enhance science instruction through technology applications.

**SOCIAL SCIENCE
DEPARTMENT****PROGRAM
DESCRIPTION**

The department offers no degree or certificate programs; rather, the department's courses meet general education requirements or provide electives for degree programs. Some courses serve learners not seeking a degree. Students also enroll in Social Science classes to fulfill academic distribution or vocational program requirements, to earn elective credits, and to complete requirements for high school graduation. The department strives to furnish a comprehensive program of university-level social science courses. The department also meets the educational and enrichment needs of the general community.

The department served 2,687 headcount or 517.8 FTE students fall 1994. The department course offerings are taught by ten full-time faculty and 24 part-time faculty. Disciplines represented in the department are anthropology, economics, geography, political science, psychology, sociology, recreation/physical education/dance, Western Traditions, and women's studies.

COURSES

The Social Science department at TMCC offers a wide variety of courses. Individual course objectives are determined at the discipline level. For all transferable courses, course offerings are compatible with similar courses in other colleges and universities. Course syllabi are current and complete. Syllabi for all department offerings are on file at the management assistants' station for Social Science.

All courses listed in the catalog for this area have been offered within the last two years except Geography 109 and courses in women's studies. These courses will be placed on inactive status. A full-time position in geography is requested contingent on funding for 1995-96. This position will strengthen geography offerings. An emphasis area in women's studies has not yet been proposed by the department.

Comprehensive program reviews are completed every four years. The department chair and faculty evaluate courses each semester on the basis of enrollments. The faculty choose textbooks annually and update curricula regularly. Students evaluate course content and instructors each semester.

Information gained from part-time instructors working in the community; attendance at professional meetings, conventions, and seminars; meetings of professional associations; and participation in professional growth activities through sabbaticals, grants, and other sources maintain the currency of course content.

New courses and emphases are developed to meet student and community need. New courses are approved through a process including approval of the Curriculum Committee as well as the approval of the director, Dean of Planning and Development, and Vice President for Academic Affairs. New degree programs require the approval of the President and the Board of Regents.

Many courses contain a global or multicultural perspective. The Social Sciences faculty endorses and practices writing across the curriculum methodology. Courses in social science are designed to meet university transfer requirements. The faculty communicate with counterparts at the University of Nevada, Reno and other institutions to maintain equivalency in course content and expected outcomes.

The College and the Division encourage innovation. Some specific examples of area innovations are:

- Telecourses are offered in economics and psychology.
- Critical thinking, writing, and mathematics “across the curriculum” are emphasized.
- The area uses non-traditional scheduling in the form of weekend classes.
- Computer technology is becoming an important component of statistics and economics courses.
- Team teaching techniques have been utilized in a variety of courses, most recently in Western Traditions.

Faculty employ a wide variety of delivery techniques. Lecture, discussions, small group work, videos, and guest lectures exemplify some teaching alternatives.

Social Science faculty are asked to teach relatively large numbers of students, limiting the faculty’s options for innovation. The Social Science faculty is engaged in examining course syllabi to ensure consistent outcomes despite the large number of part-time faculty employed by the department.

Student FTE:

	FY 1992	FY 1993	FY 1994	Fall 1994
Anthropology (101,205)	23.8	27.8	22.9	20.8
Economics	95.9	94.1	89.8	81.2
Geography, Cultural	15.6	19.6	19.9	21.6
Political Science	87.4	108.9	97.1	107.2
Psychology	146.4	170.9	178.6	163.0
Recreation/Phys. Ed.	33.6	28.2	28.3	28.3
Sociology	70.3	86.3	89.3	89.7
Western Traditions (203)	0	0	6.5	6.0

The department’s enrollment history and number of class sections offered show consistent SFTE enrollments.

The academic preparation of entering students concerns Social Science faculty. Additional diagnostic testing and basic skills courses, especially for students not fully proficient in English, would help students cope more easily with the department’s transfer-level offerings. During 1994-95 mandatory assessment in reading skills became the basis for English placement with plans to extend reading assessment to all courses.

Department members are convinced student success is a function of class size. Reasonable class sizes permit more time for discussion and student comments, more timely evaluations of student progress, and more frequent use

TEACHING METHODS AND INNOVATION

ANALYSIS

STUDENTS

ANALYSIS

of varied instructional techniques such as small group discussions and student presentations. Small class sizes also permit instructors to have more contact with individual students.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

No entrance tests are given to new students. The Social Science department's commitment to improving students' capacities for rigorous analysis, problem solving, synthesis, and critical evaluation lacks a systematic process for assessing student growth.

In 1993 the Office of Planning and Development conducted surveys of students, employers, and former students. Course completion statistics were studied, as well as FTE generation. Statistical data specific to Social Science programs have not yet been generated. No specific statistics on student competency growth are available at this time. Reports by returning students do indicate that students are prepared for further academic achievement. These reports evidence the department's success in preparing students for transfer and employment. Department courses are among the first to fill during registration; students recommend the courses; and student evaluations of instruction are positive.

ANALYSIS

The Social Science faculty seeks information and data related to student success after completing department courses. A consistent methodology for tracking students remains to be implemented.

FACULTY

All full-time faculty have masters or higher degrees. The addition of three full-time faculty positions in 1991 strengthened the department.

Qualifications required of part-time instructors are set out for each applicant pool. The applicant files are available in the Personnel office and the division director's office.

ANALYSIS

The large number of sections taught by part-timers limits personal interaction between student and instructor in courses such as psychology. The addition of full-time faculty to the department in fall 1995 will strengthen the department's ability to serve students.

FINANCIAL SUPPORT

Physical plant and equipment are adequate to support quality instruction. The Social Science division shares office equipment and support facilities with the Science division, including a copy machine, a Scantron, and a small workroom. Classrooms available are generally adequate. Social Science is given preference for rooms equipped with video and overhead projector equipment.

Full-time faculty offices are equipped with computers generally adequate for the level of technology used in most subject areas. Computer equipment for economics students needs updating. Repairs and maintenance have been adequate in the past. Support staff consists of one full-time management assistant and one half-time (21 hours/week) administrative assistant devoting approximately 65% of their time to Social Science (they are also responsible for Humanities and Foreign Language). They devote most of their time to administrative tasks. Most full-time and part-time instructors do their own clerical work. The department office opens at 7:00 a.m. and closes at 4:30 p.m. Monday-Wednesday, 5:30 p.m. Tuesday-Thursday, and 4:00 p.m. on Friday.

Supplies and materials are adequate to support instruction. The faculty cooperated in reducing the department's copying costs to relieve strain on the operating budget.

Students in economics and statistics courses need a dedicated computer laboratory capable of running current software. Faculty striving to incorporate computer applications are restricted in their efforts without access to suitable facilities and equipment.

Requests for one-shot equipment funding have been submitted and, if approved, will improve the technological support for this area.

All types of audiovisual equipment are available for student use. Non-print materials may be checked out of the LRC by faculty for preview or for classroom use. Extensive print materials are available, either through the TMCC LRC or through arrangements with UNR and other local libraries. Materials can be located through on-line catalog searches or through CD-ROM.

Faculty requests for purchase of instructional materials by the Learning Resource Center are honored as long as funds are available. Limitations in the LRC budget result in less satisfactory resources than most instructors prefer. The audio visual services inventory of up-to-date videos is quite limited. Video playback units were recently installed in Vista West building at faculty request and AV services provide reliable equipment and support campus-wide. Faculty can supplement LRC video holdings through access to UNR's video collection. A faculty survey resulted in allowing faculty the option to operate classroom video equipment without relying on the centralized network linked to the LRC.

The Social Science faculty encourages writing across the curriculum and library usage by students.

Students come to social science courses with a wide variety of background and needs. College support services include study skills classes, writing labs, term paper workshops, tutoring, and academic counseling. Supplementary instruction once offered in some courses created study groups to provide extra help for students and was well received until canceled for lack of funding.

Social Science faculty recognize the need for enhancing support services for students, especially in the ongoing development of reading skills. Instructors are encouraging study groups and supplemental instruction despite lack of support funding.

- The department boasts a talented, well-qualified faculty.
- The department strives to ease student access to courses through alternative scheduling and alternative delivery methods.
- The department educates significant numbers of transfer students in university parallel courses.
- Department faculty are incorporating technically-assisted instruction into appropriate courses.

ANALYSIS

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

ANALYSIS

**SUPPORT SER-
VICES FOR STU-
DENTS**

ANALYSIS

STRENGTHS

Weaknesses

- Students need access to tutorial sessions and individual contact with instructors, particularly part-time instructors.
- The department's enrollment demands indicate the need for more full-time faculty positions.
- The faculty are asked to teach relatively large student enrollments, limiting opportunities for innovation.
- Students enrolled in the department's transfer offerings often are not prepared with basic academic skills.
- The department needs better data on student achievement after completing social science courses.
- Computer equipment and software available for economics and statistics courses need updating.
- The department faculty need even better access to video-assisted instruction materials.

Future Plans

The Social Science department plans continued and expanded use of computer technology in supplementing economics and statistics courses. The department is exploring reading skills pre-assessment to determine student ability in reading and comprehension skills. The department continues working on integrating global concepts and issues into the curriculum. The department seeks additional faculty positions to increase direct student/faculty contact.

**ARTS AND
SCIENCES
DIVISION
STRENGTHS**

- Active articulation efforts with the institutions of the UCCSN.
- Active faculty involvement in ongoing professional development efforts.
- Partnerships and linkages with the secondary schools in the region.
- Faculty efforts to incorporate computer technology into instruction.
- Faculty commitment to writing across the curriculum.
- Availability of classrooms with immediate access to technical support systems.
- Emphasis on pre-assessment and student placement.
- Strong support systems to help students develop basic skills.
- Faculty and classified staff teamed to maintain college operations during organization transition.

WEAKNESSES

- Computer laboratory facilities, language laboratory facilities, and science labs need development and expansion.
- Too much reliance on part-time faculty.
- Lack of systematic assessment systems to document student success.
- Need to expand use of technically assisted instruction in developmental programs.
- Need to strengthen quality of support staff in science laboratories.
- Need to upgrade computer equipment in science laboratories.
- Need to clearly define departmental organizational structure.
- Need for maintenance account and trained staff to maintain/operate equipment.
- Arts and Sciences may need more than a single director given the large size of the division.

DEVELOPING PROGRAMS

This division exists to provide an initial home for new programs being developed by the college. Its primary objective is to work through the Dean of Planning and Development's office in developing curriculum, obtaining equipment for the programs, advocating program approval within the College, and obtaining Board of Regents approval for the degree programs. Once the programs are approved, they are usually transferred to the appropriate division. For example, the CT/ET programs recently moved from Developing Programs to AIT after the program added new curriculum for the PACE equipment and made other curriculum changes.

Presently three programs are housed within the division. These are special programs to serve special groups of students at low cost. The programs are:

Military Occupations - Associate of Applied Science

Steam Generator Power plant Operator Technician - Associate of Applied Science

Environmental Studies - Associate of Applied Science

The AAS in Environmental Studies is a new program developed at the same time as the AS in Environmental Science. It does not currently have any declared majors although a number of students are presently enrolled in environmental courses. Military Occupations has no full-time or part-time faculty. The core courses are taught all over the world by military instructors and are transferred to the College. The College is a member of the Service members Opportunity Colleges group (SOC), and as such has agreed to accept credits from approved training programs within the military. Very few students enroll in the specific MO courses because the degree allows military personnel to specialize in any program that the college offers. Students with declared majors enroll in other College courses to satisfy core and general education requirements.

Steam Generator Power plant Operator Technician is designed specifically for Sierra Pacific Power. Enrollees take their technical courses at the Sierra Pacific site; selection of the part time instructors for the core courses in the GPO program is done through the training division of Sierra Pacific Power Company. The College has agreed that they are most qualified to teach this special program material. The general education component is usually taken at TMCC, or is transferred in from the other Nevada community colleges.

In addition to these two programs, a number of other areas represent potential new programs. These are depicted in the chart shown in Table V-2. The two areas most advanced toward degree status are the following:

Career Pilot Program - Associate of Applied Science with an option for an Associate of Science for transferability

Airframe and Power plant Mechanic - Associate of Applied Science

DIVISION OVERVIEW

DIVISION PROGRAMS

The aviation programs have the additional requirement of FAA certification. At this time, both are either certified or in the process of final certification from the FAA. The pilot's curriculum has been approved by both Academic Standards and the Curriculum Committee. The A and P program has Curriculum Committee approval and was approved by Academic Standards.

The programs within this division were developed or are being developed to meet the needs of industry in the area.

Table V-2 lists and delineates the status of college programs under development.

GENERAL EDUCATION/ RELATED INSTRUCTION

The general education requirements for degree programs are included in the existing programs and will be included in the proposed programs. The options students have in the math, science, English/communications and human relations areas are listed in the general catalog. In the proposed A and P program, it's been recommended that math be embedded in the curriculum; as of this time, the Academic Standards Committee has not accepted the proposal.

SPECIAL ACCREDITATION

No special accreditation exists for these areas. The FAA approved the curriculum for the Career Pilots and the A and P program through the firms who deliver the course content for the College.

MISSION AND OBJECTIVES

The goals and objectives of the courses described fit the six-fold mission of the community college.

FINANCIAL SUPPORT

FUNDING

Funds to support the programs within the division come from a number of sources. One is from the State Legislature which provides instruction funding for a few of the Career Pilot Training courses and for most of the general education required courses. Student tuition, lab fees, and special fees for some aviation courses generate instruction funding as well as operating funds for most of the technical core. The Military Occupations program allows the transfer of military training credits at no cost to satisfy some core requirements. Other courses are taken from the current offerings of the College and do not add extra costs. Occasionally, TMCC has secured grant funding for start-up costs of programs such as the new degrees in Environmental Science and Environmental Studies, both of which have been turned over to the Science Department after development in the Developing Programs division.

BUDGET PREPARATION AND CONTROL

Budgets for new programs begin with an estimate of the expenditures for the first year of the program required as part of the program approval forms presented to and approved by the Board of Regents. The budget is developed by the director with input from any faculty who may teach in the program area. The budget request is forwarded through the chain of command to the budget officer and top administration. Most new programs are funded from state funding sources; occasionally grant funds can be obtained for start up purposes. Estimated costs for the first year include equipment costs, salaries, supplies, facilities. Funds allocated for the operation of the program are managed through the leadership of the division director. The College's fiscal policies govern the expenditures.

The estimate of start up funds is usually adequate for the new programs. If they are not, additional resources are requested through the dean. Budgets for subsequent years are adequate. A strength is the opportunity to allocate operating dollars from state accounts to initiate the first classes. A weakness is predicting at what point sufficient dollars are available to implement the programs completely.

Facility and space requirements are few since most of the program core courses are taught at off-campus sites. The Generator Power plant Operator Program is taught at Valmy Power Station outside Battle Mountain, Nevada. The Military Occupations core is taught all over the world. The Airframe and Power plant Mechanics Program as well as the flight portion of the Career Pilot Program will be taught at Stead Airport or in an aircraft. Most of the equipment for the Airframe and Power plant Mechanics is owned by the College; it is adequate for training. Both programs use private contractors to provide training at their facilities. The other programs are taught at the College with the existing divisions taking responsibility for their operation.

Strengths of the facilities, materials and equipment are: (1) classroom facilities and curriculum are approved by FAA for the A & P program; curriculum for the Career Pilot program is also FAA-approved. No specialized equipment is required for the pilot program. (2) TMCC owns two planes that will provide a variety of training experiences for students.

Weaknesses: Most of the courses for these two programs will be taught at off-campus sites. Students will need to attend one of TMCC's other learning centers to obtain the general education components. Second, TMCC will not have a full-time instructor to devote time to recruitment, student advisement, and expansion of the programs for at least another two years. Starting new programs without full-time faculty is a handicap.

Approximately three years ago, the Office of Planning and Development was established to assist with the development of new courses, certificates, and degrees. Developing programs is the direct responsibility of the Director of Technologies who reports directly the Dean of Planning and Development. Prior to this time, each division developed its own new curriculum or programs without direct support. The current structure brings consistency and continuity to the planning process as well as clerical support.

The current structure of planning and development provides the college with a better basis for making decisions about new programs; it also assures the College that the appropriate community links will be established.

The Director of Technologies has the opportunity to attend three or four conferences annually. In addition, he was able to attend a three-week training session to learn to operate the PACE electronics equipment. He also subscribes to numerous periodicals and journals and attends local workshops and seminars. During the 1993-94 year, he attended the American Vocational Association meeting in Nashville; Leadership 2000 in San Diego; participated in the Electronics Conference held in Reno; and observed training of military forces in Southern California.

ADEQUACY OF FUNDING

PHYSICAL FACILITIES, MATERIALS AND EQUIPMENT

ADMINISTRATION

ADMINISTRATIVE STRUCTURE

ANALYSIS

PROFESSIONAL GROWTH

**FULL-TIME/
PART-TIME RATIO**

At this time, the programs offered under Developing Programs are all taught by part-time faculty. As funds become available for full-time faculty, the program is usually shifted to the appropriate instructional division.

**SUPERVISION
AND EVALUATION**

The Director of Technologies is responsible for the evaluation of part-time instructors. As with other instructional programs, students evaluate the instructors during each semester; in addition, each instructor is observed at least annually. When new instructors are hired, they are invited to attend the orientation available for new part-time or full-time instructors. This is usually scheduled over two evenings; one is spent with the division director. During this orientation such topics as preparing course outlines and syllabi, grading, affirmative action, student rights, and other topics are covered. Part-time instructors are provided a handbook that assists them in understanding their roles as TMCC part-time faculty. The Director of Technologies meets with part-time instructors several times during the semester.

SELECTION

Part-time faculty are hired in accordance with affirmative action guidelines. Since these particular areas require highly specialized or licensed instructors, the instructor pools from which the candidates are selected are small. These particular instructors have taught several semesters.

Part-time faculty are evaluated by the students each semester; they are observed and critiqued by the director at least annually.

TEACHING LOADS

Part-time faculty are limited to seven credits per semester. The College tries to maintain the limit at all times for its regular credit-generating courses.

INSTRUCTORS

TMCC students use the instructors selected to teach courses since the students in MO are taking classes that do not carry the MO rubric. Students in the Power Generation courses have the Power company's supervisors as instructors on the site location using the training outline as curriculum. Instructors for the career pilots program are selected in accordance with TMCC's AA guidelines.

RETENTION

Retention in these special courses is high.

**PARTICIPATION
IN STANDING
COMMITTEES**

The Director of Technologies attends the Senate Curriculum Committee and serves on appropriate special committees. He also attends System meetings if new programs are being discussed.

**EDUCATIONAL
PROGRAMS**

In fall 1994 MO majors are enrolled in other disciplines related to their military careers. The program offers students the opportunity to enroll in the Military Occupations degree program area and take courses other than military occupations. For example, a military officer can take courses in business, photography, or computers to enhance their military assignments. The program was designed to meet the need of military personnel located in the immediate area; most reserve and active duty military must have documented college credit to progress in rank.

**MILITARY
OCCUPATIONS
PROGRAM
DESCRIPTION**

All courses foster the achievement of the divisions and the Colleges' goals.

**PROGRAM
DESCRIPTION**

Cooperative work experience with identified objectives demonstrating the classroom competencies is also an integral part of the program.

All courses foster the achievement of the division's and the College's goals.

Syllabi are current and complete and are on file in the division director's office. Students take skill classes on the job site; general education courses are available at TMCC or any of the other community colleges or universities in the UCCSN.

Since this program was created for the employees of one firm, it is restricted to students employed by Sierra Pacific Power. Courses are not listed in the catalog. However, all courses in the program have been offered within the last two years and are kept current with the technology being used at that site. Any new courses needed will be handled as all other new courses are. The curriculum is as follows:

COURSES

Utility Operator II

GPO 110B Power Plant Systems I	3 credits
GPO 120B Power Plant Systems II	3 credits
GPO 130B Power Plant Systems III	3 credits
GPO 140B Power Plant Systems IV	3 credits
GPO 105B Basic Power Principles	1 credit
GPO 290B Internship for Utility Operator II	<u>2 credits</u>
Total Section Credits	15 credits

Utility Operator I

GPO 210B Advanced Power Plant Systems I	4 credits
GPO 220B Advanced Power Plant Systems II	4 credits
GPO 230B Advanced Power Plant Systems III	4 credits
GPO 195B Intermediate Power Principles	2 credits
GPO 295B Internship for Utility Operator I	<u>2 credits</u>
Total Section Credits	16 credits

Assistant Control Room Operator

GPO 225B Advanced Power Principles	3 credits
GPO 296B Internship for Assistant Control Room Operator	<u>6 credits</u>
Total Section Credits	9 credits

Control Room Operator

GPO 297B Internship for Control Room Operator	6 credits
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General Education Requirements

English/Communications	6 credits
Science	6 credits
Mathematics	3 credits
Social Science (Including U.S. and Nevada Constitution)	6 credits
Humanities	<u>3 credits</u>
Total Credits	24 credits

Total Degree Credits

70 credits

TEACHING METHODS AND INNOVATION

Because of the nature of the technical courses, traditional presentation methods such as lecture, demonstration, and modeling are used in conjunction with "hands-on" experiences.

STUDENTS

The students in this program are the more mature individuals who have been in the workforce for a period of time.

Enrollment in this program over the last three years is reflected in the following FTE:

FY'92- 23.75 FY'93- 2.1 FY'94- 0.0 Fall 1994- 0.0

Some GPO students were also enrolled in Co-op.

Two associate degrees were awarded over the last three years.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

Documentation regarding the success of the students in this program is difficult to obtain. Students remain employed with Sierra Pacific Power. They receive promotions or upgrades as a direct result of their enrollment and completion of cooperative work experience or courses in the program.

FACULTY

There are no full-time faculty in this program. Supervisors at Sierra Pacific Power are the instructors; they have the appropriate qualifications to be instructing the students. Students taking the general education components take the courses from TMCC or one of the other colleges in the area.

FINANCIAL SUPPORT

Sierra Pacific Power supports this program for its employees. Technical classes are taught at the site on equipment owned and maintained by the power plant. TMCC does not incur any of the usual expenses.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

Since the technical courses are offered at the work site, whatever teaching materials are needed for the classes are supplied by the power plant.

SUPPORT SERVICES FOR STUDENTS

Support services for these students are limited because of the arrangements for the courses. If the students are taking general education courses, services are available. The student does have the Director of Technologies as a resource for academic advisement or other needs.

FUTURE PLANS

The program growth potential is limited. The program is under review. The College will probably continue to carry the program in some form as long as the need exists at Sierra Pacific Power. The College does not anticipate any additional resource allocations for the classes.

SUMMARY

The strength of the program is its flexibility in allowing skill upgrades to be provided at the worksite.

The weaknesses of the program are: (1) the distance for the director to drive to meet with the coordinator(s) is such that frequent trips are not practical; (2) student services are limited.

**STATUS OF NEW PROGRAM INQUIRES
1994-1995
Table V-2**

<i>Proposed Programs 1994-95</i>	<i>Interest Expressed by</i>	<i>Needs Assessment Completed</i>	<i>TMCC Contact Person</i>	<i>Advisory Committee Formed</i>	<i>TMCC Academic Standards Committee Approved</i>	<i>Submitted to Chancellor's Office</i>	<i>Implementation and/or Target Date</i>
Advanced Training Certificate	Dick Brand	Yes	Dick Brand	Yes	Temporarily on hold	Temporarily on hold	Temporarily on hold
Air Traffic Controllers	Representatives of FAA	No	Scott Macdonald and Dick Brand	No			
Airframe and Power Plant Technician	ATS, Inc	Yes	Scott Macdonald	Oct/1994	All but embedded curriculum	Feb/1995	10/94 - classes start
Broadcast Communications	President Gwaltney	Yes	Elsie Doser	Yes	Present fall '94	Dec 1, 1994	Sept/1995
Certified Medical Assistants	St Mary's Hospital and Washoe Medical Center	In progress	Sandi Emerson and Paula Funkhouser	Steering Committee			
Certified Medical Transcriptionist	St Mary's Hospital and Washoe Medical Center	In progress	Sandi Emerson and Paula Funkhouser	Steering Committee			
Fine Arts	Eric Lauritzen and Dick Brand	Being revised	Eric Lauritzen				
Graphic Design	Dan Bouweraerts and Dick Brand	In progress	Dan Bouweraerts	Yes			Courses are being taught
Ornamental Horticulture	Ellis Antunez and Dick Brand	In draft stage	Ellis Antunez				
Physical Therapy Assistant	CCSN	Yes	Sandi Emerson and Elsie Doser				
Pilots Training	Reno Flying Service	Yes	Scott Macdonald	Oct/1994	Yes	Dec 1, 1994	Courses are being taught
Theater/Entertainment Technician	UNR	Planning stage	Elsie Doser	No			
Water/Waste Water	SPPC/Water Treatment	Do during fall	Scott Macdonald	Reactivate 10/94			

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HEALTH SCIENCES

The Health Sciences division assists Truckee Meadows Community College in meeting its mission to maintain and create programs in the health care arena to support a changing Nevada workforce, and train individuals to work in selected health-related occupations.

The Health Sciences division offers the following degree and certificate programs:

- Associate in Applied Science with an emphasis in Nursing
- Associate in Applied Science with an emphasis in Radiologic Technology
- Associate in Applied Science with an emphasis in Dental Assisting.

The certificate programs offered are:

- Certificate of Achievement - Dental Assisting
- Certificate in Achievement - Paramedic

Other offerings from the Division of Health Sciences include courses in emergency medical services, nursing assistant courses, mental health/mental retardation technician courses, as well as courses in medical terminology, venipuncture, and health occupations.

Continuing education workshops are offered to the community in the areas of nursing, emergency medical services, and dental assisting. Monthly cardio-pulmonary certification workshops serve the community. Capabilities are also available within the division to offer computer-assisted continuing education programs in several medical content areas.

The division currently has 12 full-time faculty positions with one vacant position to be filled in the next academic year. The number of part-time faculty varies each semester according to the requirements for clinical or laboratory assistance in the three major degree programs. In spring 1994, 56 part-time faculty were hired. In fall 1994, 24 part-time faculty were hired.

The ratio of full-time faculty to part-time faculty is 4:1 in the nursing program. In the Radiologic Technology program the ratio of full-time instructors to part-time clinical instructors is 2:4. The dental assisting program ratio of full-time to part-time is 1:2.

In 1994, the annualized enrollment for the division was 173.0 FTE with an additional 983 students in non-state supported classes from October 16, 1993 - October 15, 1994.

Enrollments in each of the two-year programs are limited by mandated student-faculty ratios, available clinical placements, and number of full-time faculty. These factors limit significant growth in any of the two year programs. Program enrollments have held steady over the last five to seven years. All of the programs have wait lists for program entry, with the nursing list the longest at 150 students.

FTE enrollments by program and certificates and degrees awarded are listed in the table at the end of this section.

INTRODUCTION

DIVISION PROGRAMS

In the past nine years, the overall student enrollment in the Health Sciences division has increased due to the addition of the emergency medical technician classes, the mental health/mental retardation classes, and the nursing assistant classes. Each of these classes, along with the venipuncture classes, trains students for employment in the health field within seven to fifteen weeks. These classes also serve as an entry point for students seeking acceptance into one of the two year Health Sciences programs. For example, in 1991 25% of the students who completed the nursing assistant class entered the nursing program the following year.

GENERAL EDUCATION/ RELATED INSTRUCTION

Each of the degree and certificate programs in the division complies with the general education requirements mandated by the College and the UCCSN. The degree programs meet the requirements for instruction in communications, computation, and human relations through specific general education classes designated in the catalog.

Embedded within the Certificate of Achievement programs is the required content for human relations and computation while the communications requirement is satisfied through a specified general education course.

SPECIAL ACCREDITATION

Each of the three degree programs is accredited by its national accrediting agency. The associate degree nursing program received initial accreditation from the National League for Nursing in June 1991. The program will be up for re-accreditation in spring 1996.

The dental assisting program is accredited by the American Dental Association with re-accreditation in spring 1995. The radiologic Technology program is accredited by JCERT with the most recent re-accreditation visit in summer 1995.

MISSION AND OBJECTIVES

The activities of the Health Sciences division reflect its efforts to meet objectives stated in the academic master plan for Applied Science and Technology programs. The fulfillment of these goals is reflected in the growth and development of specific program areas. In the last five years, the division has made considerable progress in meeting the mission and goals. In 1985 a half-time position was designated for the development and implementation of emergency medical services course offerings. This is now a full-time faculty position and the EMS course offerings have less than a 10% attrition rate each semester.

In 1990, the EMS offerings were expanded to include a paramedic program. In May 1994, the third class had completed the requirements for the Certificate of Achievement-Paramedic.

In 1991, the division became a state testing facility for nursing assistants. Nursing assistant classes continue each semester; the division acts as the academic administrator for local facilities providing their own nursing assistant classes.

Another area of expansion appears in required certification classes for mental health/mental retardation technicians. In summer 1994, the first group of technicians received certificates of completion from the state of Nevada.

Each of the degree and certificate programs has established advisory boards meeting each semester. The advisory boards contribute to evaluating program outcomes and projecting curriculum needs.

Several division faculty members participated in summer internships sponsored by the College. These internships allow faculty to experience first hand changes in their respective fields and how such changes impact their program curriculum.

Each of the programs has an ongoing process to evaluate curriculum and policies. Changes are made as necessitated by UCCSN, College, and/or accreditation direction. Changes also responded to developments in the health care field. This enables students to enter the marketplace at the best possible level.

The major source of funding for the division is state support. The division offers some self-funded classes or workshops. Within the last five years the division received Carl Perkins as well as Helene Fuld grant monies enabling the division to purchase new equipment and educational resources.

For the past three years operating funds have not increased. All expenditures are monitored and controlled by the director. The coordinators of the program areas participate in managing the operational and part-time money allocated to the program area. The division has been able to operate within the funds allocated.

Although the division does serve its students within the limits of allocated funds, the amount of money has not allowed the division to establish an equipment maintenance or replacement policy. The dynamic nature of the health care arena necessitates that health care occupational programs remain current with technology and equipment. The College recognizes the division's equipment needs; however, equipment funding was severely limited during the budget restrictions of the past few years.

The increase in programs and course offerings over the last five years forces the division to juggle the dedicated rooms. The requirement of skill acquisition predominant in nearly all health sciences classes creates the need for larger, open rooms. An additional dedicated room to accommodate skill techniques would be preferable and best meet student needs.

The Health Sciences division did not change its structure with the most recent organizational changes. The division has a director, three and one-half classified support staff, 13 full-time faculty members, and a pool of approximately 50 part-time staff as needed. There are no department chairs in the division, although the faculty responsible for the degree programs perform all department chair faculty functions. This creates inequitable treatment compared with faculty members performing similar functions.

Each year, faculty outline plans for professional growth that academic year. Conference and workshop fliers/announcements received in the division are posted on a centrally located bulletin board. Faculty needs are addressed in division meetings.

Faculty have the opportunity to apply to the Faculty Senate Travel and Professional Development Committee for travel funds each semester. Additionally, the division has a workshop account from which registration and travel fees can be paid.

FINANCIAL SUPPORT

BUDGET PREPARATION AND CONTROL

ADEQUACY OF FUNDING

PHYSICAL FACILITIES, MATERIALS AND EQUIPMENT

ADMINISTRATION

PROFESSIONAL GROWTH

Operating dollars are also used, when available, to fund registration costs at professional development seminars.

The College also offers faculty members the opportunity to apply for return to industry stipends each summer. These stipends allow faculty members to participate in learning activities helping them keep current in their particular area of expertise. In the past several years, several faculty members from the division have been recipients of Return-to-Industry stipends.

In the past three years the division has been able to contribute to faculty development in the following ways: 1) a series of workshops on teaching methodologies were offered for all division faculty; 2) substitute faculty have been hired to allow full-time faculty to attend workshops on clinical days; 3) money for registration and travel is provided faculty upon request.

FACULTY DEVELOPMENT

Sabbatical Leaves

- Karen Wood Fall 1992
- Mary Love 1991-92
- Pat Durham-Taylor 1993-94
- Kerry Swinney 1995-96

Professional Meetings

- Ann Bell - National Dental Assisting Association, Seattle, Washington, Spring 1993
- Sandi Emerson - National League for Nursing, Washington, D.C., Spring 1994
- Deborah Baker, ACERT, Las Vegas, Nevada, Summer, 1993

Conferences/Workshops

- Outcomes Measures, National League for Nursing, San Francisco, California, Spring 1994, Mary Love, Deloris Middlebrooks
- PsychoPharmacokinetics, Reno, Nevada, October, 1994, Linda Saunders
- Psychiatric Nursing Workshop, San Diego, Spring 1994, Sharon Dirlam

Certifications

- American Nurses Association Medical/Surgical Nursing Certification. Fall 1994, Rosemary Rinaldi.

Advanced Educational Degrees

- PhD. in Education, Spring 1995, Carol Metcalf

Faculty Pursuing Advanced Degrees

- Pat Durham-Taylor, EL doctoral program, UNR
- Mary Love, Counseling and Guidance doctoral program, UNR
- Bobbeye Bowes, Education Specialist program, UNR

There currently are 12 full-time faculty members in the Health Sciences division. Eight teach in the nursing program, two teach in the radiologic technology program, one teaches in the emergency medical services program, and one teaches in the dental assisting program. Each program also uses a varying number of part-time faculty. In the nursing and radiologic programs, the number of part-time faculty varies each semester according to the number of students in the clinical settings and the ratios mandated by accrediting bodies.

In the dental assisting program, two part-time staff are employed each semester. Each works approximately nineteen hours per week. This is to replace the full-time faculty position lost four years ago.

In emergency medical services, one full-time faculty member is responsible for teaching classes and coordinating all EMS offerings. The number of part-time faculty assisting with the skills labs is based on a ratio of one instructor to every six students.

Several full-time positions have been frozen or not replaced over the past four years: a dental assisting position, two nursing positions, a medical records technology position, and one and a half positions in the paramedic program. One of the nursing positions is slated to be filled for the 1995-96 academic year. There is an adequate balance between full-time and part-time faculty. The program areas have a balance of 60% full-time to 40% part-time or better.

All full-time faculty are evaluated annually as specified by the TMCC bylaws. Faculty complete an annual plan each spring semester. The plan can be revised as necessary in the fall semester. Faculty are evaluated by students at least once during the academic year. Results of the student evaluations are shared with the faculty member and are used in the evaluation process at the faculty member's request. The division director meets with each faculty member in the spring semester to review the annual plan and goals. A written evaluation for each full time faculty member is submitted to the Academic Vice-President annually.

Part-time faculty members are evaluated by students each semester. The results of the evaluations are typed and shared with the faculty member at the close of the class. Newly hired part-time faculty are observed in the classroom the first semester and subsequent semesters as necessary.

In the Health Sciences division, the majority of part-time faculty are hired to assist with student learning in the clinical settings. This affords an opportunity for much interaction between full and part-time faculty members. Both faculty are aware of program goals and outcomes and are able to work in concert to assist students in achieving the stated outcomes. Each program holds periodic meetings with the part-time faculty members throughout the semester.

New full-time faculty members are assigned a probationary review committee within the first month of the fall semester. This committee assists the new faculty member become socialized to the institution and in understanding the faculty member's role. Additionally, new faculty members are paired with a seasoned faculty member for the first year so that a peer is always available for support and direction.

**INSTRUCTIONAL
STAFF**

**FULL-TIME/PART-
TIME RATIO**

**SUPERVISION
AND
EVALUATION**

SELECTION

The division follows personnel and affirmative action procedures in selecting both full and part-time faculty members. For part-time faculty, discipline pools are maintained and part-time faculty are selected from these pools as needed.

Full-time faculty are recruited through a regional or national search. A committee comprised of the division Director, four faculty members, and a classified person interview and recommend a candidate for hire. The President has the option of approving or rejecting the committee's recommendation.

**TEACHING
LOADS**

All full-time faculty members teach an average of 18-22 contact hours per week throughout the semester. This is greater than the teaching load of other faculty members as one contact hour is equal to .67 credit. In addition, program coordinators do not receive reassignment time nor monetary compensation for the activities required to maintain their programs. This has created an inequitable load for the Health Sciences division full-time faculty.

Part-time faculty teach no more than 19 hours per week or 7 credits each semester. In the division, the number of contact hours taught by the part-time faculty varies considerably dependent upon the clinical need in a particular program.

RETENTION

Finding qualified faculty can present difficulties at times. Applicant pools tend to be small in all of the program areas when recruiting for both full and part-time faculty. Requirements by accrediting agencies also impact the hiring of faculty. For instance, all faculty in nursing must hold a Master's degree (as specified by the state and national bodies). The local community lacks an abundance of Masters' prepared individuals, thus part-time clinical faculty are hard to find for the clinical rotations. There are similar problems with recruitment in both the dental assisting and radiologic technology programs.

Retaining full-time faculty has not been a major problem. The majority of full-time staff have been with the division and their respective programs for a minimum of five years.

**PARTICIPATION
IN STANDING
COMMITTEES**

Members of the division support the College committee structure. The following lists the committees and division members. Professional Standards, Rosemary Rinaldi, Karen Wood; Budget & Institutional Concerns, Sharon Dirlam; Curriculum, Bobbeye Bowes; Library, Kerry Swinney, Chris Wagner; Salary & Welfare, Pat Durham-Taylor, Mary Love; Travel & Professional Development, Pat Durham-Taylor, Mary Love, Rosemary Rinaldi, Karen Wood.

**EDUCATIONAL
PROGRAMS****COURSES**

Each class taught in the division has a syllabus on file in the division office. The syllabus is updated each semester, and contains pertinent college information as well as class particulars. Since many of the classes feature on a competency-based curriculum, the syllabus reflects the terminal and specific objectives to be achieved on class completion.

Most classes are offered each semester, or at the very least once each academic year. There are three classes, MRT 110B, MRT 163B, and MRT 201B, which have not been offered since approved by the Board of Regents. These courses are on the inactive list. These classes are part of the ICD9-CM

Coding Certificate program which was scheduled to begin in fall 1991. The funding for the instructor position was eliminated and the program has not yet become active. The possibility of providing the classes through part-time instruction is being explored.

Teaching methods used by faculty within the Health Sciences division include lecture, small group exercises and discussion, computer programs, interactive video, film/video, role-play, case scenarios, instructor demonstration, return student demonstration, guest speakers, panels, and learning games. Many instructors make excellent use of the Learning Resource Center to assist them in supplying needed teaching materials. The Health Sciences faculty is acutely aware of the need to present knowledge in ways that enhance effective student learning. Many of the division full-time faculty have attended the Student Success Workshop offered by one of the counseling staff and found creative strategies to capture the student's interest and attention.

There are three methods for evaluating instructional effectiveness in the division: 1) student evaluation of instructor and class, 2) administrative classroom and/or clinical visitations, and 3) student achievement. Students evaluate all instructors in every class each semester using forms developed by the full-time faculty and the former part-time faculty coordinator. The Health Sciences Director visits full-time and part-time instructors in either the classroom or clinical setting.

Some of the outcome assessments used to evaluate student achievement include the following: the average pass rate on the national licensing examination for registered nurses for this school is 96%; the average National Registry examination pass rate for radiologic technologists from this school is 88%; over 90% of graduate nursing students are working in a registered nurse position six months after graduation; the average completion percentage rate is 86% for all Health Sciences division classes; of the total degrees awarded over the past three years, 15% were awarded to Health Sciences students; of the total A.A.S. degrees awarded in the past three years, 26% were awarded to Health Sciences students; of the total certificates awarded over the past three years, 26% were awarded to Health Sciences students. These statistics indicate that the division is meeting its stated objectives adequately.

The ever changing health care field necessitates that education in those fields changes simultaneously. Faculty in the division are quite good at pinpointing changes necessary to prepare individuals adequately in specific health care fields. For example, certain immunizations are now required that weren't five years ago.

One area that could be strengthened is part-time orientation and mentorship. The faculty is working to improve communication with part-time clinical faculty. Ideas have also been promulgated on how best to mentor those individuals teaching in clinical settings.

**TEACHING
METHODS**

**INSTRUCTIONAL
EFFECTIVENESS**

ANALYSIS

STRENGTHS AND WEAKNESSES

The Health Sciences division is an exemplary division with stable, well-respected programs. The faculty are highly dedicated and committed to providing quality education for program students. The division is eager to expand its health related offerings, but is constrained through limited fiscal resources at this time.

FUTURE PLANS

It is anticipated that the nursing assistant program will continue to grow in light of the current health care reform. Additional needs for ancillary personnel training will likely result from this same reform. Activation of the coding program should occur within the next two years. Development of increased continuing education workshops for health care professionals is appropriate for the division in meeting the College's mission. The three associate degree programs will continue to be necessary in meeting local community needs.

The division's three degree programs and paramedic certificate program have specific curricula addressed in the following sections.

DENTAL ASSISTING

PROGRAM DESCRIPTION

The Health Sciences division offers both an Associate in Applied Science degree with an emphasis in dental assisting and a Certificate of Achievement in dental assisting. Both programs prepare the student to function as a dental assistant with the dentist at chair-side; to carry out business procedures; to perform dental laboratory procedures; and to take, develop, and mount radiographs.

The program admits 20 students to the full-time program each fall semester. An additional five students can be admitted as part-time program students. A full-time faculty member teaches and coordinates this program. Two part-time faculty assist her with skills and laboratory sessions, as well as with some didactic instruction.

The program is highly compatible with both division and institution goals. The program prepares students to function at entry level in a health related occupation which is in demand in the community.

ANALYSIS

The program is another example of a quality program within the division; its graduates pass the certification examination at national levels or higher and a significant number of graduates are employed soon after course completion.

COURSES

Each year the program coordinator and the part-time staff review and evaluate the course offerings, updating syllabi as needed, revising course content, and deleting material no longer applicable or current in the field of dental assisting. The Advisory Board working with the faculty validate the curriculum and keep it current with changes in the field. Any changes to the program curriculum are presented to the Curriculum Committee following established TMCC guidelines. Periodic formal program evaluation is required by the dental accrediting agency.

All courses are offered sequentially as described in the program outline. All courses are offered at least once each year.

ANALYSIS

Program quality relies on communication with advisory board members active in the field, as well as compliance with national accrediting standards.

A variety of teaching methodologies such as lecture, group discussion, demonstration, media, and computer-assisted instruction are all used on a regular basis. The most vital instructional component is the skills practice prior to performing learned skills in the clinical site (dental office). Extramural instructional activities involve dental assisting students in practical learning experiences in a clinical setting.

Students in the program earn either an Associate in Applied Science degree with an emphasis in dental assisting or a Certificate of Achievement in dental assisting. All students completing the curriculum are awarded the Certificate of Achievement. The A.A.S. degree requires completing additional general education courses. See Table V-3 for student enrollments, associate degrees, and certificates awarded.

Demographically, the program students tend to be female (99%) and the mean age of students in this program is approximately 25. This program has few prerequisites, allowing a high percentage of students enter the program within the first year or two of high school graduation.

The program coordinator tracks graduates and program completers yearly. Students from the dental assisting program pass the national certification examination with an average of 84%. The national pass rate is 78%. Regular graduate surveys inform the program coordinator regarding employment status, continuing education needs, and further education status (transfer to a dental hygiene program).

This program is exemplary in tracking and assessing student achievement.

The program has one full-time faculty person. She has received her bachelor in General Studies degree with an emphasis in educational methodology. She is a certified dental assistant with more than 20 years experience in the occupational area of dental assisting. These qualifications meet and exceed the qualifications established by the dental assisting accreditation standards.

Mandated student ratios in the clinical and skills learning situations require employing two part-time faculty each semester. The faculty are qualified through their experience in the occupational area, but frequently do not have an associate or higher degree.

Outstanding laboratory facilities introduce students to state of the art experience prior to their exposure in local dental offices. The program coordinator upgrades all equipment and supplies as necessary and as new OSHA or discipline specific requirements dictate.

The room used for classroom instruction is too small to house the twenty or more students in the program. Hopefully, this room will be expanded in the near future.

Students are levied a laboratory charge for all expendable supplies used each semester. This charge is reviewed each year for effectiveness.

Repairs and maintenance costs are paid out of the operating budget. A maintenance account would reduce the impact of costly repairs.

**TEACHING
METHODS AND
INNOVATION**

STUDENTS

**QUALITY AND
ACHIEVEMENT
OF FORMER
STUDENTS**

ANALYSIS

FACULTY

**FINANCIAL
SUPPORT**

The division pool of three full-time classified staff adequately fulfills clerical needs. A computer lab assistant is also available as support for the dental computer-aided instruction.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The library on campus is adequate for program student needs. The library staff is responsive to acquisition requests from the program coordinator. Students in the program are also encouraged to utilize other local library resources in an attempt to acquaint them with expanded resources.

Computer software programs are available in the Health Sciences computer lab. The lab availability is structured, but at this time is sufficient to meet student needs.

SUPPORT SERVICES FOR STUDENTS

The program coordinator serves as academic advisor to all program students. The program coordinator also meets with potential students monthly at an orientation session to provide information about the dental assisting program and answer specific student questions.

Students in need of financial aid, personal or other counseling, tutoring, or other student services are referred to the appropriate department on campus. The student services area has suffered from budgetary constraints over the last several years and students may have to wait for necessary services.

FUTURE PLANS/ ANALYSIS

The Health Sciences division perceives the dental assisting program as a viable program meeting community needs. The program is well respected within the community and has outstanding advisory board support. Few changes are predicted for this program over the next four years.

As always, curriculum review will be ongoing to mesh with the current needs in this area. The current program coordinator would like to expand the part-time program if student demand supports the expansion. Continuity and coordinated program instruction demand reinstating another full-time faculty position. This would allow the program coordinator to accomplish administrative responsibilities within a reasonable workload.

EMERGENCY MEDICAL SERVICES- PARAMEDIC

The Emergency Medical Services-Paramedic (EMT-P) program prepares students for a paramedic career. This program responds to an identified community need for local training in the emergency services field of paramedics. The Certificate of Achievement program is in concert with the mission of the institution to develop occupational skills required by the changing Nevada workforce.

PROGRAM DESCRIPTION

The EMT-P program offers a one-year Certificate of Achievement. The course contains 1,178 hours of instruction designed to meet all requirements outlined in the U.S. Department of Transportation Emergency Medical Technician-Paramedic National Standard Curriculum.

The program is comprised of a didactic section of 458 classroom hours, a 240 hour hospital experience phase, and the final 480 hour field rotation. The program began in August 1991 with the first class of students.

COURSES

Course syllabi are kept on file in the division office as well as in the office of the teaching faculty. The program follows established curriculum standards and is competency-based requiring little revision. Each class is taught in sequence

and is offered only once each year. All classes are offered within the program sequence. The course syllabi adhere to division format and contain required information mandated by the College, such as American Disability Act information.

An instructor and course evaluation is done at the completion of the program. This evaluation also includes an evaluation of the hospital and field sites. From this information changes in teaching techniques and off-campus sites are made as warranted.

The prerequisite courses for entrance into the EMT-P program are English 101 and Speech 113. The human relations and computation requirements are embedded within the paramedic curriculum. The program meets TMCC requirements for a Certificate of Achievement.

Individuals with expertise in a variety of areas in the emergency medical services field willingly teach as guest speakers. The medical services community has a great deal of camaraderie which contributes in assisting with the specialized knowledge required for this program. The instructor also uses a wide variety of audio-visual materials, including interactive video. Additional teaching methodologies utilized are traditional lecture format, role-play situations, case scenarios, discussion groups, return demonstration techniques, and actual observation of technical skills.

Enrollment is governed by a mandated ratio of six students to one instructor in all skills and hospital experience situations. The student enrollment from the first year of the program to the third year did increase by 33%. An increase in the number of admitted students each fall is not anticipated until the program has been evaluated through the five year program review cycle. See Table V-3 for enrollment, degrees, and certificates awarded.

Of the graduates from the program's first two years, one student furthered her education by completing the registered nurse program; the remainder are currently working in the EMS field.

One full-time faculty person teaches and coordinates this program. A great deal of time and effort is required to teach the content and arrange specific student learning experiences to meet curriculum standards. Part-time instructors are hired to assist with skill instruction and supervise students in the hospital and field rotations. All faculty, full or part-time, must be emergency medical services personnel (EMT's, RN's, MD's with pre-hospital experience) for the program to meet instructor criteria set by the regulations.

This program holds classes two full days each week; this schedule ensures classroom space is available and adequate. The hospital and field rotation spaces are coordinated with the local agencies; response from these agencies and facilities is extremely cooperative. Equipment needed to teach the required skills can be quite costly. Some very expensive items are loaned to the program during instruction time. Sufficient funds are available to maintain and upgrade the equipment required for appropriate instruction.

TEACHING METHODS AND INNOVATIONS

STUDENTS

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

FACULTY QUALIFICATIONS

FINANCIAL SUPPORT

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

The Learning Resource Center has been receptive to suggestions and requests from the EMT-P instructor for additional library materials.

**SUPPORT
SERVICES FOR
STUDENTS**

Each program student receives academic advisement from the program coordinator each semester. Students are referred to various other departments in the College when specific needs are identified, i.e. financial aid, the writing center, study skills, counseling.

ANALYSIS

The future of this program is uncertain. The institution needs to take a closer look at funding for this program as soon as the budget is approved by the Board of Regents. Community officials are currently struggling with policies and operational procedures for community emergency medical services. TMCC will need to delay action on the program until local government resolves the issue.

FUTURE PLANS

Budgetary dilemmas have hampered this program from the outset. Initially, one and a half full-time instructor positions were allocated for this program. Within the first year, the half-time position was lost and the use of part-time faculty became necessary. With the subsequent resignation of the full-time instructor, the program was facilitated by a part-time coordinator, as a local search for faculty proved fruitless. The full-time instructor position was reduced to a .5 position in the next fiscal year. As a result, the program was contracted out to a local agency for the next school year. The institution will maintain academic control, but the program will be taught off-campus and managed by the contracted agency. Evaluation of the program and its student outcomes will be a priority for the next year.

NURSING

**PROGRAM
DESCRIPTION**

The nursing program in the Health Sciences division is highly compatible with the goals and mission of Truckee Meadows Community College. TMCC's mission holds education and training as essential in developing human capital for investment in Nevada's economic health. The Nursing department, a vital program within the Health Sciences division, educates students to work at health care facilities in the Northern Nevada area. Over 90% of all graduates seek employment in the local area on completion of the registered nurse examination.

The program prepares the nursing student to function safely at the beginning practice level and to demonstrate the attributes of the nursing discipline. Students achieve a program goal through passing the national licensing exam to achieve registered nurse status.

The department of Nursing offers a two year Associate in Applied Science Degree with an emphasis in nursing. This degree became part of Truckee Meadows Community College's academic programs in fall 1972 as one of the original programs offered by the College. Three prerequisite biology courses require at least two semesters for completion. Students in this full-time program attend theory and clinical classes during various day and evening hours. The program meets the guidelines established by its two accrediting agencies, the Nevada State Board of Nursing and the National League for Nursing.

COURSES

The Nursing program has a master plan for evaluation of the curriculum. Course syllabi are evaluated each semester. Syllabi are revised as program goals

change and content is reviewed in curriculum meetings. Copies of each course syllabus are maintained in a centrally located file cabinet in the division offices. The master plan for evaluation outlines all facets of the program with a time line for reviewing, evaluating, and subsequent updating. The Nursing program continuously assesses outcomes and stays current with changing needs in health care.

The nursing curriculum incorporates multicultural diversity concepts. These concepts are integrated throughout the didactic and clinical curriculum. Students are exposed to concepts through readings, panels, classroom discussions, and clinical experiences.

Each course is offered one time only throughout the two year curriculum. For example, Nurs 132, Introduction to Nursing, is offered in the fall semester to first year students, while Nurs 235, Psychiatric Nursing, is scheduled in fall semester for second year students.

All curriculum changes are submitted to the Faculty Senate Curriculum Committee for review and approval as required by College policy.

At the conclusion of each course, students complete instructor evaluations on an anonymous basis. Students are required to complete clinical facility and instructor evaluations as part of their class commitment. This information is collated and utilized in assessing the outcomes of the particular course, instructor, or facility. Changes are made as warranted.

In addition to the 12 prerequisite biology credits, 23 credits in math, sociology, psychology, government, communication skills, nutrition, and human growth and development are required for the Associate in Applied Science degree. These core instruction requirements build the foundation of knowledge necessary for nursing theory and practice experiences. The core general education requirements comprise 49% of the degree requirements.

The nursing program incorporates human relations criteria throughout the curriculum. Certain courses (NURS 235 and NURS 239) are identified as meeting this requirement; however, at the conclusion of the two-year curriculum, the nursing student has received theory and practice in all components comprising the human relations definition. The nursing student also implements math knowledge in the clinical practice setting as well as applying communication skills, including writing skills.

The nursing program is accredited by both the Nevada State Board of Nursing and the National League for Nursing (NLN). Initial five year accreditation status was received in June 1991 from the NLN. In preparation for NLN accreditation, the Nursing program initiated complete curriculum evaluation. The faculty selected a nursing theorist model, redesigned courses within the theorist framework, and re-defined program philosophy. The faculty extrapolated terminal objectives from NLN roles of the associate degree nurse and all course objectives facilitate the student's progress toward achieving the terminal objectives.

Standards and guidelines established by the accrediting agencies determine the curriculum, requiring that students complete all courses in the sequence outlined. This sequence is printed in the school catalog as well as in program fliers available to the public. All courses in the program have been taught within the past two years.

Faculty review, evaluation, and modification of the existing curriculum is ongoing. Each course syllabus reflects the overall philosophy of the Nursing program with specific objectives facilitating the student's progress toward achieving the terminal objectives. Departmental policy requires evaluation of each course at its conclusion and the evaluation becomes the basis for revision. Additionally, the nursing curriculum committee meets on at least a monthly basis and evaluates the overall curriculum according to a master schedule. Student representation is invited and encouraged at all curriculum meetings. The advisory board meets once each semester, bringing a community perspective regarding graduate competency and current health care practice. Both student and advisory board input are considered in changing the existing curriculum. An elective student success skills course, for example, is based on input from nursing students. As a result of input from the most recent advisory board, discussion about how best to teach a final practicum course to meet today's need for the entry level nurse will begin in the ensuing curriculum committee meetings.

Copies of each course syllabus is filed in the division as well as in the office of the faculty teaching the class. A course syllabus format developed by the faculty gives students uniformity in program expectations. Each syllabus includes pertinent information, ADA required information, as well as individual class expectations.

TEACHING METHODS AND INNOVATIONS

Nursing faculty regularly attend faculty development workshops centered on teaching methodologies. Many faculty utilize techniques and suggestions garnered from these sessions to augment the traditional lecture teaching methodology. Writing across the curriculum concepts are incorporated as a result of a college-wide faculty development series on this methodology.

Computer-aided instruction has increased in the Nursing curriculum over the past several years. The computer lab for the Health Sciences division houses twelve 386 IBM compatible computers with a variety of computer programs specific to nursing education. Students are assigned specific programs as part of the theory or clinical experience. The use of interactive video software is also incorporated into specific courses. A faculty member on sabbatical received funds from a Helene Fuld Foundation grant to purchase two interactive hardware components. Perkins grant monies purchased related nursing education software.

The rapidly evolving field of health care makes up-to-date equipment and instruction vital to educating a student able to function in today's health care environment. The nursing laboratory equipment was updated over the last three years with the assistance of Perkins grant money and state operating funds.

STUDENTS

All students successfully completing the two year curriculum receive an Associate in Applied Science degree with an emphasis in Nursing. Upon graduation students are eligible to take the NCLEX -the national licensing examination for nurses. The program pass rate for TMCC students taking the exam for the first time has averaged 96% over the past nine years. The national average is 90% for first time, U.S. educated candidates.

Over the past six years, new student enrollment has averaged 50 students each fall. Approximately 40 students continue in the second year of the Nursing

program each year. Increasing the number of students admitted each fall is limited by both the number of full-time faculty as well as the availability of clinical learning experiences in the local community. The state mandated student-faculty ratio is eight to one in courses relating to the care of patients. All of these factors impact the program's ability to accept more than the current number of students.

The entire nursing program is evaluated on a scheduled basis using input from a variety of sources. One of those sources is the graduate survey six months after graduation for each class. The survey return rate is about 75%. Results over the last several years indicate that at least 95% of graduates are employed as registered nurses within the first six months of graduation. Another source for evaluating program outcomes is the national licensing examination success rate averaging 96% over the past seven years. Each year the Health Sciences division establishes division goals aligned with the strategic planning goals for the College. These are then evaluated by division faculty at the beginning of the next academic year.

As required by the Nevada State Board of Nursing and the National League for Nursing, all full-time nursing faculty hold a master's degree, either in nursing or a related discipline. Additionally, each faculty member has at least one area of specialization or focused expertise. These factors contribute to a full-time faculty complement of well educated, diverse individuals qualified to teach the diversity required in the nursing curriculum.

The ratio of full-time faculty to part-time faculty is an asset to the program; for every four full-time faculty, there is one part-time faculty person used in the clinical setting. Ideally, all part time faculty should hold master's degrees, preferably in nursing. However, it has been difficult to hire master's qualified clinical faculty on a regular basis.

The Health Sciences division has specific rooms dedicated to its use. The nursing program has priority use of one large classroom seating 55 students and another smaller classroom with 25 student capacity. Having dedicated classrooms has been very helpful to the program as nursing theory classes are held on days off sequence with other teaching schedules in the institution.

The nursing lab classroom is an excellent simulation lab. It has eight hospital beds, with accompanying furniture, a full bathroom and shower area, several sinks, and extensive storage space to hold all the equipment and supplies used in teaching nursing skills. Grant monies updated and upgraded the audio-visual materials and equipment used in teaching basic nursing skills.

The Learning Resource Center provides adequate audio-visual support to the program. Periodicals and texts are purchased at the request and suggestion of faculty. The number of nursing periodicals available for student use is sufficient to meet current needs.

A major change in the nursing program is the revision of the admission policy. Prior to August 1993 students with a grade point average of 2.3 who had completed the prerequisite biology and English classes could be placed on a chronological list to enter the program on a first-come-first-served basis.

**QUALITY AND
ACHIEVEMENT
OF FORMER
STUDENTS**

**FACULTY
QUALIFICATIONS**

**FINANCIAL
SUPPORT**

**LIBRARY
MEDIA SOFT-
WARE AND
SPECIAL AIDS**

**ADMISSIONS
POLICY
CHANGES**

From fall 1987 through fall 1993, the average attrition rate at the end of the first semester of the nursing program was 25%. The attrition rate in the third semester for the same time period was 6.6%. The first semester attrition rate was unacceptable to the nursing faculty. A faculty committee explored the issue and as a result developed a revised admission policy. Faculty believe the new policy will strengthen the first semester outcomes, decreasing the 1:4 attrition rate.

The new admission policy uses a selective process based on a point system. A nationally standardized test will form part of the point system. Additional criteria increased the minimum grade point average for application from 2.3 to 2.7.

The first cohort of students selected through this policy enrolled in fall 1994; it will be several years before the faculty can evaluate the effectiveness of the revised admission policy. The plan is to compare differences in outcomes from the two sets of admitted students over the next five years. Students on the list prior to August 1993 will be admitted to the program under the policy in place at the time they were placed on the list. Thus, it will be five or more years before all students admitted are selected through the point system.

SUPPORT SERVICES FOR STUDENTS

All students are assigned an advisor when they begin the nursing program. The advisor meets with the student at least once each semester. Students are referred to other services within the College as needs are identified.

FUTURE PLANS

Health care's rapid evolution creates difficulty in predicting changes required to meet the educational needs for future nurses. Faculty attend conferences and spend many hours brainstorming division strategies to maintain a high caliber nursing program. One of the nursing faculty's strengths is the ability to explore new concepts and to modify the nursing curriculum to meet the demands exerted by health care change and the local community. The faculty has identified certain areas necessary to include or strengthen in the current curriculum. The ensuing task is to incorporate these identified threads within the curriculum.

RADIOLOGIC TECHNOLOGY PROGRAM

PROGRAM DESCRIPTION

The Radiologic Technology Program is a twenty-four month program correlating didactic and clinical facets of the profession. The program accomplishes this task through five recognized clinical education centers: Carson-Tahoe Hospital in Carson City, Northern Nevada Medical Center in Sparks, Saint Mary's Regional Medical Center in Reno, Veterans Administration Medical Center in Reno, and Washoe Medical Center in Reno. The program also utilizes two minor clinical education centers: Reno Orthopedic Clinic in Reno, and Washoe Professional Center's Out Patient Radiology office in Reno. The program's first semester establishes a foundation in the theory and basics of radiology. The following semesters didactically build on the foundation and allow clinical education experiences applying radiographic skills while working with registered technologists and actual patients. Graduates are eligible to take the national credential examination, the American Registry Examination for Radiographers.

The program is accredited by the Joint Review Committee on Education in Radiologic Technology. The accreditation was reaffirmed in 1989 for a five year term. The program is currently going through the re-accreditation process.

The guidelines and the essentials of the JRCERT are separated into six sections: the sponsoring institution, resources, curriculum, students, operating policies, and program evaluation. Student capacity is limited by the JRCERT and is dependent on the recognized clinical affiliates. The approved student capacity per class is 16. During the 1994 - 1995 school year 26 full-time students enrolled in the program: eleven students in the 1993 - 1995 class, and 15 students in the 1994 - 1996 class.

Students receive the basic education leading to an AAS degree and eligibility for certification by the American Registry of Radiologic Technologists. The program develops awareness of responsibilities as a radiologic technologist, develops a life-long student motivated to continue education on a formal and/or informal basis, increases the upward and lateral mobility for the radiologic technologist, increases the number of qualified radiologic technologists to meet the needs of the local community, and provides an education balancing theory and clinical experience. Graduates are prepared to safely and effectively perform radiologic technology procedures in a variety of medical situations to meet the needs of the patient, the family, and the community.

As required by the JRCERT, the radiologic technology program is competency-based. To meet this requirement, a student's clinical competence is evaluated in the energized laboratory prior to testing in the clinical education centers with actual patients. Within the clinical component the student's professional characteristics are measured using the clinical appraisal form. During the last clinical semester, the students are required to complete twelve clinical competency evaluations demonstrating their competence in six body regions representing the whole body.

The program curriculum meets the minimum curriculum outlined in the essentials and guidelines of the JRCERT. The syllabus is updated each time the particular course is offered to reflect any changes in the profession, reflect changes in the JRCERT recommended curriculum, and to respond to advice from the program's advisory board.

All courses in the catalog have been offered within the last two years.

The program's classroom teaching methods include lecture, guest lecturers, audio visual presentations, discussions, debates, laboratory demonstrations, laboratory experiments, and radiographic film critique sessions. Students also spend a considerable amount of time in the clinical education centers to refine and polish their positioning and patient care skills.

Students are selected from a chronological wait list maintained in Admissions and Records. To be considered for the program, the students must have completed the prerequisites listed in the curriculum, submitted an application to the College, submitted an application for the program, provided proof of high school diploma or GED, submitted transcripts from all previous college course work, and maintained a GPA of 2.5. See Table V-3 for student enrollments, associate degrees, and certificates awarded.

The graduates earn the Associate in Applied Science degree. The graduates are then eligible to take the American Registry of Radiologic Technologist's Examination for Radiographers. The ARRT examination is the only national credential examination for radiographers.

COURSES

TEACHING METHODS AND INNOVATIONS

STUDENTS

Over the past three years the average age of students has been 34. Students come to the program from a variety of situations: young persons pursuing an initial career, persons wishing to change careers, single parents, displaced homemakers, persons involved in a rehabilitation program for medical reasons, persons seeking a second degree that is more marketable, and mothers who have delayed their education to raise a family.

The average time from the initial admit date to completion is 40 months. The average actual time spent in the program is 31.5 months. Students progressing through the program satisfactorily and on schedule will complete the program in 24 months.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

Graduates take the ARRT examination for radiographers to become credentialed as a Registered Radiologic Technologist. Following the examination, the ARRT provides the program with written notification of the percent pass rate and the average percent for the program. The ARRT also issues an annual report including the average percentage for the nation, each individual state, and four regions of the country. The TMCC graduates consistently score higher than the national average. The following table shows the TMCC graduate averages as compared to the national average for each of the October examinations for the last 10 years.

TMCC R.T. graduate ARRT results as compared with the national results

	10/94	10/93	10/92	10/91	10/90	10/89	10/88	10/87	10/86	10/85
TMCC AVERAGE %	85	84	84	86	88	88	85	84	85	81
NATIONAL AVERAGE %	83	82	82	82	82	82	82	82	82	82

A total of 111 graduates have taken the ARRT examination in the past 10 years. One hundred six (95.5%) passed the ARRT examination on the first attempt, four persons (3.6%) passed the ARRT examination on the second attempt, and one person (0.9%) has yet to pass the ARRT examination. The total of 110 graduates passing the ARRT examination represents a 99.1% pass rate for the past ten years. Over the last 10 years the program has admitted 145 students and graduated 111 students—a 23.4% attrition rate for the last 10 years. Since the implementation of the RT 100B course, the attrition per class has ranged from 6.26% to 21.4%.

Graduates are employed in local hospitals, local clinics, in replacement agencies nationally, and in educational facilities. The program conducts employer surveys of each class. Employer surveys consistently rate the graduates as "excellent" in the following areas: patient care, application of radiation protection principles, attitude, initiative, desire to learn, and ethical conduct. The areas normally rated "good" are knowledge of radiographic

anatomy, knowledge of radiographic positioning, determining exposure factors, evaluating radiographic quality, recognizing emergency situations, and discretion and judgment. The most recent surveys suggest the program implement methods to strengthen communications skills.

The program is allotted two full-time faculty meeting the criteria outlined by the JRCERT; one position is considered the program coordinator while the other is considered the clinical coordinator. The program also utilizes five to seven part-time clinical instructors, and three part-time didactic instructors.

Part-time and full-time faculty are hired following TMCC's policies and affirmative action guidelines. Part-time faculty qualifications are in accord with JRCERT Guidelines.

The money allocated through the College's budgeting process has been sufficient to maintain this program. The program's secretarial support is provided by the Health Sciences division secretarial staff. At the present time, the staff is capable of providing the necessary support for the program. The program has a dedicated classroom separated from the laboratory by a locking folding partition. In 1994, the program received Perkins' grant funds to replace the energized laboratory. The program now has a programmable Bennett 300 plus high frequency unit complete with automatic exposure control in the energized laboratory. The laboratory is now adequately updated and serves the needs of the students.

The program recently purchased an updated slide series from Mosby Inc. with Perkins Grant funds. In addition to the TMCC library, program students use the UNR library, reference sources at clinical education sites, and the faculty's office reference library.

The program supplements classroom and clinical instruction with a variety of audio visual materials focusing on radiographic techniques, x-ray physics, diagnostic techniques, and magnetic resonance imaging. The program also enhances student learning through multi-media technology.

Students in the R.T. program have access to all the support services available to TMCC students. Clinical site supervisors contribute significantly to the student's professional development.

Limited clinical education centers restrict the program's enrollment. The program coordinator is; however, extremely interested in providing continuing education for graduates and local radiographers. Providing continuing education credits will help individuals registered by the ARRT earn the required 12 hours of CEU per year. If the program offers the CEU's, local and regional radiographers will not be forced to travel to obtain continuing education.

The ARRT has recently developed certifying examinations in many the advanced areas. Money permitting, the program could expand its boundaries and offer certificate programs for sonography, nuclear medicine, mammography, Computerized Tomography, and Magnetic Resonance Imaging. These certificate programs will help local and regional radiographers enhance their careers without requiring them to relocate.

FACULTY

**FINANCIAL
SUPPORT**

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

**SUPPORT
SERVICES FOR
STUDENTS**

FUTURE PLANS

ANALYSIS

The R.T program has earned an exceptional sound and favorable reputation for a solid, successful program. Replacing the equipment in the energized laboratory helps students adapt to the clinical education centers more readily due to the similarity in the equipment. The program and the College are proud of the students' success with the ARRT examination. The strengths of the graduates as reported by the employers in the follow-up surveys is also consistently favorable. The program enjoys strong community support and has an active advisory board.

TABLE V-3
Associates and Certificates Awarded

Associates Awarded	FY92	FY93	FY94	
Dental Assisting	3	4	2	
Nursing	36	36	41	
Radiologic Technology	<u>11</u>	<u>12</u>	<u>16</u>	
TOTAL	50	52	59	
Certificates Awarded				
Dental Assisting	8	16	11	
Paramedic	0	2	1	
TOTAL	8	18	12	
Description	FY92	FY93	FY94	Fall 1994
Annualized FTE Enrollment				
Emergency Med. Services	33.10	28.10	29.25	30.80
Health/lab Technicians	12.25	11.10	11.40	13.60
Emerg. Med. Tech. -				
Paramedic	9.80	12.45	12.95	8.20
Mental Health	4.95	0.95	8.75	11.00
Nursing	79.30	84.55	79.35	80.30
Radiologic Technology	20.80	21.25	18.20	18.70
Dental Assistant	13.30	7.00	13.45	20.70
Fall 1994	Headcount	FTE	Sections	
Emergency Med. Services	136	30.8	9	
Health	24	3.2	1	
Emerg. Med. Tech. -				
Paramedic	67	8.2	12	
Lab Technician	39	10.4	3	
Mental Health	136	11.0	5	
Nursing	495	80.3	25	
Radiologic Technology	163	18.7	14	
Dental Assisting	142	20.7	10	

HUMAN DEVELOPMENT DIVISION

This division offers an Associate of Applied Science degree and a Certificate of Achievement in Substance Abuse Counseling as well as a variety of classes designed to help students succeed in their college and life pursuits such as:

- Stress Management
- Assertiveness Techniques I and II
- Career Choices and Changes
- Success Skills in College
- Job Search Techniques
- Interpersonal Relations
- Parenting Skills
- Introduction to Family and Respite Caregiving

Human development classes enrolled 46.8 FTE in fall 1994. The division offers approximately 20 class sections each semester taught by full-time TMCC counselors, part-time faculty, and the division director.

The program also offers a 30-credit certificate. The certificate can be earned by completing the core classes required for the degree and additional credits in English/Communications and mathematics.

Enrollment has remained steady, generating between 40-50 FTE per year. Eighty-seven students enrolled in the prerequisite core classes: CPD 116 (Substance Abuse) and CPD 117 (Introduction to Counseling) in fall 1994. These classes introduce students to preliminary information about the field as well as screening students for the more advanced counseling classes.

Communications, computation, and human relations are among the general education requirements specified by the Board of Regents for recipients of the Associate in Applied Science degree. A variety of courses satisfy these requirements. Specific course requirements/recommendations are as follows:

- **Communications:** English/Communications, 6 credits from the list of acceptable courses. Students planning to pursue the baccalaureate degree are strongly encouraged to complete ENG 101 and 102.
- **Human Relations:** CPD 117 (Introduction to Counseling)
- **Computation:** OA 116B (Business Math with Calculators) or any mathematics class with a course number of 100 or greater, e.g. Math 112 (Intermediate Algebra). Students planning to continue their education at the university level are strongly encouraged to complete College Algebra or the equivalent prior to transfer.

Division Overview Programs

GENERAL EDUCATION/ RELATED INSTRUCTION

The certificate program includes six credits in English communications, three credits in human relations (CPD 117), and three credits in computations.

MISSION AND GOALS

The division goals are as follows:

- To provide high quality courses, programs, and workshops meeting the needs of students to find and keep entry-level jobs, upgrade themselves in their present position or qualify for a higher position, continue their education at the university, and/or obtain a basic knowledge of counseling and substance abuse issues enabling them to address personal and family issues that affect their lives.
- To provide a diverse counseling and human development curriculum appropriate to meet the needs of state and local human services agencies for trained and licensed employees.

The goals and objectives of the Substance Abuse Counseling program address the need for human services professionals within the local and regional substance abuse community. Since its inception, the program has worked closely with College, community and government entities to ensure maximum fit between TMCC counseling and community service goals and the service providers demands for trained counselors with expertise and interest in the field of chemical dependency.

FINANCIAL SUPPORT

Funds to support division programs come from the State Legislature and student tuition. The Legislature funds operating expenses, salaries, and benefits.

BUDGET PREPARATION AND CONTROL

The division director determines spending priorities and is responsible for maintaining budget integrity and compliance with state and local guidelines. The director has signature authority over expenditures.

ADEQUACY OF FUNDING

Funding is adequate given the nature of the programs and the current staffing pattern. Demands for equipment and special materials are rare and are addressed through extensive use of photocopies and materials donated by human services agencies.

The budget for 1994-95 reflects a small program and the resulting emphasis on part-time instruction. The \$20,047 allocated in part-time salaries and operating funds was adequate to support the program.

Technical support and classified staff assistance is provided through the Counseling and Testing office as well as other offices on campus. Coordination with instructional programs and administration has proven extremely successful and positive for both students and staff.

PHYSICAL FACILITIES, MATERIALS AND EQUIPMENT

The division utilizes classrooms on the TMCC campus, at the Old Town Mall facility, and in local agency classrooms and facilities. The faculty believe facilities are adequate to meet the needs of the programs.

All classrooms on campus are equipped with overhead projectors, monitors, and VCR's. White boards and/or chalk boards in all classrooms facili-

tate lectures and visual presentations. Audio visual equipment is available through the College's Learning Resource area.

The availability of contemporary films, videotapes, and printed material is limited. College resource materials are too general in nature for the advanced classes but some materials, films, and resources are applicable to the beginning classes. Instructors use personal and/or agency resources and materials in the classroom to facilitate instruction.

The current administrative structure has remained in place since the inception of this relatively new program and anticipates no future or impending changes.

Program administration is organized within the Student Services structure; the Director of Counseling, Testing and Special Programs also serves in the capacity of instructional division chairperson for the division. Because the division is small, relies primarily on part-time instructors, and has a strong counseling emphasis, this administrative format continues to work well.

A strong element of this administrative structure is the cooperation between instruction and support programs resulting in open communication and shared operating perspectives.

Although College funds are limited, division faculty feel a strong commitment to their professions and spend time and money to update their skills and knowledge through professional development activities. Part-time faculty rely on growth activities sponsored by their respective agencies in consort with Nevada State Bureau of Alcohol and Drug Abuse sponsored workshops and professional development programs. To maintain licensure, all staff are involved in short term training experiences as well as formal educational classes and training.

The full-time administrator (Director of Counseling) also teaches classes and a pool of 20-30 part-time instructors teach between 15 and 20 sections of classes per semester. In fall 1994, full-time TMCC counselors taught four classes.

Full-time counseling faculty and administration are evaluated according to the guidelines adopted by the UCCSN.

Part-time faculty are evaluated by the division director and the students in the classes. All classes are visited at least once per semester and findings discussed with the respective faculty member. Suggestions are made and monitored relative to methodology and pedagogy. Student evaluations are reviewed by the director and shared with the instructor. Student complaints are resolved by the director and/or the Dean of Student Services through the appeal process.

The procedures for selecting part-time faculty were changed in spring 1994 to conform to affirmative action guidelines. Applicants complete an application form and attach materials pertinent to the area of expertise. The applications and attachments are screened and ranked by the director and top-ranked applicants are interviewed. The director hires the faculty from the ranked list in accordance with affirmative action policy.

ADMINISTRATION

**ADMINISTRATIVE
STRUCTURE**

**PROFESSIONAL
GROWTH**

**FULL-TIME/
PART-TIME
RATIO**

**SUPERVISION
AND
EVALUATION**

SELECTION

TEACHING LOADS

Full-time counselors often teach the introductory counseling and career related classes on an overload basis limited to a maximum of six credits of teaching per semester. The division director has responsibility for supervising counseling internship and practicum classes as well as other experiential-based courses and workshops. This normally relates to a 15-17 credit teaching/supervision work load. Part-time faculty are limited to seven credits per semester but rarely teach more than a single class.

RETENTION

The Division has no difficulty finding and retaining part-time faculty. Faculty currently employed in the substance abuse field are interested in and committed to the premise that newcomers to the profession receive the best training and supervision available and offer a great deal of time and assistance to the programs, the classes, and the students.

**PARTICIPATION
IN STANDING
COMMITTEES**

The full-time members of the division are actively involved in the campus committee structure and also serve on system and university committees and boards. Part-time instructors are involved in state, regional, and local boards and committees and are actively involved in the policy making trends and activities of the profession.

**SUBSTANCE
ABUSE
COUNSELING**

The degree is a 60-credit program emphasizing practical applications of counseling techniques and intervention strategies and contemporary information about alcohol and substance abuse issues. A one-year certificate is also offered.

**PROGRAM
DESCRIPTION**

This program was first offered during the 1991-92 school year in an effort to meet new industry standards in the area of alcohol and drug abuse counseling. The industry is moving toward licensing all professionals working in alcohol and substance abuse. Requirements for licensing include at least an associate's degree and specific training in counseling techniques and contemporary substance abuse issues.

COURSES

The substance abuse program's advisory board consists of program administrators from the primary service provider agencies in the Reno-Sparks area and surrounding region. Cooperative agreements developed with three other primary coordinating agencies facilitate cooperation and comprehensive programming: Nevada State Bureau of Alcohol and Drug Abuse (BADA), Northern Nevada Addiction Coalition sponsored by The Salvation Army, and The Addiction Training Center at the University of Nevada, Reno (UNR). These agencies assist the program with curriculum development and current issues important to this fast changing field. The advisory board also assists TMCC in networking with related agencies in the community. These agencies provide practicum work sites and, work to articulate with related programs at UNR, such as social work and human ecology. The advisory board is instrumental in keeping this program up-to-date and abreast of changes in the field such as licensure requirements and changes in state and local legislation affecting the profession. This process ensures that course syllabi are current and in-tune with recent developments. Course outlines are available in the office of the Director of Counseling.

All required core courses listed in the catalog for the degree and certificate are offered each year. The core courses are divided equally between fall and spring semesters so that students can complete the entire sequence within one academic year.

With assistance from the advisory board, new courses are offered in a timely manner to keep up with current issues in the field. These courses are listed under the CPD 198B - Special Topics and provide short-term intensive format courses as well as one-time seminars on issues of importance to the community.

The courses are evaluated each semester by students and the Director of Counseling, who visits and observes classes personally.

Courses are taught by part-time faculty working in the field of alcohol and substance abuse, as well as members of the full-time counseling staff at TMCC. Instructors select their own instructional materials because textbooks in this area are usually outdated by publishing time. Also, much of the contemporary literature does not take into account the format and style issues associated with local agency reporting demands and BADA requirements. All the counseling classes involve video taping, critiquing, and other active learning formats.

The substance abuse program attracts students from many disciplines; public school teachers, law enforcement officers, counseling practitioners, and other community members also enroll in program courses.

TEACHING METHODS AND INNOVATIONS

STUDENTS

Associates Awarded	FY92	FY93	FY94
Substance Abuse Counseling	2	3	14

Certificates Awarded	FY92	FY93	FY94
Substance Abuse Counseling	0	1	2

This program boasts 100% placement in substance abuse agencies for all students seeking immediate employment in the field. A number of students have chosen to continue on for a B.A. in Social Work at UNR. Of special note, a graduate of the TMCC substance abuse program was recently hired as the Director of the Nixon Pyramid Tribe Treatment Center.

Out of 28 program completers, 12 took the BADA (Bureau of Alcohol and Drug Abuse) exam and passed. No TMCC student has failed the licensure exam.

QUALIFICATIONS AND ACHIEVEMENT OF FORMER STUDENTS

All faculty are BADA certified counselors and work in the field of substance abuse. There are no full-time teaching faculty; and during the 1993-94 school year, 14 part-time instructors were employed, representing 11 separate agencies in the Reno-Sparks area.

The Director of Counseling, Testing and Special Programs teaches in the program and also serves as the division administrator and department chair of the human development instructional unit. The substance abuse counseling programs are a part of this division.

FACULTY

LIBRARY

LRC holdings and access to the UNR library are adequate to support student research. Faculty depend, however, on current materials not available in the library and prepare handouts reflecting immediate issues or changes in the field.

SUPPORT SERVICES TO STUDENTS

The program gives students the opportunity to engage in internships with public and private agencies. The director supervises internship sites and works closely with students. Students also receive mentoring and guidance from professional faculty and from individuals at the internship site.

STRENGTHS

- Positive partnerships with community substance abuse professionals maintaining program relevancy.
- The program's articulation with UNR gives students a direct path to a baccalaureate degree program.
- The teaching faculty bring a high degree of professionalism to the program.
- The program involves Student Services directly with the instructional process. This is an instructional program located in the Student Services division.

WEAKNESSES

- Effective management of the program places great strain on the director's time and energy.

FUTURE PLANS

The ongoing need for certified substance abuse professionals will make hiring a full-time staff person necessary in the near future. The director's participation in managing the program places a heavy workload on a dedicated administrator. Continuing articulation with the University of Nevada program will strengthen program quality even more.

PROFESSIONAL BUSINESS STUDIES DIVISION

Division Programs—The division offers the following two-year degrees:

- Associate in Applied Science—business with the following emphases: accounting, general business, hotel-restaurant management, management, marketing, occupational safety & health, real estate, and small business management.

- Associate in Applied Science—food service technology with an emphasis in culinary arts.

- Associate in Applied Science—computer and office technology with the following emphases: administrative assistant, computer programming, LAN support and administration, legal office secretarial, medical office secretarial, microcomputer applications, and word processing.

- Associate in Applied Science—legal assistant.

The division offers the following one-year Certificates of Achievement: *business, business literacy for the workplace, industrial management, culinary arts, occupational safety & health, administrative assistant, clerical office, legal office secretarial, microcomputer programming, minicomputer information systems, and word processing.*

The AIB Money and Banking program was discontinued for lack of enrollment. Casino Management is currently only an apprenticeship program. The division no longer offers those courses although they are still in the catalog as the division is working toward changing the program in conjunction with the Applied Industrial Technologies division. The Hospitality Science degree was also discontinued, and the curriculum was updated, changed to Hotel-Restaurant Management and included as an emphasis under the AAS in Business. Occupational Safety & Health is a new emphasis and certificate program under Business.

The division served 3,374 headcount or 708.9 FTE students during fall 1994. The division offered 177 sections of classes taught by 16 full-time faculty and 74 part-time faculty.

Communications, computation, and human relations are among the general education requirements specified by the Board of Regents for recipients of the Associate in Applied Science degree.

The NWASC requirement that academic programs of one year or more in length contain a recognizable body of instruction in program related areas of communication, computation, and human relations are satisfied by a variety of courses in the Certificate of Achievement programs, as follows:

Communications: English/Communications, 6 credits

Human Relations: MGT 212 Leadership and Human Relations, MGT 171 Supervision, and MGT 201 Principles of Management

Computation: OA 116B Business Math with Calculators, MKT 115 Purchasing, FST 245B The Business Chef, ACC 135B Bookkeeping I, ACC 136B Bookkeeping II, ACC 151 Principles of Accounting, CS 187B C Programming,

DIVISION OVERVIEW

GENERAL EDUCATION/ RELATED INSTRUCTION

CIS 251 COBOL Programming, CIS 253 RPG Programming, and MATH 112 Intermediate Algebra.

The Microcomputer and Minicomputer Information Systems curriculum for certificates do not have separate courses emphasizing computation; however, the computer language courses teach significant computation skills.

Employers and advisory committee members indicate that an applicant with computer skills has an advantage over an applicant without computer expertise. Therefore, the faculty in the Professional Business Studies division believe that all TMCC degrees should require a computer literacy course and that computer literacy should become a General Education requirement.

SPECIAL ACCREDITATION

The division programs, with the exception of Culinary Arts, Legal Assistant and new programs such as Occupational Safety & Health and Industrial Management, are accredited by the Association of Collegiate Business Schools and Programs.

The Legal Assistant program applied for approval to the American Bar Association. The review identified additional areas for program development. Re-application will be made in 1996.

MISSION AND OBJECTIVES

The division goals are set forth in the TMCC catalog. They are:

- To provide high quality courses, programs and workshops that will meet the needs of students who want to find and keep entry-level jobs, upgrade themselves in their present position or qualify for a higher position, continue their education at the university, and/or obtain a basic knowledge of business that will enable them to better manage their personal business affairs.

- To provide a diverse business curriculum appropriate to meet the needs of local businesses for trained employees.

The division goals and programs are in keeping with the College mission and the College goals to:

- Provide education leading to competencies that meet business and industry standards for the workforce of today and tomorrow.

- Provide technical and occupational courses and programs designed to prepare students for immediate employment or updating skills.

- Offer technical degrees in specific occupational areas with competency-based curricula.

- Offer occupational programs current with recent technological advances designed to prepare students for entry into specific levels of employment as designed by each program.

The Institute for Business and Industry offers workshops and non-credit generating courses overlapping with subjects taught by this division.

FINANCIAL SUPPORT

Funding—Funds to support division programs come from the state Legislature, student tuition, student lab fees, and grants. The Legislature funds operating expenses and full-time and part-time salaries and benefits. In years when the state has a budget surplus, the Legislature has voted one-shot funds for equipment purchases for the division.

Budget Preparation and Control—The division director working with the faculty develops prioritized lists at the time the biennial budget is prepared for the Legislature. These “wish lists” are incorporated into the TMCC proposed

budget according to administrative priorities. The funds actually approved by the Legislature come to the institution, and a working budget is developed by the administration. The funds approved and allocated are always less than those requested.

The division director, together with the faculty, determine spending priorities. The division director is responsible for staying within budget and has signature authority over expenditures.

Adequacy of Funding—The \$64,850 allocated in operating funds for '93-'94 were adequate to support division programs. New computers were purchased to upgrade the outdated equipment in Room 307. The administration provided \$32,000 and the division contributed \$10,000 from student lab fees.

The 1994-95 operating budget was cut \$16,350 to \$48,500. The loss of funding raised concerns that the division will be unable to replace or purchase parts for broken equipment or upgrade obsolete equipment. Repairs and maintenance expenses are paid from operating funds and student lab fees.

The 1994-95 funds for part-time instruction were cut 10%, impacting the number of division class offerings.

Over the 1993-95 biennium, the College lost 21 positions. The division was not able to replace a faculty member who retired. A faculty member who became an administrator will be replaced for the 1995-96 year. Five new positions are being advertised, one each in Accounting, Computer Information Systems, Industrial Management/Occupational Safety & Health, Internship, and Legal Assistant. All positions, except the internship instructor, are needed to relieve the part-time/full-time faculty ratio in existing programs. The internship instructor position is a high priority for the division. Internship options either exist or have been added to all Associate in Applied Science degrees within the division. Changes can be observed in the 1995-96 catalog. A faculty member is needed to locate sites for internships; coordinate activities between the employers, employees, and faculty; and evaluate student performance at the conclusion of their internship. Hiring these positions for 1995-96 is pending legislative funding.

In 1993-94 the division received Perkins grant funds for Culinary Arts. Loss of that funding impacts the availability of travel and equipment funds for Culinary Arts. The dollars for Instructional Assistants were replaced by state funds.

Technical support is provided through Information Technology Services. The PBS division pays Information Technology Services for 79 hours a month at \$13 per hour and buys needed parts; ITS provides the labor and the expertise. In addition, \$5 per student lab fees in selected courses support a full-time microcomputer specialist. This fee constitutes approximately 50% of the position's salary. In kind, ITS provides approximately another .5 technical support for labs. The Professional Business Studies full-time faculty using computer labs and the staff of Information Technology Services meet numerous times per semester to ensure coordination of tasks and define instructional needs.

PHYSICAL FACILITIES, MATERIALS AND EQUIPMENT

The division utilizes classrooms on the TMCC main campus, at the TMCC Old Town Mall facility, and in local high schools in the evening. The faculty believes that facilities on campus and at Old Town Mall are adequate to meet the needs of the programs although more classroom space is needed. The division could serve more students if additional computer labs were available and additional lab space provided for food service students. The classes held in local high schools have less than adequate accommodations for computer classes. LANSchool or technological devices that project working computer screens are not available. Technology as simple as an overhead projector is inadequate. These students do not receive the benefits of the latest technology offered in campus classrooms.

The division uses five dedicated computer labs on the main campus and one at Old Town Mall. In addition, TMCC maintains an open computer lab for all TMCC students on the main campus and division students use the lab to complete homework assignments.

The division needs two additional computer labs on campus and an additional computer lab at Old Town Mall—plus the equipment. In addition the lab in Room 204 on campus contains outdated equipment

The PBS division is included in the College capital improvement budget approved by the Board of Regents. The governor's proposed budget to the 1995 Legislature recommends financing Phase VI-B and the PBS division's faculty and programs are scheduled to move into the new building. This capital expansion provides two more computer labs on campus. At least one more computer lab is still needed at Old Town Mall to meet student demand.

Facilities for the Culinary Arts program limit student enrollments. Additional space at Old Town Mall has been requested. Local businesses have promised to donate equipment. If this materializes, the program could be expanded to a restaurant facility that the division director and full-time professor believe could be self-supporting. The division is working in conjunction with the Dean of Planning and Development to conduct an assessment of community needs.

All division classrooms on campus are equipped with overhead projectors and some with VCR players and monitors or televisions. Some of the VCR players and monitors need replacement. A printing white board is available for use in classes. Some computer classrooms are equipped either with overhead computer displays for showing actual computer screens or with LANSchool. Audio visual equipment is readily available through Learning Resources. Overhead and VCR equipment is available through administrative offices classrooms in the local high schools; however, computerized curricula cannot be offered or demonstrated.

ADMINISTRATION

Former Administrative Structure—At the time of our last self-study, instruction was supervised by four division directors reporting to the Dean of Instructional Services. Each division director had one or more department chairs to assist in the administration of the area, including the selection and supervision of part-time faculty. In July 1991 there was a major change in an effort to flatten the organization chart. The number of divisions was increased, department chairs were eliminated, and the division chairs reported directly to the Vice President of Academic Affairs. Prior to the change the business programs were supervised by a director and four department chairs.

As a result of the 1991 reorganization, the business programs were divided into two divisions, Professional Business Studies and Computer and Office Technology. There were two division chairs. Department chairs were eliminated. The division chairs were responsible for preparing class schedules, ordering textbooks, advising students, administering budgets, coordinating curriculum changes, and supervising full-time faculty members. Division chairs assumed the responsibility for hiring and supervising 100-120 part-time instructors teaching 150 sections of classes. The administrative structure for supporting part-timers was effectively reduced from five people to two.

As of July 1993, these two divisions merged into one; one chair became a full-time faculty member and the other chair took over both divisions.

During that time, with funding from a government grant, the Part-Time Faculty Office was instituted under the supervision of a director. Responsibilities of this office included providing orientations and workshops for part-time instructors and publishing the Part-Time Faculty Handbook. (See Chapter VII Instructional Staff for more information on this office.) This office supplemented division activity with part-timers. The office was disbanded when funding ran out. During fall 1994, office space was dedicated to give part-time faculty a place to work and meet students.

New Administrative Structure—Instruction was reorganized as of July 1994 into five instructional divisions (plus Community Services and the Institute for Business and Industry) headed by division directors. An internal search was attempted in July and August. Due to a flawed process under affirmative action guidelines, the search was abandoned. In August, three lead instructors were chosen to help maintain the division during the fall semester while a regional search was conducted. Paula Funkhouser was selected as the new division director in January 1995.

During the fall of 1994 students were not well served. The division chair previously did a lot of advisement. During the fall semester students had to wait for weeks for counseling appointments. In addition the lack of a division director caused confusion for classified staff who no longer knew what their boundaries of authority were, as they had multiple immediate supervisors.

Although the collective bargaining contract does not allow a flat organization, the PBS faculty prefers a “flatter” organization structure. The faculty believes in a structure that facilitates decision making and promotes timely and accurate information flow. In response to this, the Interim President has delegated authority to the Deans to make decisions.

During summer 1994, lead faculty positions were created. Three lead faculty were given to the PBS division. In January 1995, these position titles were changed to department chairs and a new job description was created. The department chairs report to the division director. These changes from the reorganizations netted a loss of one department chair to the division.

The division faculty feel a strong commitment to their professions and spend time and money to update their skills and knowledge through staff development activities. Faculty members include professional growth activities in their annual plans and report on these activities at the end of the year in their self-evaluations submitted to the division director.

Some assistance is provided through the College. All funds allocated by the

**PROFESSIONAL
GROWTH**

Legislature for out-of-state travel are dispersed through Faculty Senate, and faculty members can apply for those funds. There are always many more requests than can be funded. Faculty can apply for sabbaticals. Some recent examples of faculty professional activities include:

- Barbara Chism received a one-year sabbatical during the 1994-95 year. Her proposal was to work on Business English and Communications curricula.

- Bill Doherty has attended five week-long training sessions and subsequently passed exams to become a Certified Novell Instructor.

- Barbara Grimm, Barbara Chism, and John Chism attended the 1995 NBEA convention and various computer workshops in April.

- John Chism attended the Assessing Learning Outcomes workshop in San Francisco in March 1995.

- Debby Richter attended Internet Training in September 1994.

- Barbara Grimm attended a Microsoft Word Workshop in March 1995.

- Barbara Chism attended the International Conference of the Association for Business Communications in San Diego, CA, November 1994.

- George Skivofilakas attended the Pacific Northwest Hospitality and Restaurant Show in Portland, OR in April 1995 in conjunction with the 1995 Grand Culinary Salon.

- Phil Smilanick is required, as a component of continuing professional education for Certified Public Accounts, to complete at least 40 hours of approved courses each year. During 1994 he attended an investments management conference in San Francisco.

- Linda Stetter attended the Leadership Reno year-long program.

- Allen Lewis and Brad Tretten attended the Comdex Convention in Las Vegas, NV in October 1994.

- Paula Funkhouser visited Shoreline Community College to observe their business programs and South Seattle Community College to visit their culinary arts program in February 1995.

These are some typical examples of professional development exhibited by faculty during every school year. Faculty would like to attend even more conferences and workshops, but travel funding is limited.

The TMCC Institute for Business & Industry collaborates with instruction to sponsor a Return-to-Industry program for faculty. Linda Stetter completed a summer work session with Federal Express, Nevada Public Service Commission, and Bay Area Piggyback, Inc., for the Industrial Management program.

A more complete accounting of professional growth activities is available in the annual plan and self-evaluation forms on file in the division director's office.

Faculty expressed concern because they are no longer able to create and teach certain short workshops or seminars without consulting the Institute for Business and Industry. Formerly, these workshops were made available on short notice and the income derived enabled participating faculty to attend conferences and seminars to enhance their professional growth.

INSTRUCTIONAL STAFF

Full-time/Part-time Ratio—Sixteen full-time instructors and a pool of 100-120 part-time instructors teach up to 225 sections of classes each semester. In the 1994 fall semester full-time instructors taught 76 sections of classes, and part-time instructors taught 101 sections. Forty-seven sections were either canceled due to poor enrollment or the inability to find qualified instructors

available to teach in the scheduled time slots. Most semesters the full-time/part-time ratio is 33%/67%. The division lost two full-time positions in FY '93 as the result of budget cuts. Anticipating funding from the 1995 Legislature six full-time positions have been advertised for this division. This will greatly strengthen the division by decreasing the number of part-time faculty required and by changing the full-time/part-time ratio to 45%/55%.

Supervision and Evaluation—Since the July 1994 reorganization full-time division faculty are supervised by the division director. Part-time faculty have always been supervised by the division director with the assistance of lead instructors/department chairs. Part-time faculty attend a large group orientation meeting and a division meeting at the beginning of each semester.

Full-time faculty are evaluated by the division director in accordance with Board of Regents' and TMCC policies and procedures. (See Chapter VII Instructional Staff for more detail.) Full-time faculty develop an annual plan that includes teaching responsibilities, other responsibilities, proposed professional development, community service and any other information they wish to supply. Annual plans always include some of the division's goals. Full-timers each choose one class for student evaluations in the fall semester, and the results accompany the annual evaluation sent to the Vice President of Academic Affairs. Many full-time instructors choose to have all classes evaluated on a voluntary basis. To maintain the integrity of the student evaluations, they are administered by clerical or other professional staff members. With the return of director positions the division director evaluates all faculty annually.

Classroom visits are conducted every three years for tenured faculty. Full-time tenure track faculty have classroom visits every year. In addition, non-tenured faculty are evaluated by a Tenure Probationary Committee. The committee usually consists of three tenured faculty members, including one from the faculty member's subject area when applicable, who act as mentors. Evaluations by the division director take into account all of the above, the self-evaluation on meeting the proposed annual plan, and any other information gathered over the year.

Part-time faculty are informally evaluated by the division director and the faculty. Every part-time instructor has all classes evaluated by students, including summer school. The evaluations are reviewed by the division director and the faculty in the subject area. Student complaints are resolved by the division director. Classroom visits are limited for part-time faculty who have taught a number of semesters. New part-time faculty are visited by either the division director or a full-time faculty member. Under the old structure with department chairs, most part-timers were visited yearly. Now the division director is just able to "trouble shoot." Also, the ratio of full-time/part-time faculty creates difficulty in mentoring part-time faculty.

The Affirmative Action Plan, as required by the OFCCP, does not promote re-hiring part-time faculty members semester after semester, creating a need for training new part-time faculty members more frequently.

Selection—Full-time faculty are selected in accordance with TMCC policies and procedures which adhere to affirmative action guidelines. (See Chapter VII Instructional Staff for more detail.) The director, with the assistance of faculty, writes the position announcement and determines the qualifications. Screening committees usually consist of the division director, at least one

faculty member from the division, and campus-wide representation.

The procedures for selection of part-time faculty were changed in spring 1994 to better conform to affirmative action guidelines. Applicants complete an application form, a resume, and an EEOC form and send the materials to personnel. Completed applications are distributed to the division and a matrix with course descriptions is sent to applicants. Applicants indicate which courses they feel qualified to teach. Upon receipt of the completed matrix an extensive written questionnaire is mailed to applicants. Personal and/or telephone interviews are conducted for qualified applicants. The applications and questionnaires are screened and ranked by the full-time faculty in the subject area, and ranked candidates are contacted for possible employment. The division director hires the faculty from the top-ranked list following affirmative action steps. The procedure is cumbersome but does work.

New procedures for selecting department chairs are now in place. During spring 1995 department chairs volunteered to take on additional responsibilities while performing their normal teaching load for a stipend of \$2000 per semester. Before the conclusion of spring semester, divisions are to elect the department chairs for the coming year.

Teaching Loads—Full-time instructors typically teach 15 credits per semester. Part-time faculty are limited to seven credits per semester. Department Chairs teach 15 credits, and the division director can choose to teach or not teach.

Retention—The division has no difficulty in finding and retaining full-time instructors. However, by System Policy, faculty reaching the top of the salary schedule are ineligible to receive merit increases thus diminishing their self-esteem and motivation.

Retaining part-time instructors is no longer an institutional goal. Under affirmative action guidelines divisions are required to search every semester for the most qualified part-timers. It has become the responsibility of the Affirmative Action and the Multicultural Diversity Offices to expand the pool of applicants available to the division.

Participation in Standing Committees—The members of the division recognize and support the College committee structure. This structure forms a key component in the communication network of TMCC. Faculty members include service on College committees in their annual plans and self-evaluations on file in the division director's office. Many serve on several committees and hold leadership roles which directly impact planning, coordinating, and communicating major recommendations to help meet the College goals.

EDUCATIONAL PROGRAMS

Courses—Syllabi are current and complete; the division director requires every instructor to turn in a syllabus for each course he or she teaches. The division director reviews all syllabi submitted for grading policies, ADA requirements, and appropriate format and content. The syllabi reflect the course outlines. These materials are housed in the division director offices.

Course outlines are current and contain the following information: course number and title, catalog description with credits and prerequisites, course objectives, course outline, method of instruction, course assignments, student evaluation, student learning outcomes, current text, and TMCC ADA statement requirements. The method of instruction, course assignments, and student

evaluation portions are mentioned in broad terms to allow instructors flexibility in their syllabus and the academic freedom followed in higher education.

The student learning outcomes contain areas of: 1) skills including written and oral communication, quantitative reasoning, general intellectual abilities, and social functioning; 2) knowledge; and 3) attitudes and values.

The full-time faculty in the Professional Business Studies division express concern over the statistical evidence for the value of the student learning outcomes adopted by the Curriculum Committee. Faculty question the time and effort required to keep learning outcomes current when changing textbooks and the amount of the burdensome paperwork. They also expressed concern that the lengthy course outlines are in direct violation of the Paper Work Reduction Act. Concern was also expressed by Nevada's Superintendent of Public Instruction, Mary Peterson, in a recent article published by the Reno Gazette-Journal which stated: "Outcome-based education has been criticized nationally from parents and organized education groups who complain it focuses too much on values at the expense of content."

All courses listed in the 1995-96 catalog have been offered within the last two years with the exception of Casino Management addressed earlier.

Comprehensive program reviews are completed every four years and submitted to the Board of Regents. The division director and faculty evaluate courses each semester. The faculty choose textbooks annually and update curricula on a regular basis. Students evaluate the course content as well as instructors each semester on the student evaluation form. The following areas had active advisory committees during the 1994-95 year: Business Education (including Tech Prep), Culinary Arts, Industrial Management/Occupational Safety & Health, Joint Occupational (Dual Credit), Legal Assistant, Legal Office Secretarial, Medical Office Secretarial, and Real Estate. Accounting, Computer Information Systems, Management, and Marketing are activated on an "as needed" basis to assist in upgrading and revising curricula.

Other methods used to keep course content up-to-date include information gained from part-time instructors working in the community, attendance at conventions and seminars, meetings of professional associations, participation in the Return-to-Industry program, other professional growth activities including specialized accreditation self-studies.

New courses and emphases developed by the faculty meet student and community need, central to the goals of the division and the College. Course and curriculum development activities would benefit from increased institutional funding support.

New courses go through a approval process which includes approval of the Curriculum Committee as well as the approval of the director, and Vice President of Academic Affairs. New emphases go through a needs assessment conducted by the Dean of Planning and Development in conjunction with faculty and advisory committees. New emphases or changes in emphases also go before the Academic Standards Committee.

New degree programs require the approval of the President and the Board of Regents.

A survey was conducted by the Professional Business Studies division during spring 1995 all business students to determine student goals and preferred times

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for courses. This survey was conducted during class periods by all business faculty to gain a high rate of return. The results of the survey were not available at the time of writing this report.

FINANCIAL SUPPORT

The division office opens at 6:45 a.m. and closes at 5:00 p.m. Monday-Thursday and 4:30 p.m. on Friday. Support staff consists of two full-time management assistants, two half-time (.55) administrative assistants, casual hires, and student workers, all of whom devote most of their time to administrative tasks. Most full-time and part-time instructors do their own work. Additional support staff is needed to assist full-time and part-time faculty with clerical support so faculty can devote more time to class preparation and curricula.

Equipment and supplies for support staff are adequate with the exception of computers. One administrative assistant cannot work on projects because her computer does not support the software utilized by the faculty and staff.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

All types of audiovisual equipment are available for students to view and listen to materials in the library, either on an individual or small group basis. Non-print materials may be checked out of the library by faculty only for either preview or for classroom use.

Extensive print materials are available, either through the TMCC library or from other local libraries. Materials can be located through on-line catalog searches or through CD-ROM.

Requests for purchase of materials by the Learning Resource Center for instructional purposes by the faculty are honored as long as funds are available. Faculty are encouraged to participate in both the selection and weeding of the collection.

This area is well supported by LRC for the most part. Weekend OTM LRC hours have been expanded during 1995 to include four weekdays and Saturdays, helping meet the needs of working students.

Materials available through division are limited to those supplied by publishers to accompany their textbooks.

A survey was conducted of all full-time and part-time faculty to determine library research requirements in their courses. The results are set forth in the following subject area sections.

ASSOCIATE IN APPLIED SCIENCE— BUSINESS

Program Description—In fall 1994 this unit served 1,437 headcount or 319.5 FTE students, with 67 sections of classes taught by nine full-time and 23 part-time faculty. The Associate in Applied Science degree program offers emphases in accounting, general business, hotel-restaurant management, management, marketing, occupational safety & health, real estate, and small business management. Certificates of Achievement are offered in business, business literacy for the workplace, industrial management, and occupational safety & health. Hotel-restaurant management and occupational safety & health are new additions to the program.

All courses and programs foster the achievement of the division's and the College's goals.

COURSES

Many courses contain a global or multicultural perspective. Accounting includes international business concepts and exchange rates. Students in indus-

trial management courses are exposed to the culture, customs, and business relations in other countries. Industrial management students are encouraged to study a foreign language in addition to course requirements if they intend to transfer to a four-year college. They are also encouraged to take geography. Industrial management emphasizes computer skills leading to total electronic data interchange environments recognizing the emergence of a global community. Management courses include discussion on business, cultural, and ethical perspectives from the point of view of foreign students.

The College and the division encourage innovation. Some specific examples of area innovations are:

Almost all accounting classes (bookkeeping and principles) have mandatory computer components. Equipment in the dedicated accounting classroom includes a laser disk player, special projector, bar scanner and computer to utilize new teaching technologies available from publishers.

The marketing instructor has set up the retailing class at a local shopping mall. In conjunction with the mall management, these students design a "shopper" survey and circulate through the mall evaluating the various retail establishments.

The marketing instructor also uses an electronic game (similar to Jeopardy), which encourages groups of students to compete against each other in the mastery of course material.

One faculty member received a one-year sabbatical during 1994-95. She investigated the new concept of classroom research through the use of classroom assessment techniques for the purpose of improved student learning.

Another business instructor uses computer simulations in Small Business courses.

Yet another faculty member developed a Portfolio program for earning credits for life experiences.

The area uses non-traditional scheduling in the form of weekend classes, mini-semester, fast-track, concentrated studies, and "early bird" classes.

Tech-Prep and dual credit programs are in place with the Washoe County School District; high school students may attend high school and college courses and receive credit from both institutions. Two courses from this area have been articulated: BUS 106 Business English and MKT 121 Retail Merchandising. These courses are competency based to ensure equality. BUS 106 has also been articulated with the Sierra Nevada Job Corps program located at Stead, NV.

Full-time faculty are extremely creative in new developing teaching methods and innovations.

Student annualized FTE enrollments by subject for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
Accounting	122.9	117.5	125.5	126.3
General Business	135.8	118.3	90.8	84.8
Management	57.6	60.9	61.5	62.0
Marketing	23.3	20.5	16.5	19.2
Real Estate	40.8	36.1	36.3	27.2

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PROFESSIONAL BUSINESS STUDIES

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Accounting	4	5	6
General Business	15	11	12
Management	10	8	7
Marketing	3	7	6
*Money and Banking	1	2	1
Real Estate	1	2	1
Small Business Mgt.	2	3	1

* This program has been phased out.

One-year certificates awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Business	8	7	10
Business Literacy for the Workplace	0	3	1
Industrial Management	0	2	0

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Annualized FTE for Accounting and Management have remained stable and even increased over the three year period. General Business and Marketing enrollment have declined. Real Estate enrollment fluctuates with interest rates and construction of new housing developments.

**QUALITY AND
ACHIEVEMENT OF
FORMER
STUDENTS**

The faculty are attempting to discover, through a survey administered during the spring 1995 semester, if student needs are being satisfied through individual course offerings as opposed to degree and certificate program.

In 1993, as part of the program review required by the Board of Regents every four years, the Office of Planning and Development conducted surveys of program completers, employers, and former students. Course completion statistics were studied, as well as FTE generation.

The low return rate on the surveys has not been good, makes the results not statistically valid, except for the Industrial Management student survey. For Industrial Management, out of 21 sent 10 were returned. Generally the comments from former students and employers for all programs have been positive. Copies of the program reviews and the results of the surveys are on file in the office of the Dean of Planning and Development.

Some real estate students take the state licensure tests. The state pass rate is 40-60%. Most of the time TMCC is within the state range or above it.

TMCC accounting students matriculating to UNR are monitored by UNR accounting faculty. Feedback is direct to TMCC accounting professors and the results show that TMCC's students are doing very well in advanced classes. TMCC professors are standardizing the course syllabus for each accounting course with multiple sections to assure students that all of those taking the next course in the sequence will have the same preparation.

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Feedback from all sources appears positive regarding the achievement of former students. Data gathered through mailed surveys is not always statistically valid due to poor return rates.

FACULTY

All full-time faculty have at least a master's degree with the exception of the

real estate professor who has earned the following real estate designations: GRI, Graduate Realtor Institute; CRB, Certified Real Estate Broker; DREI, Designated Real Estate Instructor.

Qualifications required of part-time instructors are set out for each applicant pool. The binder containing the qualifications required is available in the Personnel office, Affirmative Action office, and the division director's office.

Both full-time and part-time faculty are highly qualified in their fields of expertise.

Physical plant and equipment (with the exception of computers and some AV equipment) are adequate for the courses being taught. Capital improvement plans approved by the Board of Regents will allow this area to expand and keep up with new technologies if the improvement plans are funded by the Legislature.

Full-time faculty offices and clerical support staff workstations are equipped with computers but not all computers are adequate for technology used in relevant subject areas. A request for one-shot funds has been submitted to address this situation.

Repairs and maintenance have been adequate in the past. Funding cuts for FY '95 leave a question whether equipment can be adequately repaired and/or updated during this fiscal year.

Supplies and materials are adequate for courses being offered at this time.

Without Legislative capital improvement and one-shot funds, the division will not be able to keep up with technology in class preparation or presentation.

A survey was conducted of all full-time and part-time faculty to determine library research requirements in their courses. The results indicated that library use was required as follows:

	Response Rate	LRC Use Required
Accounting	100%	10%
Business	100%	69%
Management	100%	79%
Marketing	100%	25%
Real Estate	100%	17%

Accounting faculty do not require students to use the learning resource center for research with the exception of ACC 180 Payroll and Employee Benefit Accounting which requires a research project. Both full-time and part-time faculty require students to use the LRC for various projects.

Students in PBS programs have a wide variety of backgrounds and needs. The College provides many support services.

Funding for tutoring and supplemental instruction has been reduced. Students must pay for these services. Special population students receive these services at no charge. The accounting faculty believes this has hurt retention.

The division once scheduled open lab time staffed by instructional assistants trained in the subject areas to assist students. The division open labs were

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disbanded due to lack of funding except for the self-paced courses. The College has a single open lab run by the Information Technology Services office staffed by persons knowledgeable about computers—but not necessarily the subject matter being studied. The open lab is limited in the number of computers and sometimes students have a difficult time getting their homework done. The Old Town Mall facility has no open lab time except for the self-paced classes.

ANALYSIS

Additional funding needs to be located for tutoring and staffing of computer laboratories in all business courses.

ASSOCIATE IN APPLIED SCIENCE— COMPUTER AND OFFICE TECHNOLOGY

Program Description—In fall 1994, this unit served 1,535 headcount or 307.0 FTE students, with 84 sections of classes taught by five full-time and 39 part-time faculty. The Associate in Applied Science degree program offers the following emphases: administrative assistant, computer programming, LAN support and administration, legal office secretarial, medical office secretarial, microcomputer applications, and word processing. Certificates are offered in: administrative assistant, clerical office, legal office secretarial, microcomputer programming, minicomputer information systems, and word processing.

All courses and programs foster the achievement of the division's and College's goals.

COURSES

The Business Education Joint Technical Advisory Committee assists in updating the curriculum and articulating programs with the Washoe County School District and Sierra Nevada Job Corp. During spring 1995 the committee surveyed the community to determine current educational needs in the Computer and Office Technology areas. (See Elsie Doser for results)

During spring 1995 the division merged Computer Information Systems (CIS), Office Administration (OA), and Word Processing (WP) courses into Computer and Office Technology (COT). The logic driving the change included: 1) students don't consistently look in three separate places to locate computer classes in the schedules (verified by the number of phone calls answered by support staff and faculty during registration periods); 2) the numbering sequence has become jumbled and confusing over time (i.e., CIS 202 is a prerequisite to CIS 145B); 3) there was no systematic reasoning for the current numbering system (i.e., CIS 288 is a prerequisite for CIS 242); and 4) the degree is in Computer & Office Technology, therefore COT became the logical prefix. These changes are reflected in the 1995-96 catalog and schedules.

A CIS advisory committee composed of several information technology professionals assists in upgrading and revising of curricula. The committee was not active during the 1994-95 year. Through the Novell Education Academic Partner program, the LAN courses are constantly reviewed and updated, based on input from professionals around the world. The technology covered is the same worldwide. The advanced LAN classes are taught using international standards established by Novell, an international leader in computer networking products and training. The programs have very diverse enrollment. International representation is impressive. The faculty pride themselves in accommodating that diversity throughout the curriculum and delivery.

New courses and emphases developed by the faculty meet student and

community need. Unfortunately, faculty must develop new courses and emphases on their own time and bear expenses. If reassigned time were provided and expenses funded, more new courses could be developed.

Faculty in conjunction with advisory committees are continually evaluating and updating curricula to meet student and employer needs.

The College and the division encourage innovation. Some specific examples of area innovations are:

Computer screen projection units and lecture support software are used to demonstrate specific concepts. A software program called LANSchool is available in the computer labs. It is a terminate- and stay-resident program allowing the instructor to demonstrate procedures and commands on one computer, with results broadcast to the students' workstations.

Introductory CIS, OA, and WP courses are offered with a self-paced option that allows the student to complete the course in a compressed time frame using a variety of open lab times instead of a scheduled class meeting time.

The area uses non-traditional scheduling in the form of weekend classes, mini-semester, concentrated studies, and "early bird" classes.

Teaching methods have changed to include training students using the Windows environment.

New and innovative courses have been added in Microsoft Word, Computerized Typing Skill Building, 10-Key Mastery, and WordPerfect using Windows.

Tech Prep and dual credit programs are in place with the Washoe County School District, whereby high school students may attend college courses and receive credit from both institutions. Four courses from this area have been articulated: Computer Literacy Software, Keyboarding, Elementary Typing I, and Business Math with Calculators. These courses are competency-based to ensure equality. These four courses have also been articulated with the Sierra Nevada Job Corps program located at Stead, NV.

On-line testing is used to provide students with instant feedback in several courses, including all self-paced courses.

Full-time faculty are extremely creative in new developing teaching methods and innovations.

Student annualized FTE enrollments by subject for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
Computer Info.				
Systems	237.2	253.9	238.9	238.6
Office Admin.	58.7	49.2	45.2	48.4
Word Processing	25.4	34.1	28.4	20.0

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Computer Emphases	7	3	7
Office Admin./Word Process.	3	7	3

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STUDENTS

One-year certificates awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Office Administration	10	4	9

ANALYSIS

New computer emphases respond to the ever-changing technologies available. The new COT prefix will assist students in locating the courses they desire.

Results of the spring 1995 PBS survey mentioned earlier will assist the faculty in determining if students are seeking degrees and certificates or if their needs are being met through course work alone.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

The curriculum in this area is entirely competency-based. Students receive grades based on competencies achieved.

Networking classes are taught to international competency standards, and students completing these courses have reported they have passed independent certification exams on the course. College surveys find recent graduates are successful in gaining employment in areas related to their degrees. The division has found that a majority of students are successful in getting a job or upgrading their job before completing a degree. These students only complete specific course work in an area of interest, and may already have a degree in another area.

ANALYSIS

Students in computer courses are successful in passing certification exams and gaining employment relevant to their course work.

FACULTY

All full-time faculty have master's degrees and work experience.

Qualifications required of part-time instructors are set out for each applicant pool. The binder containing the qualifications is available in the Personnel office, Affirmative Action office, and the division director's office.

The number of full-time faculty members is not adequate to support the large number of sections and diverse topics offered by the division. The division relies on part-time instructors to develop curriculum in specialized areas, and has difficulty devoting adequate resources to continued curriculum update and development. In the spring 1995 semester, three computer classes with high enrollment were canceled when no part-time faculty member could be found to teach during the day. These problems will be relieved to some degree should the Legislature fund the additional full-time positions mentioned earlier.

ANALYSIS

Existing full-time and part-time faculty are extremely qualified in their field of expertise.

Legislative funding for additional full-time faculty, will alleviate the problem of canceled day classes due to inability to locate faculty. Hiring two full-time faculty will change the ratio of full-time/part-time to 43%/57%. Additional full-time faculty will still be needed to bring these ratios into a better balance.

FINANCIAL SUPPORT

Physical plant and equipment are adequate for the courses being taught at the present time. The division is currently limited by the number of computer labs available at both campus sites. Plans are in progress to add one new computer lab, but funds for the lab are not currently available. Should the Legislature approve one-shot funds for equipment and another lab be installed at OTM, this problem will be addressed in a limited way.

Capital improvement plans approved by the Board of Regents would allow this area to expand and keep up with new technologies.

Full-time faculty offices are equipped with up-to-date computers adequate for technology used in their subject areas.

Repairs and maintenance have been adequate in the past.

Funding cuts for FY '95 leave a question whether equipment can be adequately repaired and/or updated during this fiscal year.

Supplies and materials are adequate for courses being offered at this time.

Instructional assistants are provided in computer classes enrolling over 20 students. IAs are also used to oversee self-paced classes in Computer Literacy Software, Keyboarding, Elementary Typing I, and Introduction to Word Perfect. IAs assist students, grade homework, and administer exams. Exams are graded by a full-time professor who is the instructor of record.

Adequate funds are available to staff self-paced labs with instructional assistants but not open lab times. Students have limited time in computer labs with trained instructional assistants. IAs in the campus computer lab need to receive training in curricula offered throughout the College; this includes familiarity with the most recent versions of software. Funds are also needed to hold training sessions for IAs.

Should the Legislature pass the capital improvement project of Phase VI-B, additional computer lab space will be available on the main campus. Another lab is desperately needed at OTM.

Full-time faculty have up-to-date equipment available to them in their offices.

Continued efforts should be made to allocate additional monies for training IAs.

The division provides adequate access to a variety of current software applications. In addition, the division makes practice and testing software available in certain courses.

The division's ability to keep pace with technology is somewhat limited by the use of grant funds for computer classes offered through specialized programs outside the division.

A survey conducted of all full-time and part-time faculty determined library research requirements in their courses. The results indicated that library use was required as follows:

	RESPONSE	LRC USE REQUIRED
Computer Theory	100%	67%
Computer Software Literacy	100%	7%
Computer Prog./Operating Sys.	94%	12%
Computer Software Advanced	100%	13%
Office Administration	100%	7%
Word Processing	100%	11%

This area is well supported by LRC.

Computer theory classes require students to utilize the LRC for research projects. Hands-on computer classes rarely require students to complete research.

ANALYSIS

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

ANALYSIS

SUPPORT SERVICES FOR STUDENTS

Students in our programs come with a wide variety of backgrounds and needs. The College provides many support services.

The division used to provide open lab time staffed by division instructional assistants trained in the subject area to assist students. The division open labs were disbanded due to lack of funding. The College has a single open lab run by the Information Technology Services office staffed by persons knowledgeable about computers—but not necessarily the subject matter being studied.

As a result of the loss of open labs, the division allowed students to use self-paced lab times staffed by competent instructional assistants. Although this offers some relief, the instructional assistants have difficulty providing adequate assistance to everyone in the labs.

ANALYSIS

Students have access to TMCC's open lab located in B-106. However, additional funding is needed to hold open lab times with trained instructional assistants available to assist students.

ASSOCIATE IN APPLIED SCIENCE— CULINARY ARTS

Program Description—In fall 1994 this unit served 117 headcount or 28.4 FTE students, with nine sections of classes taught by one full-time and three part-time faculty. The program offers a two-year degree and a one-year certificate in Culinary Arts. The program has recently been updated and renamed—it was formerly called Food Service.

The courses and program foster the achievement of the division's and the College's goals.

COURSES

The Culinary Arts Advisory Board actively assists with curriculum review and recommends a larger facility, another full-time instructor, and an operational food service outlet.

The courses have a global perspective. The full-time instructor is a member of the World Association of Cooks Societies. This allows him to bring into the classroom the latest concepts of food preparation and include foods from diverse cultures.

ANALYSIS

Curricula is appropriate for program competencies developed by the industry. Should the program ever get a larger facility, additional coursework would need to be developed.

TEACHING METHODS AND INNOVATION

The College and the division encourage innovation. Some specific examples of area innovations are:

The instructor and students operate the "Golden Frog" lunch operation serving gourmet meals to TMCC faculty, staff, and students twice a week. One day per week lunch is traditional gourmet and the other day is healthy heart gourmet. Students receive four credits in Restaurant Operations.

The instructor and students are available to cater campus functions.

In addition to hands-on experience, students learn to develop a style (instead of becoming a clone) through lecture, video, and guest speakers. Industry specialists are invited to speak and demonstrate cutting edge techniques.

The profits from the restaurant and catering operations go into the catering account, used to purchase additional products for students to use and equipment

for the program. These funds also pay for the instructor to attend seminars for professional development.

Full-time and part-time faculty use innovative teaching methods. The program is designed toward well-trained students for higher than entry-level jobs.

Student annualized FTE enrollments by subject for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
Culinary Arts/ Food Service	18.6	28.1	28.6	28.4

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Culinary Arts/ Food Service	7	1	5

One-year certificates awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Culinary Arts/ Food Service	2	0	1

The program has grown substantially in three years. It has reached its maximum until additional physical facilities and full-time faculty are allocated.

The curriculum in this area is entirely competency-based. Students completing courses receive grades based on competencies achieved.

Many former students are employed in professions of prestige and responsibility in the industry. The instructor gets informal feedback and maintains contact with students. Some examples of students success are:

- Chef of the Year (Las Vegas)—two students*
- Instructor at CCSN (Community College of Southern Nevada)*
- Pastry Chef at the Rio (Las Vegas)*
- Sous Chef at the Fiesta (Las Vegas)*
- Executive Chef with the Red Lion (Portland)*
- Chef at Victoria's (Stanley, Idaho)*
- Licensed guide—gourmet campfire meals*

Many students enter the apprenticeship program while going to school and working on the job.

The full-time instructor maintains contact with many of his graduates. They report high success at upper level jobs in the food service industry.

The full-time faculty member has a bachelor's degree. In addition, his qualifications include: American Academy of Chef's, Certified Executive Chef, Certified Culinary Educator.

Qualifications required of part-time instructors are set out for each applicant pool. The binder containing the qualifications required is available in the Personnel office, Affirmative Action office, and the division director's office.

Both full-time and part-time faculty are highly qualified in their fields of expertise.

ANALYSIS

STUDENTS

ANALYSIS

**QUALITY AND
ACHIEVEMENT
OF FORMER
STUDENTS**

ANALYSIS

FACULTY

ANALYSIS

**FINANCIAL
SUPPORT**

Physical plant and equipment are barely adequate for the courses taught at the present time. There is a lack of lab space. The instructor, with the support of the advisory committee, has requested space for a full-service restaurant at Old Town Mall to be operated by the instructor and students. Community support has been enlisted, and local businesses have promised to donate equipment.

Repairs and maintenance have been adequate in the past. Funding cuts for FY '95 leave a question whether equipment can be adequately repaired and/or updated during this fiscal year.

If it were not for the catering function performed by the students, the operating budget would be totally inadequate. Supplies and materials for courses being offered at this time can be considered adequate because of student involvement and commitment.

In the past, instructional assistants were provided through funding from a Perkins grant. The grant funding was not renewed. Administration provided funds for instructional assistants. Funds for professional growth were also available from the Perkins grant in the past. Funds from the Golden Frog and catering operations also provide limited funds for professional growth.

ANALYSIS

The full-time professor has been very creative in funding the operation of this program. However, funding needs to be located to expand the physical facilities for this program.

**LIBRARY, MEDIA,
SOFTWARE AND
SPECIAL AIDS**

There is a specialized library in the Culinary Arts classroom.

A survey was conducted of all full-time and part-time faculty to determine library research requirements in their courses. The response rate was 100% and the results indicated that library use was required in 50% of the courses.

ANALYSIS

This area is adequately supported by LRC.

**SUPPORT
SERVICES FOR
STUDENTS**

Students in this program come with a wide variety of backgrounds and needs. The College provides many support services.

ANALYSIS

Support functions are adequate for the program.

**ASSOCIATE IN
APPLIED
SCIENCE—
LEGAL
ASSISTANT**

Program Description—In fall 1994 this unit served 285 headcount or 54.0 FTE students, with 17 sections of classes taught by one full-time and 9 part-time faculty. The program offers a two-year degree entitled Legal Assistant. The program has recently been evaluated by the American Bar Association. A submission for ABA approval will be pursued during 1995-96.

The courses and programs foster the achievement of the division's the College's goals.

COURSES

The Legal Assistant Advisory Board meets regularly to discuss program content and to make recommendations. They are assisting the instructor in preparing the program for American Bar Association approval.

Other methods keeping course content up-to-date include use of information gained from part-time instructors working in the legal field, attendance at

conventions and seminars, meetings of professional associations, other professional growth activities.

The full-time instructor integrates global concepts throughout the course. The classes have students from diverse backgrounds. Class composition includes Hispanics, Blacks, and other minorities. The instructor offers special assistance for minorities encountering problems with legal concepts.

The full-time instructor in conjunction with the active advisory committee are offering the appropriate course work to make students employable in the community.

The College and the division encourage innovation. Some specific examples of area innovations are:

The instructor interacts with local law firms and agencies and provides students with legal situations through the use of cases.

Guest speakers from the legal and government community present the class with actual problems they face.

Students engage in volunteer work for legal agencies, as well as have the opportunity to enroll in semester-long internships which help to hone and define their critical thinking and problem solving skills.

Students go on a field trip to the National Judicial College, where students are introduced to a vast resource of legal materials. They research various issues using the Nevada Revised Statutes and other code and case reporters.

Students have been introduced to computer and CD-ROM technology for use in legal research and writing. The program continually strives to keep up with developments in the field.

The full-time instructor holds semesterly part-time instructor meetings for input, review of curricula, and consistency throughout the program.

Innovative methods are reflected in the variety of exposures students receive in this program.

Student annualized FTE enrollments by subject for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
Legal Assistant	46.6	50.6	55.4	54.0

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Legal Assistant	2	9	10

The legal assistant program has grown substantially over the last three years.

The results of a survey conducted by the Dean of Planning and Development indicated that of the 11 graduates during 1992 and 1993, eight were employed and two continued their education. The Coordinator was unable to contact one.

Students are successful in finding jobs upon completion of this program.

ANALYSIS

TEACHING METHODS AND INNOVATION

ANALYSIS

STUDENTS

ANALYSIS

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

ANALYSIS

FACULTY

The full-time faculty member, who also coordinates the program, has a juris doctorate and many years experience as an attorney. He is licensed to practice law in Nevada and California.

An additional full-time faculty position is being advertised for the 1995-96 year pending funding by the Legislature.

Qualifications required of part-time instructors are set out for each applicant pool. The binder containing the qualifications required is available in the Personnel office, Affirmative Action office, and the division director's office.

A limited number of minorities practice law in the area. These minorities are encouraged to place an application into the part-time pool.

ANALYSIS

Full-time and part-time faculty are extremely well-qualified to teach legal assistant courses.

FINANCIAL SUPPORT

The program is located on campus, at the Old Town Mall facility, the National Judicial College Library at UNR, and in local high schools. Space is adequate, and necessary materials and equipment are available.

With the budget cutbacks, funding to keep up with new technologies is a problem.

ANALYSIS

Additional exposure to computer concepts is needed for students completing this degree.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The library contains code reporters of the Nevada Laws. The division also rents the National Judicial College Library for its students. Students also use other resources—UNR Library, Washoe County Law Library, and the Supreme Court Law Library.

Requesting American Bar Association approval for this program prompted a request for \$10,000 in library acquisitions and updates of existing materials.

A survey was conducted of all full-time and part-time faculty to determine library research requirements in their courses. The response rate was 100% and the results indicated that library use was required in 69% of the courses.

ANALYSIS

Continued efforts should be made to locate funds to expand and update library holdings.

SUPPORT SERVICES FOR STUDENTS

Students in our programs come with a wide variety of backgrounds and needs. The College provides many support services.

ANALYSIS

Services are adequate for this program.

SUMMARY OF STRENGTHS AND WEAKNESSES**Strengths**

- Yearly goals are established by the division in conjunction with College goals and are continually monitored for success.
- Five computer lab facilities are in state-of-the-art shape.
- Student advisement is achieved through both student request at any time during their studies and by letters sent annually to students with 30 or more

credits toward a declared major. The letters include the names and phone numbers of the full-time faculty in the division along with faculty areas of expertise.

■ Critical thinking and problem solving is encouraged throughout the programs. Students are always encouraged to walk through appropriate steps toward answering their own questions, rather than the instructor just giving them the answer forthright. Students are taught how to obtain answers and information they need.

■ Writing across the curriculum is utilized where appropriate and instructors emphasize proper grammar and sentence structure.

■ Computer courses are taught using current software.

■ There is ongoing movement toward competency-based course outcomes to meet student employability and employer needs.

■ New and revised course curricula are constantly being monitored and updated.

■ Program reviews conducted during 1993-94 and 1994-95 indicated programs are current and meeting the needs of the community.

■ Numerous advisory committees are active and provide vital input into the curricula.

■ Community interaction is accomplished through advisory boards, participation in professional organizations, and guest speakers.

■ The use of quality part-time faculty exposes students to current business trends.

■ TMCC and the University of Nevada, Reno faculty are continually interacting to discuss courses and programs to meet the needs of students.

■ The quality of faculty and staff of the Professional Business Studies division is outstanding. They work together in a team effort to meet the needs of the students.

■ Innovation and creativity are encouraged. Through the efforts of the faculty new technology and new teaching methods are implemented.

■ Faculty are committed to professional development even though funds are extremely limited.

■ The full-time faculty obtain a global perspective from business and industry and other colleges. They attend national conventions and obtain excellent current materials from the presentations.

■ Documentation of the qualifications of part-time faculty has improved during the past year.

■ Affirmative action plans have been implemented successfully by this division.

Weaknesses

■ The full-time/part-time faculty ratio makes it difficult to mentor the large number of part-time faculty in the division. It also makes it difficult to develop new curriculum. Day classes with high enrollment have had to be canceled due to the inability to locate part-time instructors who can teach during the day. These weaknesses will be partially resolved should the Legislature fund the six full-time faculty positions allotted to this division.

■ Additional computer laboratory space is needed. One computer lab is so out-of-date that it will not support the software being taught. Another computer laboratory is desperately needed at the Old Town Mall location. Computers in

a number of faculty and staff offices cannot support the software used in the classrooms which leads to faculty morale problems when preparing for class. These weaknesses may be partially resolved if sufficient one-shot monies are allocated by the Legislature.

- Some AV equipment in classrooms needs replacement.
- Inadequate funding exists for training instructional assistants.
- Inadequate support staff exists for clerical support of full-time and part-time faculty.
- Inadequate funding exists for faculty development.
- Faculty are restricted in their ability to create and teach certain short workshops or seminars.
- Under System policy, faculty who have reached the top of their salary schedule are ineligible to receive merit increases thus diminishing their self-esteem and motivation.
- Efforts to promote affirmative action have concerned part-time faculty who believe that longevity should be a major consideration in the re-hiring process.

FUTURE PLANS

The division will move into the new Advanced Technology building as soon as the Legislature commits funding to the project and the building is completed. With the move additional classrooms and computer laboratory facilities will be available.

Continue to request new equipment as technology advances.

Continue to request funds for classroom equipment such as VCRs, monitors, and overhead projectors.

Continue to request additional space for the culinary arts program.

Continue in the pursuit of American Bar Association program approval for the legal assistant program.

Request \$10,000 for library acquisitions and updates of existing materials for the legal assistant program.

Continue efforts in professional development to meet the ever changing technological needs (i.e., LAN technology).

Continue to request additional classified staff to support the large number of full-time and part-time faculty.

If the Legislature provides the funding, the division may receive six new full-time faculty for the 1995-96 year. Additional full-time faculty will still be needed for computer information systems, culinary arts, and business speech and technical writing.

PUBLIC SERVICE DIVISION

Division Programs—The division offers the following two-year Associate in Applied Science degrees:

Architectural Design—

- Architectural Design Emphasis
- Landscape Architectural Design Emphasis
- Residential Design Emphasis

Criminal Justice—

- Law Enforcement Emphasis
- Corrections Emphasis
- Juvenile Justice Emphasis
- Private Security Emphasis

Early Childhood Education**Engineering Drafting Technology****Fire Science Technology**

The division offers the following one-year Certificates of Achievement:

Architectural Design Technology**Criminal Justice****Early Childhood Education**—Teacher Certificate**Early Childhood Education**—Director Certificate**Engineering Drafting****Fire Science Technology****Graphic Communications**—Graphic Design**Graphic Communications**—Printing Technology

In addition the division administers the High Sierra Regional Law Enforcement Academy, a self-supporting program offering training primarily for local law enforcement agencies. The Academy is certified by the Nevada Peace Officer Standards and Training (POST) division for both patrol and correctional officers. The Washoe County Sheriff's office, Reno Police department, and Sparks Police department support this cooperative effort providing regional police training. The agencies' chief executives and the President of TMCC serve as the Executive Board for the Academy.

The program consists of one intensive semester. The Academy includes academic content such as criminal law, constitutional rights, and legal procedures as well as physical skills such as firearms, defensive driving, and defensive tactics. The Academy curriculum contains 640 hours of instruction. Non-agency sponsored students attend the Academy after passing the state mandated admission test. Students earn the basic POST certificate and 30 credits apply toward a Certificate of Achievement, associate or baccalaureate degrees in Criminal Justice, or toward advanced POST training certification.

The division also offers college transfer and personal interest classes in fine arts. These courses apply as general education requirements or electives for the Associate in Arts, Associate in Applied Science, and Associate in Science degrees.

DIVISION
OVERVIEW

The division served 2,104 headcount or 430.9 FTE students in fall 1994. The High Sierra Academy enrollment added another 203 headcount or 40.8 FTE in fall 1994. Enrollments are at an all-time high.

GENERAL EDUCATION/ RELATED INSTRUCTION

Communications, computation, and human relations are among the general education requirements specified by the Board of Regents for recipients of the Associate in Applied Science degree.

All one-year certificate programs require courses in mathematics, communications, and human relations.

The architectural design technology and the early childhood certificates have no specific math requirement. These certificate programs will be revised to include three credits of mathematics. Early Childhood Education certificates satisfy the mathematics requirement through ECE Math in the Preschool Curriculum

MISSION AND OBJECTIVES

The division goals and programs are in keeping with the College mission and the College goals to maintain and create the programs needed to develop the technical and occupational skills required by a changing Nevada workforce and to provide general education and college transfer courses for students seeking degrees.

FINANCIAL SUPPORT

Funding—Funds supporting division programs come from the State Legislature, student tuition, student lab fees, and grants. The Legislature allocates operating funds and full-time and part-time salaries and benefits.

Budget Preparation and Control—The division director works with the faculty to prioritize budget requests for the biennial budget presentation to the Legislature. These “wish lists” are incorporated into the TMCC proposed budget according to administrative priorities. Legislative allocations to the institution form the basis for a working budget developed by the administration. The funds approved and allocated are always less than those requested.

The division director, together with the faculty, determines spending priorities. The division director is responsible for staying within budget and has signature authority over expenditures.

Adequacy of Funding—Each program has an operating budget. Operating budgets are usually adequate for items such as materials, supplies, and duplicating. Sufficient funds have not been available for equipment upgrade and new equipment purchases. The division has maintained equipment and purchased some software upgrades from operating funds. The College has designated special funds for software upgrades. The '94-'95 operating budgets were cut. The architectural design program is using outdated computers not capable of handling the latest software programs.

The division's increasing enrollments justified funds for hiring additional part-time instructors.

Over the '93-'95 biennium, the College lost 21 positions. The division was unable to replace a full-time Fire Science faculty member.

Technical support through the office of the Director of Information and Technical Services maintains computer and communications equipment. The Public Service division purchases extra parts and Information and Technical Services donates the labor and expertise. This arrangement works well. ITS

provides excellent response and quality service.

Physical Facilities, Materials and Equipment—The division utilizes classrooms on the TMCC main campus, at the TMCC Old Town Mall facility, in local high schools in the evening, in fire houses, and occasionally in the Sheriff's office.

The division has the following dedicated classrooms: child care, High Sierra Academy, criminal justice (2), computer aided design, photo labs (2), ceramics lab, and architectural design rooms (2) with drafting tables.

The faculty believes facilities are adequate for current enrollments. Students are being turned away from graphic design, drafting, and architectural design classes. These courses fill the second day of registration. The graphics design classroom is used 14 hours a day during the week and has added Saturday classes. Enrollments in this program have reached capacity. The division could serve more students if additional rooms were available with proper equipment. We are hopeful that the 1996-97 legislative funding will alleviate this problem.

The Public Service division is included in the College capital improvement budget approved by the Board of Regents. Funding may be approved by the '95 Legislature or delayed until 1997. This capital expansion would provide an additional CAD classroom with new computers.

The division faculty believe the College should budget funds for equipment replacement and software upgrades to address the problem of current computer and software obsolescence.

The High Sierra Academy classroom is equipped with a \$60,000 ICAD machine (on loan from the Reno Police department) that projects images using a laser disk. The physical fitness component has weight training equipment worth twenty-five thousand dollars. The division is installing computer desks with small computers similar to those used in the industry for students to take notes and write reports. Money for this equipment comes from Academy tuition.

The Academy's closed-circuit system monitors instructors during classroom presentations. This system guarantees that POST approved lessons plans are followed in detail. The division has access to adequate VCRs and other audio visual equipment.

Administrative Structure—Until July 1993 the division was called the Industrial, Technical and Public Service division. At that time, the name was changed to the Public Service division. The automotive, welding, heavy equipment, and refrigeration programs formed the Applied Technology division. Public Service added early childhood education and the arts programs.

The division has always been headed by a director. There are presently no department chairs. Early childhood education is headed by a coordinator. The director perceives a need for department chairs in each area to recruit, hire, and supervise part-time instructors and interact with the local business community.

Professional Growth—Despite limited College funds, the division faculty feel a strong commitment to their professions and spend time and money to update their skills and knowledge through staff development activities. Faculty members include professional growth activities on their annual plans and report on these activities at the end of the year on their self-evaluations submitted to the director.

The College issues limited funds to the Faculty Senate for out-of-state travel;

ADMINISTRATION

faculty members apply for those funds. Requests always exceed available funds. Faculty can apply for sabbaticals. Faculty also participate in the summer Return-to-Industry program.

A more complete accounting of professional growth activities is available on the annual plan and self-evaluation forms on file in the division director's office.

Recently, five of the full-time faculty attended training seminars in their disciplines out of state. Several of them presented research papers on their respective areas of expertise. Faculty in occupational technical areas attend state-of-the art seminars to upgrade their courses and equipment.

INSTRUCTIONAL STAFF

Full-time/Part-time Ratio—Eight full-time instructors, two instructors on .5 FTE contracts, and 58 part-time instructors teach a total of 137 sections of classes per semester. In spring 1994 full-time instructors taught 20 sections of classes, and part-time instructors taught 49 sections. The full-time/part-time ratio was 1 to 2. The division lost one full-time position in FY '93 as the result of budget cuts; it is anticipated that the position will be replaced from the 95-97 budget.

Supervision and Evaluation—Full-time division faculty are supervised by the division director. Part-time faculty are supervised by the division director with the assistance of full-time instructors in the subject area. Part-time faculty attend a large group orientation meeting at the beginning of each semester, followed by a division meeting.

Full-time faculty are evaluated by the division director in accordance with Board of Regents' and TMCC policies and procedures. (See Chapter VII Instructional Staff for more detail.) Full-timers each choose one class in the fall for students to evaluate, and the results accompany the annual evaluation sent to the office of the Vice President of Academic Affairs.

Non-tenured faculty are also evaluated by a Tenure Probationary Committee. The committee usually consists of three tenured faculty members, including one from the faculty member's subject area, who act as mentors.

Part-time faculty are informally evaluated by the division director and the faculty. Every part-time instructor has one class evaluated by students. The evaluations are reviewed by the division director and the faculty in the subject area and shared with the part-time instructors as soon as possible. Student complaints are resolved by the division director. Classroom visits are limited. The division director visits classes when problems occur.

Selection—Full-time faculty are selected in accordance with TMCC policies and procedures which adhere to affirmative action guidelines. (See Chapter VII Instructional Staff for more detail.) The director with the assistance of faculty writes the position announcement and determines the qualifications. Screening committees usually consist of the division director, a faculty member from the division, minority, and campus-wide representation. Sometimes a clerical staff member is included.

Selection procedures for part-time faculty were modified in spring 1994 to better conform to affirmative action guidelines. Applicants complete an application form and submit a resume and three letters of recommendation. The applicants are selected from the pool, screened and ranked by the full-time faculty in the subject area, and top-ranked candidates are interviewed. The division director hires from the ranked list following affirmative action steps.

Under current policy, division directors are now hired as the result of a regional search and/or national search.

Teaching Loads—Full-time instructors typically teach 15 credits per semester. Part-time faculty are usually limited to seven credits per semester. The division director usually teaches 3-12 credits.

Retention—The division has no difficulty in finding and retaining full-time instructors. Retaining part-time instructors is no longer an institutional goal. Affirmative action guidelines require a search every semester for the most qualified part-timers. It has become the responsibility of the Affirmative Action and the Multicultural Diversity offices to expand the pool of applicants available to the division.

Participation in Standing Committees—The members of the division recognize and support the College committee structure. This structure provides a key component to the communication network of TMCC. Faculty members include service on College committees in their annual plans and self-evaluations on file in the division director's office. Many serve on several committees and hold leadership roles directly impacting planning, coordinating, and communicating major recommendations to help meet the College goals.

Program Description—In fall 1994, this unit served 227 headcount or 54.3 FTE students, with 19 sections of classes taught by two full-time equivalent and three part-time faculty. The two-year degree offers emphases in architectural design, landscape architecture design, and residential design. There is also a one-year Certificate of Achievement. Students earning an Associate of Applied Science degree in this area qualify for employment in various capacities in industry. The positions include draftsman, landscape technician, detailer, illustrator, blueprint checker, inspector, CAD operator, or architectural/landscape architectural aide. The objective of the program is to prepare students for job entry and transfer programs.

The program achieves two of the major College goals in educating students planning to transfer to four-year institutions and also preparing students for employment. Some of the architecture courses are integral parts of UNR's Interior Design and Home Economics degree programs. The program not only prepares students for immediate employment, it also serves students continuing their education and those seeking architect licenses.

Courses—Syllabi are current and complete and reviewed each semester by the director.

All courses listed in the catalog for this area have been offered within the last two years. Advanced courses combine sections; one teacher instructs several courses concurrently, some with only one student enrolled.

Comprehensive program reviews are completed every four years and submitted to the Board of Regents. The division director and faculty evaluate courses each semester on the basis of enrollments. The faculty choose textbooks annually and update curricula on a regular basis. Students evaluate the course content as well as instructors each semester on the student evaluation form.

These programs have active advisory committees to assist them with program direction and support. The architecture program advisory committee tends to be most active in areas such as providing judges for the student portfolio presentations. Committee members also work with the landscape program in contribut-

**ARCHITECTURAL
DESIGN
TECHNOLOGY**

ing materials and support for the various home show displays designed and built by students. Committee members also serve as the Board of Directors for the Northern Nevada Community Design Center located at Old Town Mall. The board meets once a month to discuss the programs, directions, and support. Also, twice a year this board meets in a workshop session to brainstorm ideas and integrate current techniques from the industry into the curriculum. Some financial and equipment support issues from members of the committee. The College donates rent free space and computers. The Community Design Center is a link between students in the second year of the design programs and practitioners in the field, working together on community based projects.

Other methods used to keep course content up to date include use of information gained from instructors working in the community.

New courses and emphases are developed by the instructors to meet student and community need. New courses go through the College course approval process, including approval of the Curriculum Committee as well as the approval of the director, the Dean of Planning and Development, and Vice President of Academic Affairs. New emphases also go before the Academic Standards Committee.

Teaching Methods and Innovations—The curriculum consists of both theory and hands-on components. The theory portion includes the study of architectural history, ranging from ancient to modern with an international emphasis. These topics are presented to the student through lecture, visual drawings, video, and films. In most courses students are assigned graphic presentations, model building, research projects, and written reports as well as verbal presentations. The program stresses a variety of communication skills and techniques.

The hands-on portion of the program teaches the skills of architectural drafting and drawing as well as concentrating on design methodologies of the profession. The student must develop critical thinking and problem solving skills as well as technical drafting skills. Students, upon completion of the program, present a portfolio of work projects to a panel of architects demonstrating the students' technical and design skills. These presentations show the student's mastery of the competencies established for the program. These final portfolios evidence the quality of the student's work; the portfolio is often used in transferring credits to other colleges and university programs.

Also, the portfolio can help secure a position with an architectural/landscape architectural or planning firm.

Computers need more extensive integration with the curriculum, both to enhance teaching subject matter through interactive video and to familiarize students with programs used in architecture offices.

STUDENTS

There is a diversity of students in the programs. Many students are seeking job skills; others are enrolled to meet the requirements of other degree programs. A large component of students from UNR majoring in home economics or interior design programs enroll in program classes. Students also enroll in various classes to acquire knowledge for use on their personal projects.

Growth is somewhat restricted due to space limits for special purpose rooms, namely drafting rooms. Landscape architecture needs to boost enrollment. Student annualized FTE enrollments in architecture programs for the last three

years were:

<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
63.9	60.3	56.3	54.3

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Architectural Design</u>	1	1	6
<u>Landscape Architecture</u>	0	0	2
<u>Residential Design</u>	2	2	1

Certificates of Achievement awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Architectural Design</u>			
<u>Technology</u>	0	1	1

Related program areas are merged with architectural design because they fit more closely with this program area than any other. However, these courses are not specifically related to the architecture design degree program—for example: solar, construction, and woodworking (woodworking was transferred to Community Services in fall 1994; it had 0 FTE in fall 1994).

The surge in enrollment for FY '94 is due to better facilities usage, hiring additional part-time instructors, and more sections being offered, including Friday and Saturday sections.

Students take the classes to obtain employable skills; the achievement of the certificate or degree is not a primary objective. The many UNR students completing TMCC courses required for their UNR degrees also influence graduation rates.

Follow-up of graduates is attempted in all programs; however, graduates have been sparse in numbers, and the return rate on questionnaires has been very low. From 1989 to 1993 there have been eleven graduates, three in the 1992-93 school year. Students take the technical core courses and then leave college to enter the work force before completing the general requirements. In addition, the program supports a large group of students from UNR; they complete the technical courses required for their degrees and then return to UNR. We meet their needs, but do not see them as graduates. These students are not identified or tracked at this time.

The College also sends surveys to employers in the local area to report on how our student perform in the work force. No replies were received from architectural firms to the last surveys sent.

Our best feedback on student success is through advisory committees and instructors' personal contacts with industry. These contacts indicate that our students are successful in the work force.

ANALYSIS

Quality and Achievement of Former Students

The completion rate for all architecture classes for spring 1994 was 80% which compares to an average of 75% for the College. The major dropout occurs in the first courses of the program and is an expected phenomenon.

FACULTY

The faculty consists of one full-time instructor, who has a bachelor's degree; two half-time instructors, one holding a masters of Architecture, and the other has a bachelor of Science degree. Three or four part-time instructors assist in the program each semester. These instructors are all assigned teaching loads to match their employment status.

Qualifications required of part-time instructors are set out for each applicant pool. The two half-time instructors and all part-time instructors are employed in the field and are up to date technically on community needs. The binder containing the qualifications is available in the Personnel office, Affirmative Action office, and the division director's office.

FINANCIAL SUPPORT

The program needs computers to teach students state of the art programs in addition to the computer-aided drafting and design courses. Funds are not now available for this. Along with equipment, space is needed for design and drawing studios. Different types of classes overlap in the same room, requiring quick changes from construction to design to drawing activities, resulting in short, portable, and often time consuming projects. Drawing tables are ancient but usable. The program also needs some construction tools and space to house these tools. Currently, the program does not have computers to keep up with the advancing technologies. A display area for projects is needed to illustrate what the program participants are learning and to attract other students into the program.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The library provides considerable support for the architecture programs. Library materials are supplemented by collections of information gathered by the instructors over years of work, which are used by students in many design and report assignments.

SUPPORT SERVICES FOR STUDENTS

Students receive advisement and counseling through the student services areas and directly from the instructors in the classroom. Furthermore, each instructor is expected to provide office time that allows students the opportunity to discuss classes and future goals with someone with knowledge in the student's field of study.

CRIMINAL JUSTICE AND HIGH SIERRA LAW ENFORCEMENT ACADEMY

Program Description—In fall 1994, this unit served 795 headcount or 159.4 FTE students, with 43 sections of classes taught by two full-time and 18 part-time faculty. (CRJ alone served 592 headcount or 118.6 FTE with 31 sections in fall 1994.) The criminal justice and law enforcement offerings at TMCC form two major programs. The traditional criminal justice program consists of a well-established curriculum leading to an Associate in Applied Science degree with emphasis in law enforcement, corrections, juvenile justice, or private security. A one-year certificate in criminal justice is also available. The other major program, the High Sierra Law Enforcement Academy, presents an intensive curriculum of information required by the State of Nevada for all

active police officers and sheriffs' deputies. This is referred to as the POST program (Police Officer Standards and Training).

This program fosters the College and division goals by enabling students to continue their education at various four-year colleges and universities and by developing job skills and knowledge empowering students to compete successfully in the work force. The traditional CRJ program emphasizes transfer; the Academy meets certification requirements for personnel expecting to go "on the street" with various agencies.

Syllabi are current and complete and reviewed each semester by the director.

All courses listed in the catalog for this area have been offered within the last two years.

Comprehensive program reviews are completed every four years and submitted to the Board of Regents. The director and faculty evaluate courses each semester using a variety of criteria. The faculty choose textbooks annually and update curricula on a regular basis. Students evaluate the course content as well as instructors each semester.

The CRJ program's advisory committee consists of the Sheriff and the Police Chiefs from both Reno and Sparks, a UNR Police representative, and the Chief from POST. This same group, along with the College President, make up the Academy Board. Both groups meet to review curriculum and discuss issues affecting the two programs.

Other methods ensuring quality course content include information gained from part-time instructors working in the community, attendance at conventions and seminars, membership in professional associations, participation in the Return-to-Industry Program, and other professional growth activities. The entire staff teaches in-service training courses for the various departments. The course content for the academy is governed by POST state requirements. Course content accords with state standards; the director's doctoral research validated the statewide curriculum.

New courses and emphases are developed by the faculty to meet student and community need. New courses must receive approval from the Curriculum Committee as well as the director, the Dean of Planning and Development, and Vice President of Academic Affairs. New emphases also go before the Academic Standards Committee.

The CRJ and the High Sierra Academy gain a great deal of their quality instruction from the close interaction between faculty and law enforcement personnel.

The curriculum for the traditional criminal justice program uses many instructional delivery methods. These methods include lectures, videos, films, an interactive video system (ICAD) that simulates weapons training, guest lecturers, and staged crime scenes requiring student involvement. All of these methods educate students in the history and present-day operation of law enforcement in the community, the state, the country, and in some cases internationally. Critical thinking and problem solving activities are expected of students in reporting on, interpreting, and understanding the criminal justice field.

COURSES

ANALYSIS

TEACHING METHODS AND INNOVATIONS

The High Sierra Academy uses many of the same techniques in delivering information to students. The major emphasis is on how to work as a police officer or deputy sheriff. The level of training is more intense and the material covered is more hands-on. Training in weapons, physical fitness, police patrol tactics, and many other skills the officer needs on the street are covered in detail. Each student maintains a portfolio documenting mastery of skills and knowledge presented in the program. It is the ultimate in competency-based programs.

In both programs writing skills are required. The Academy program spends considerable time teaching report writing techniques. The Academy requires high CPT scores and a psychological test (Johnson-Roberts) before students are admitted to the program.

The computer is becoming an important classroom element. It serves as a simulator in the Academy weapons-use training and as a tool used to record and receive information about crimes. Computer literacy is now taught and practice terminals are located in the Academy classroom.

ANALYSIS

Both CRJ and the High Sierra Academy have established and document student learning outcomes through competency-based instructional techniques.

STUDENTS

Student annualized FTE enrollments by subject for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
<u>CRJ</u>	156.7	146.2	140.9	118.6
<u>Academy</u>	N/A	44.3	39.1	40.8

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Law Enforcement</u>	18	19	23
<u>Corrections</u>	2	0	1
<u>Juvenile Justice</u>	6	6	2
<u>Private Security</u>	0	1	0

One-year certificates awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Criminal Justice</u>	2	3	2

Student diversity in the two programs is quite extensive. Minority students, however, are underrepresented in program demographics. The program actively recruits minority and other non-traditional students through extensive mailing to a variety of public and private organizations throughout northern Nevada. The academy offers a NOBLE (National Organization of Black Law Enforcement) scholarship to minority students. The traditional CRJ program attracts students from the College majoring in many areas as well as students from UNR. These students are taking CRJ classes to meet requirements for electives and core courses in other departments. Students working in area law enforcement agencies are taking CRJ courses to meet career advancement requirements. Others are taking TMCC courses to transfer to UNR's major in criminal justice. The Academy students are more restricted with regard to selection. These students are all sponsored by various agencies and in some cases they are hired by the agency before training. In all cases, the student must pass a number of background tests before acceptance. They also are subject to dismissal if sponsorship is lost, or if any action by the student in class or out of class endangers future employment in law enforcement.

The CRJ program at TMCC attracts a significant number of lower division students interested in criminal justice. This is demonstrated through the number of UNR students completing their lower division course work at TMCC.

Follow-up surveys and questionnaires are sent to all graduates from occupational programs, but the information requested concerns student satisfaction with TMCC rather than job search success. Approximately one-half of Academy students are employed by agencies before they enter the program. The other half, those referred to as civilians, have about a 50% success rate in finding employment in the law enforcement field within the first six months. It should be noted that, to date, all students completing the Academy have passed the POST exam. Many students from the Academy return for informal visits and update instructors regarding their present situations, but these visits are not generally documented.

The employer surveys also seek generic information about overall satisfaction with employees who have attended TMCC. It is difficult to determine specific responses from any group of employers on most questions. Most employers rate TMCC high in all technical and occupational training subjects. This can be extrapolated to the CRJ program. The Academy sends specific surveys to each agency hiring students and requests responses about that individual. These surveys are used to improve the program, but they are not available for general review because they contain confidential information.

The retention rates for the CRJ program, the Academy, and the Fire Science program are combined. The retention rate dropped slightly last year, a phenomenon that seems to be college-wide, but remains second highest in the College at 79% retention.

The system for tracking transfer students to the Nevada universities reveals limited information about CRJ students, especially those taking CRJ courses as electives. The Academy students are almost 100% job-entry directed.

All Academy students have passed their POST exam tests after completing Academy training. They also have recorded the highest scores for the test state-wide.

Both programs are exemplary in demonstrating student success. A significant number of Academy students return to complete associate degrees or baccalaureate degrees after graduating from the Academy.

The faculty for the traditional CRJ programs consists of two full-time instructors, a pool of 23 part-time instructors, and a division director teaching courses on a reduced load.

All faculty have masters and/or doctorate degrees. All instructors teaching in the Academy follow state approved lesson plans and each has completed instructor development courses.

Qualifications required of part-time instructors are delineated for each applicant pool. The binder is available in the Personnel office, Affirmative Action office, and the division director's office.

The Academy faculty consists of a commander responsible for the overall operation of the program. The commander schedules all training and teaches some topics for the Academy. Two officers are assigned to the Academy by the

ANALYSIS

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

ANALYSIS

FACULTY

Reno Police department and the Washoe Sheriff's office to evaluate the program. They also conduct most of the students' physical training. The majority of instructors are part-time and are associated with law enforcement agencies and offices such as the District Attorney's office. These personnel, selected for their expertise and teaching skills, contribute a very high level of instruction to the Academy. All of the regular faculty also teach in the Academy, ensuring program continuity.

ANALYSIS

Much of the faculty's strength comes from the cooperation of regional law enforcement agencies in providing trained personnel to support the academy programs.

FINANCIAL SUPPORT

Budgets have remained static over the past few years and expenses continue to rise. Soon, available funds will not cover operating costs of the programs. One solution to the budget restraints is the Academy's self-funded status. Most program needs are met through Academy tuition fees or through materials and services donated by the various agencies involved in the training.

The programs presently use a portion of a classroom housing the Academy classes in the day and CRJ classes at night. This classroom combines gym and lecture space. Weapons classes, driving training, and police tactics are all taught off-campus.

ANALYSIS

The CRJ and Academy programs need physical training space. While the teaching areas are adequate, sometime in the future it would be useful to move the classes to TMCC controlled space.

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

The library is used extensively by the CRJ and Academy programs as a source of most video materials. A considerable amount of library material is used in the classroom; the library also serves as a study area for students and as a source of additional materials needed in reports.

SUPPORT SERVICES FOR STUDENTS

The CRJ department relies on Student Services to recruit students for the program. Recruiters schedule career days for the high schools and orient all new students. The Academy recruits mainly through the various law enforcement agencies, state wide mailings, public service ads on radio and T.V., and public appearances at community meetings.

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

Program Description—The child development/early childhood education program offers an Associate in Applied Science degree in Early Childhood Education and two one-year Certificates of Achievement, as follows:

Early Childhood Education—Director Certificate of Achievement

Early Childhood Education—Teacher Certificate of Achievement

The director's certificate requires one more semester of training than the teacher certificate.

The ECE program served 268 headcount or 38.5 FTE students with 11 sections of classes taught by one full-time and nine part-time instructors in fall 1994. Early Childhood Education is the study of the physical, social, emotional,

and intellectual development of the young child. Coursework also explores the influences of the family on the child and the environmental pressures on the family.

The program's high quality courses and programs meet the needs of students seeking entry level jobs, upgrading themselves in their present position, qualifying for a higher position, or continuing their education at a university. These goals match the College's mission to serve as many of the educational, business, and personal needs of the community as energy and resources allow.

Syllabi are current and complete. Each semester syllabi are reviewed with newly-hired part-time instructors. All courses listed in the catalog for this area have been offered within the last two years except for the following:

ECE 105B, 106B, 107B have never been taught. All of the one credit classes offered under ECE are alternated every two or three years depending on demand.

Comprehensive program reviews are completed every four years and submitted to the Board of Regents. The division director and faculty evaluate course enrollments each semester. The faculty select textbooks annually and update curricula regularly. Students evaluate the course content and instructors each semester.

The active advisory committee for the program meets at least three times a year and plays a major role in program development and course revision. The advisory committee helped develop the child care facility and in placing child care center operations with a private contractor.

An external consultant advised faculty in developing the degree program in 1985-86. Other universities and community colleges also reviewed the proposed degree curriculum. Also, the National Association for the Education of Young Children Guidelines for ECE Programs in Associate Degree Granting Institutions was used as a guide to produce the current program.

Faculty continues to work closely with the other community colleges in the state to refine the program and are currently working closely with UNR's Department of Human Development and Family Studies on articulation issues. The articulation policy with UNR eases the process for transfer students. Information gained from part-time instructors working in the community and from employer contacts and surveys also help keep course content up-to-date.

The program coordinator develops new courses and emphases to meet student and community need. The College course approval process includes approval of the Curriculum Committee as well as the approval of the director, Dean of Planning and Development, and Vice President of Academic Affairs. New emphases also go before the Academic Standards Committee.

Competencies for ECE 131 Introduction to Teaching the Young Child were developed during spring 1994. This articulated the ECE program with Washoe County School District's Advanced Child Development Program through Tech Prep.

In fall 1992 the E.L. Cord Foundation Child Care Center opened on the TMCC campus. State funding problems motivated contracting running the center to a private contractor. The center functions as a laboratory for ECE majors completing practicum/student teaching experience. The center furnishes on-site child care for TMCC students, staff and faculty, as well as for the community at-large.

COURSES

TEACHING METHODS AND INNOVATIONS

Currently, the ECE program in conjunction with The University of Nevada participates in a grant program called Project PREP. This grant from the federal Department of Education funds distance learning services to the rural areas of Nevada (Owyhee, Ely, Winnemucca, Wadsworth, Round Mountain, Hawthorne, and East of Las Vegas) via audio-communications. The grant covers tuition and book costs for students earning a Certificate of Completion in Early Childhood Special Education. The distance learning program prepares para-professionals to feel comfortable having children with disabilities in their child care centers. This spring about 22 students will complete the first phase of the project. TMCC is also involved with UNR in an Americorps grant. Americorps is a new national service program supporting volunteers through living allowances and educational stipends. Students serve in the community for 900 hours a year in early childhood education, literacy, family advocacy, youth service, and community coalition programs.

ANALYSIS

The early childhood education program actively seeks partnerships improving services to the community and region.

STUDENTS

The student population of the ECE program is as varied as the general population of TMCC. The average student is in his/her late twenties or early thirties. Students are generally either single parents or married with children, working full or part-time, and attending school full or part-time.

Student annualized FTE over the last three years was as follows:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
<u>CD/ECE</u>	31.2	29.5	25.6	26.1
<u>HDFS</u>	0	0	0	12.4

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Early Childhood Educ.</u>	9	5	9

One-year certificates awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>ECE - Director Certificate</u>	0	0	1
<u>ECE—Teacher Certificate</u>	1	2	1

There are currently 35 majors in the program.

ANALYSIS

Students take the classes to obtain employable skills; achieving a certificate or degree is not a primary objective. Although there is a demand for graduates the occupation pays very little; many students are employable after taking only the few courses enabling them to become licensed. Many people take these classes because they have small children and the classes improve their parenting skills. Students in the nursing program are required to take several of these courses.

**QUALITY AND
ACHIEVEMENT OF
FORMER
STUDENTS**

TMCC's Office of Planning and Development annually surveys both graduates and employers of graduates. Both employer and student responses have been positive. Approximately 25% of the TMCC graduates transfer to UNR. Almost all of the remaining graduates have attained jobs locally. Copies of the

surveys are available in the program coordinator's office.

One full-time faculty and six to eight part-time instructors teach courses each semester. Qualifications required of part-time instructors are described for each applicant pool. The binder containing the qualifications is available in the Personnel office, Affirmative Action office, and the division director's office.

The faculty member works closely with part-time instructors to ensure quality teaching. She is responsible for recruiting, observing, and working with her part-time instructors; and she maintains close contact with them. She observes all the part-time faculty at least two or three times during the semester and gives them feedback on their abilities.

The program's full-time faculty member works as an active mentor with part-time faculty.

The budget for this program was combined with the Arts & Sciences budget prior to the program's transfer to the Public Service division. Public Service absorbed the costs of the program until FY 95 when a separate budget was established. In future years the department will continue to have its own budget.

Since the inception of this program in 1985, the library has worked with the faculty member to establish a collection of books, periodicals, and videos.

The faculty member does academic advisement for program majors. Student Services provides counseling. The faculty member works with Student Services in recruitment activities, makes visitations to area high school child development classes, participates in the Reno Association for the Education of Young Children events, and publicizes courses in various child care related newsletters.

Program Description—In fall 1994 this unit served 188 headcount or 37.6 FTE students, with 16 sections of classes taught by one full-time and three part-time faculty. The program offers a 60 credit AAS degree and a 33 credit Certificate of Achievement. The drafting technology program trains individuals in specific occupational skills in the area of mechanical drawing. Students completing this program will possess the basics necessary to work in a drafting position. Intermediate and advanced training in the newer CAD systems further ensures up-to-date training in relevant technologies. The drafting program fulfills TMCC's mission by training students for jobs.

Syllabi are current and complete and reviewed each semester by the director. All courses listed in the catalog for this area have been offered within the last two years. Comprehensive program reviews are completed every four years and submitted to the Board of Regents. The division director and faculty evaluate courses each semester on the basis of enrollments. The faculty choose textbooks annually and update curricula on a regular basis. Students evaluate the course content as well as instructors each semester on the student evaluation form.

FACULTY

ANALYSIS

**FINANCIAL
SUPPORT**

**LIBRARY, MEDIA,
SOFTWARE, AND
SPECIAL AIDS**

**SUPPORT
SERVICES FOR
STUDENTS**

**ENGINEERING
DRAFTING
TECHNOLOGY**

COURSES

The drafting program at TMCC has operated for a number of years with an active advisory committee. These individuals donate time and resources both personally and through their companies to work on curriculum, equipment, and job opportunities. This committee is now expanding through Tech Prep into a joint committee including secondary education drafting representatives.

Other methods used to keep course content up to date include use of information gained from part-time instructors working in the community. The full-time instructor also attends classes and pursues advanced training to keep current in the field.

New courses and emphases are developed by the full-time instructor to meet student and community need. The College course approval process requires approval of the Curriculum Committee as well as the approval of the director, Dean of Planning and Development, and Vice President of Academic Affairs. New emphases also go before the Academic Standards Committee.

TEACHING METHODS AND INNOVATIONS

The drafting program's comprehensive curriculum takes students from beginning training to advanced topics through courses in basic drafting procedures to courses focusing on predominant computer programs used in the industry. The rapid changes in computer drafting software create the need for continuous upgrading of the advanced courses. The program now operates with Auto CAD 12 software, which is the recognized standard; and plans are being made to upgrade to Auto CAD 13, the new standard.

The curriculum develops students' critical thinking and problem solving skills. Extensive project drawing gives the students experience in geometric space and perspective problems. The curriculum is formed on competency-based instruction with each assignment building new competencies and skills. The student is introduced to related series of competencies through carefully designed projects.

Drafting has changed considerably over the past decade. New computer-aided drawing (CAD) techniques replace the old instrument drawing tools. These new CAD programs result in new teaching methods stressing one-on-one teacher and student contact. This non-traditional delivery is fast becoming the new traditional method for drafting.

New software advances bring solid shapes, three dimension, and animation into drawings. These new technologies are added to the drafting program as funding allows.

ANALYSIS

This program, despite budget restrictions, is striving to keep up with rapidly changing technology. The program faculty have modified their teaching techniques to incorporate the new software.

STUDENTS

Drafting is a stable program at the College with enrollment numbers often determined by funding support rather than student interest. Most classes reach full enrollment through combining the less popular courses to create one large class. These classes are characterized by a single instructor working one-on-one with students learning different course materials.

The number of women in the program approaches that of men. The program also accommodates many disabled individuals seeking job skills.

Enrollment in Auto CAD computer classes is usually at maximum. If funding

allowed more classes, enrollment could be increased by 15% to 20%.

Student annualized FTE enrollments for the last three years were:

<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
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28.8	29.5	40.2	37.6
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Associate degrees awarded for the last three years were:

<u>FY '92F</u>	<u>Y '93</u>	<u>FY '94</u>
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8	6	7
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No Certificates of Achievement have been awarded for the last three years.

Enrollments are increasing because the changing demands of the industry require employees to update their skills. This is not a transfer program; students are taking classes for course content rather than for degrees or certificates.

ANALYSIS

Response to the College follow-up surveys of employers and students has not been good. At present, most information regarding student employment comes from instructor contacts with students and industry. The drafting program is well regarded by the industry for preparing skilled employees willing to continue learning. Many advisory committee members interact with former students, and they give positive reports on their abilities.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

The completion rate for the drafting courses was 75% in spring 1994.

From student surveys of graduates, it is estimated that 50% of the students are employed before completion in an area of work related to drafting. Students find employment through instructor and industry communications and recently through cooperative education experiences.

ANALYSIS

One full-time instructor coordinates much of the program development and operation and a group of three to four part-time instructors teach courses each semester. The full-time instructor teaches 15 units each semester. The full-time instructor has a master's degree. Qualifications for part-time instructors are set out for each applicant pool. All part-time instructors are employed in the drafting field and are technically up-to-date. The binder is available in the Personnel office, Affirmative Action office, and the division director's office.

FACULTY

The extensive use of part-time faculty results in hiring people familiar with the latest methods and procedures used by industry. These people provide the College with excellent instruction.

Rapid changes in computer software demand a continuing effort to keep instructors upgraded. A large part of this occurs in individual training during the faculty member's personal time and often at personal expense.

ANALYSIS

Limited operating budgets have made it difficult to update equipment and software. Upgrading to new software is a continuing need and, in turn, requires more computing power. To remain effective, drafting must receive periodic equipment and software upgrades.

FINANCIAL SUPPORT

The drafting area works with the electronics program to purchase and build the highest level of computers possible within funding constraints. Space for computers is limited. Computers are shared by drafting, architecture, and

graphic arts. The resulting usage creates some problems with scheduled teaching and open lab times needed for students. If more space and equipment were available, the program could expand.

Limited funds for staff development have also made it difficult for the instructor to keep up with technological changes.

LIBRARY, MEDIA, SOFTWARE, AND SPECIAL AIDS

The library has continued to provide adequate services to drafting students. The old library of books is being replaced by a new library of computers, interactive videos, and multimedia learning programs.

SUPPORT SERVICES FOR STUDENTS

Student support services are provided in areas such as tutoring and counseling for all students at the College. Student Services also handles recruitment. Instructional assistants are extensively utilized in this program to supplement the instructors during classroom presentations and lab work.

Advisement of students is informal and occurs to a large extent during scheduled computer labs and drawing labs where the instructors are one-on-one with students. Discussions of job opportunities and student career plans are common, along with the expected discussions concerning classroom assignments.

FUTURE PLANS

At this time a new building, Phase VI-B, is planned, containing three rooms, two computer labs, and one manual drafting lab dedicated to this program.

FIRE SCIENCE

Program Description—The fire science program offers a two-year degree and a one-year certificate in Fire Science Technology. In fall 1994, this unit served 146 headcount or 29.2 FTE students with nine sections of classes taught by seven part-time instructors. The program serves two major student populations. One is acquiring skills necessary for employment with a fire agency; the other is already employed seeking to upgrade skills for career advancement. The program attempts to meet both needs.

A major College goal is access to educational opportunities preparing students for employment. The fire science program meets that goal through advanced skills training opportunities for students already in the field. They benefit through professional advancement.

COURSES

Syllabi are current and complete and reviewed each semester by the director. The majority of the courses in the catalog are offered each year. Several fire science courses are inactive because the program lacks full-time staff to update the curriculum and teach the courses.

Comprehensive program reviews are completed every four years and submitted to the Board of Regents. The director and faculty assess enrollment patterns each semester. The faculty choose textbooks annually and update curricula on a regular basis. Students evaluate the course content as well as instructors each semester on the student evaluation form.

The advisory committee for the program is very active; the committee was the driving force in developing Firefighter I additions to the program. They are also working with the division director in reorganizing the curriculum to be more responsive to the needs of the community.

Many of the advisory board members are training officers in their agencies, and they see cooperative activities as expanding the success of the whole. They also perceive TMCC as the logical center for these activities since it is neutral ground with respect to politics between agencies.

Other methods used to keep course content up to date include use of information gained from part-time instructors working in the community.

New courses and emphases are developed by the director, part-time instructors, and the advisory board to meet student and community need. New courses have to go through a College course approval process which includes approval of the Curriculum Committee as well as the approval of the director, the Dean of Planning and Development, and Vice President of Academic Affairs. New emphases also go before the Academic Standards Committee.

The curriculum for the Fire Science program needs revision and updating to meet contemporary needs. The College plans to hire a full-time instructor to accomplish this if funding materializes.

The curriculum definitely teaches critical thinking and problem solving skills in concentrating on problems and situations requiring strategies to solve the problems and ensure safety standards as well as positive results. The curriculum incorporates competency-based educational methods in topic material such as fire equipment operation, knowing and understanding fire codes and laws, and in the procedures for identifying and handling hazardous materials. This hands-on approach is necessary to ensure the safety of firefighters.

Writing skills are stressed by faculty as an important component of the job. Written statements and reports must be clear and accurate to avoid legal repercussions. This is especially important in areas such as arson investigation. Writing occurs throughout the curriculum in exercises such as reports, term papers, filling out official forms, and in essay testing.

The majority of the theory portion of the fire science program is taught by lecture; more hands-on learning is desirable. Some attempts to enhance hands-on training require prohibitively expensive fire fighting equipment. Sharing of equipment between various agencies and TMCC is being considered, as well as asking for donation of older equipment to enhance this hands-on portion of the program. Cooperative education is also being explored.

The fire science program has grown during the last five years as shown below. FTE peaked in 1991 and declined after that, coinciding with the loss of the full-time instructor.

<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>F1 '94</u>
36.5	33.1	35.5	29.2

The number of graduates from fire science during the last five-year period is significant. There were a total of 83 graduates, with a single year high of 29 in 1991.

Associate degrees awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Fire Science Technology</u>	26	15	19

ANALYSIS

TEACHING METHODS AND INNOVATIONS

ANALYSIS

STUDENTS

One-year certificates awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Fire Science</u>	2	3	0

ANALYSIS

Enrollments declined after 1992-93 because there was a hiring freeze on all local fire departments. The Associate of Applied Science degree is attractive to students because it is often a requirement to earn higher pay or to qualify for promotional exams.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

The last follow-up survey given to graduates indicated that of 13 people from the fire science program who returned the surveys, 11 are directly involved with fire science jobs. The other two are in jobs where fire training is useful.

Fire science has a high retention rate. Eighty-two percent of the students completed classes in spring 1994.

Fire Science does not have a transfer equivalent at the university and, therefore, few students transfer.

ANALYSIS

The program has served the community well. The AAS degree is the highest degree students can earn in the field in Nevada and is well represented in local agencies.

FACULTY

There are no full-time faculty. Six years ago the program had a department chair/full-time instructor overseeing the program and all part-time instructors. The department chair position was lost. The chair became a full-time instructor, and administrative responsibilities fell to the division director. During the College financial crises, the full-time position was lost and has never been refilled.

Qualifications for part-time instructors are set out for each applicant pool. All part-time instructors are employed in the fire science field and are up to date technically on community needs. The binder is available in the Personnel office, Affirmative Action office, and the division director's office.

A check of recent student evaluations of the instructors indicates they are well respected for their subject knowledge and that their teaching skills are outstanding. Many students said they were motivated by the classes and enjoyed the instruction.

ANALYSIS

Although the program has continued to provide adequate educational opportunities for students in the interim, it is important for future improvement and coordination in the program that a full-time person be hired. The College plans to hire a full-time instructor contingent upon legislative funding.

FINANCIAL SUPPORT

The funds for this program have not been sufficient to cover the costs of some of the software and equipment the program needs to keep up with changing technology. In addition we have not been able to offer some courses because funding for the protective gear and equipment is not available.

As the fire science program attempts to expand its teaching methods and curriculum to include more hands-on, space and equipment needs become critical issues. Fire fighting equipment is often large and expensive, requiring considerable dedicated space to operate. Limited space is available in the

community to allow extensive hands-on training. If the College is going to be a leader in the fire science training programs needed by all agencies in the local area, significant increases are needed in space and funding. Presently local agencies' training facilities supply a good portion of the space necessary for effective training. The fire stations also donate some equipment for student training, but most of this equipment is on-line for emergencies and not available on a scheduled basis. This equipment cannot be modified or disabled to complete the training process.

The College must decide the degree of commitment of personnel and financial resources this program requires to become a viable training resource for the community.

With regard to the fire science program, much published information is quite specialized and not readily available to the public. Fire fighting tactical operations, for example, do not have many applications outside fire science classes. Therefore, most materials used in the program are purchased or provided by the student or program.

Student Services handles most recruitment activities for the program in their career day activities and in visits to local high schools.

Advisement can be a problem for new students. There is no full-time instructor to advise students concerning the curriculum, jobs, or training. Counseling and other student services are available through Student Services, but counselors are not able to provide much of the technical and job-related information requested by new students in the program. Advisement is currently being handled on a limited basis by part-time instructors and by the division director.

Program Description—The graphic communications program at TMCC offers two Certificates of Achievement, one in graphic design and one in printing technology. The division is planning an associate degree with options in graphic design and printing technology for implementation in August 1995. Both certificate options give students employability skills. Classes are scheduled on the main campus; press classes formerly held at the Glenn Hare Occupational Center using equipment shared with the Washoe County School District secondary school program will move to the main campus print shop for the fall 1994-95 school year. In addition to students progressing toward certificates and degrees, many individuals from industry enroll in specific classes to upgrade their skill levels. The department also offers workshops updating participants in the latest computer technologies.

The fine arts program provides university transfer courses and courses satisfying general education requirements. Students also take these courses for personal development. The programs fulfill the College mission to prepare students for jobs, offer university transfer courses, and design courses promoting lifelong learning and enhancing the quality of life.

The graphic communications program has developed over the past few years

ANALYSIS

LIBRARY, MEDIA, SOFTWARE AND SPECIAL AIDS

SUPPORT SERVICES FOR STUDENTS

GRAPHIC COMMUNICATIONS AND FINE ARTS

COURSES

with guidance from industry and with the cooperation of other post-secondary institutions. The program is continually revised, ensuring students their education will allow them to compete world-wide.

Syllabi are current and complete and reviewed each semester by the director. All courses listed in the catalog for these areas were offered within the last two years.

Comprehensive program reviews are completed every four years and submitted to the Board of Regents. The division director and faculty evaluate courses each semester; the faculty choose textbooks annually and update curricula continuously. Students evaluate the course content as well as instructors each semester.

Like other occupational programs, graphic communications has an operating advisory committee. This joint committee oversees the programs at the secondary and post-secondary levels. This cooperative effort presents students with a clear path for learning, starting in the high school and continuing through community college into the workforce or a university program. The advisory committee is active and vocal regarding curriculum recommendations and equipment acquisitions. Other methods used to keep course content up to date include use of information gained from part-time instructors working in the community.

The fine arts program forms a significant component of TMCC's contribution to the academic needs of students and the cultural environment of the community. Full-time instructors develop new courses and emphases to meet student and community need. New courses proceed through the College course approval process, including approval of the Curriculum Committee as well as the approval of the director, the Dean of Planning and Development, and Vice President of Academic Affairs. New emphases are also submitted to the Academic Standards Committee. The fine arts program furnishes students a strong foundation in the aesthetic, technical, and historic applications of art as, not only a concept, but an integral part of daily life, from academic to abstract thinking and personal creative development. All facets of the educational experience are integrated within the program, stressing the direct application of right-brain development affecting writing, mathematics, reasoning, and comprehension skills as well as aesthetic problem solving. The comprehensive fine arts curriculum enables students to transfer prepared to complete the final two years of a baccalaureate degree in the fine arts. Skills gained through the program enable the student to compete in a job market requiring post-secondary artistic skill and experiences.

ANALYSIS

Cooperation with the secondary school program under the guidance of an active advisory committee contributes to the quality and growth of the graphic communications program. The new associate degree will strengthen the program's effort to help students seeking transfer to out-of-state four-year programs.

TEACHING METHODS AND INNOVATION

Graphic Communications: The graphic communications curriculum strives to build student competencies in the field; however, students are not assessed through the traditional competency-based task list. Skill development emphasizes the use of projects. These projects enable students to demonstrate the expected competencies while combining them into finished works. The

graphic communications curriculum stresses writing skills. This project-based competency method allows instruction in a real-world environment; the student evolves theoretical and hands-on skills through tasks reflecting on-the-job situations.

New computer processes replace the graphic communication field's old methods of design, layout, and printing—creating major shifts in teaching methods and course content. Students must understand computers, how to use them in design, and how they control the printing process. Delivery of instruction has changed to a highly computer-oriented classroom with resulting one-on-one instruction. While theories and applications in design and printing are still strongly stressed, the computer has become the main instructional tool. Continued advances in graphic communications will depend on the ability of the College to purchase computers and support equipment. Without increases and upgrades in computers and equipment, as well as establishing dedicated classroom space, the program cannot expand to meet current and future enrollment demands.

Recent changes in hiring procedures allow the program to hire part-time instructors with extensive experience in specific areas of graphic production, prepress, and printing. This increases the ability of the program to mirror real-world situations.

Fine Arts: The fine arts program maintains three active gallery environments displaying art work by professional and student artists, locally and nationally. Each gallery schedules nine exhibitions a year. The total cultural offerings to art students as well as the TMCC community is 27 exhibits during each year. The three galleries each have a specific mission. The Red Mountain Gallery is a broad based exhibition space showing art of all mediums from artists throughout the country. The Photo Lounge is dedicated to photographic art from traditional black and white to cutting edge computer and video art experimentation. The Atrium Gallery displays student art exhibits featuring individuals taking classes at TMCC. The fine arts curriculum features extensive hands-on learning through daily studio work as well as ongoing one-to-one instruction in all studio courses.

Recent developments in the hiring procedures of part-time faculty in fine arts enhance the professionalism of the program's instructors. To remain within the instructor pool, each applicant must maintain active, continuing development as a professional artist, participating in a set number of exhibitions and/or related professional development activities yearly. Part-time teaching now requires the minimum of a bachelor's degree in the fine arts for nontransferable courses, a master's of Fine Arts for University transfer courses, and a doctorate for art history courses. For part-time instructors to continue as instructors within the fine arts program, they must be working/producing artists continuing serious investigations into their chosen medium. This involves not only creating new art work, but exhibiting, publishing, and ongoing exploration into new technologies, materials, and trends in their medium.

The students enrolled in the programs come from many backgrounds; they include male, female, minorities, and disabled. The common ties are their artistic abilities and interest in the subject.

Present enrollment figures necessitate scheduling all available studio and

STUDENTS

classroom times throughout a typical four day school week, adding Friday and Saturday programs to keep up with the growing interest in the fine arts and graphic communications.

Student annualized FTE enrollments for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>FY'94</u>
<u>Graphic Communications</u>	22.4	26.0	26.8	36.1
<u>Fine Arts</u>	100.2	84.5	105.1	116.6

Certificates of Achievement awarded for the last three years were:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
<u>Graphic Design</u>	0	0	5
<u>Printing Technology</u>	2	1	0

The fine arts Program continues to expand course offerings, innovative programming, and campus-wide cultural opportunities. Over the past decade, program enrollment has increased. To accommodate this increase additional part-time as well as full-time faculty members are recruited according to strict educational and professional requirements. Numerous courses dormant within the UCCSN master course file were reinstated during the past few years. The department improvised facilities and equipment to accommodate this expansion.

QUALITY AND ACHIEVEMENT OF FORMER STUDENTS

Response to follow-up surveys of employers and students has not been good. At the program level instructors are the main contact with the industry and with students.

Retention figures for the programs are as follows and are higher than college average of 75%.

	<u>Spring 1994</u>
<u>Graphic Communications</u>	81%
<u>Fine Arts</u>	81%

Transfer students are not tracked, and no formal placement records are available. Responses from classroom evaluations indicate that the programs are well received by students.

In the fine arts area, student works are regularly displayed in campus galleries. Student art work is displayed for community viewing and demonstrates the quality of the students' achievement.

FACULTY

The graphic communications faculty consists of one full-time instructional program coordinator and an average of three to five part-time instructors each semester. The full-time instructor has an associate of arts (AA) degree in graphic design and a bachelor of science (BS) degree in graphic communications. In addition to 11 years teaching experience, he has 15 years industry experience in graphic design, computer production, and prepress technologies. He has received several local design awards and continues to upgrade his skills in advanced computer graphic theories and applications. The full-time instructor provides much of the program development skills in cooperation with the division director. The full-time instructor also teaches 15 credits per semester, is active on advisory committees, and participates in the hiring and guidance of part-time instructors.

The faculty for fine arts consists of two full-time instructors and 17 part-time instructors each semester. The two full-time fine arts faculty members have the

following degrees, experience, and professional qualifications. One professor began the program 20 years ago; he has a bachelor's degree in the fine arts, over 30 years as a producing artist, a resume reflecting 15 pages of one-man exhibitions, artwork in collections of corporate, museum and private collections, and an extensive background of publications in magazines ranging in stature from local periodicals to nationally respected publications. He is a highly experienced, creative, and skilled individual teaching drawing, ceramics, painting, and art history.

The second professor has a bachelor of fine arts (BFA), a masters of the arts (MA), and a masters of fine arts (MFA) degrees. His 20 years of professional experience is reflected by his over 75 one-person exhibitions, his 50 group exhibitions, numerous state and national fellowships, artwork in the collections of 12 major museums internationally, as well as many publications of his artwork in national and regional art journals and books. He has published two books of his artwork through the University of Nevada Press and continues serious exploration within his field on a daily basis. He is also a highly experienced teacher in the areas of drawing, printmaking, photography, art history, and criticism.

Qualifications for part-time instructors are set out for each applicant pool. The binder is available in the Personnel office, Affirmative Action office, and the division director's office. The part-time instructors in the graphics communication area must have extensive experience in their field either in print or computer graphics.

The Graphic Communications program has space problems related to printing and computer classes. These courses require specialized equipment in dedicated rooms. Budget limitations have delayed implementing an associate degree program. Industry reliance on computers in the printing processes requires a new generation of equipment to train students in technology that meets the needs of industry. Computer equipment is currently shared with engineering drafting and architectural design. The equipment is adequate, but there is no room for expansion.

The fine arts program, because enrollment in its courses has grown steadily over the past decade and because equipment purchases have not kept pace with enrollment growth, has fallen behind in both technological advances as well as the requirements necessary for an effective instructional environment. An average of 40 courses are offered each semester. Two rooms, a ceramics and a drawing/painting studio, are the only formal classroom spaces allotted to the program. All other disciplines (such as jewelry, photography, color theory, life drawing, visual foundations, sculpture) are relegated to "finding" non-art classroom space. This greatly inconveniences both student and instructor and does not provide for the most effective learning experience.

The library has continued to adequately serve graphic communications and fine arts students, not only in books but in new methods of storing and disseminating information, such as video, CD ROM, and multi-media formats.

**FINANCIAL
SUPPORT**

**LIBRARY, MEDIA,
SOFTWARE, AND
SPECIAL AIDS**

SUPPORT SERVICES FOR STUDENTS

Student Services counsels students and also handles recruitment; tutoring and financial aid are also available. Full-time instructors also advise students during office hours and lab times when the instructor and student meet one-on-one.

In graphic communications, an internship program with various local businesses will be established in conjunction with the planned associate degree program. This will allow students to work in the real world, complementing classroom instruction and strengthening entry level job skills. The pressure of individualized instruction could be alleviated through the incorporation of instructional assistants into the program.

STRENGTHS

- Motivated faculty continually explore new program and course options.
- Program quality is evidenced through rapidly growing enrollments.
- The Public Service division has developed the administrative sophistication to assume management of the child care facility.
- The Police Academy exemplifies self-funded programs meeting a serious community need.
- Two new degree programs in graphic communication and fine arts will enhance division program offerings.
- Tremendous team work among faculty results in mutually supporting programs sharing essential equipment and resources.

WEAKNESSES

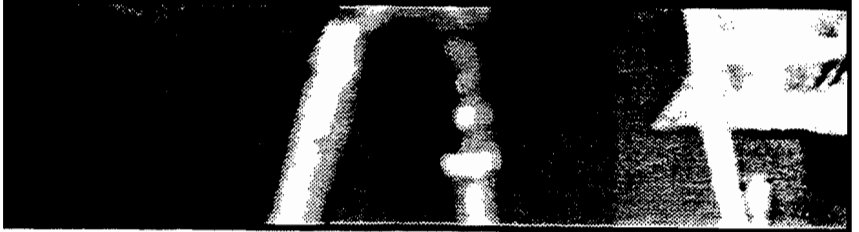
- Aging equipment and faculty demand careful planning for the future.
- Limited space and facilities hamper program expansion.
- Fire science needs a full-time faculty member to lead the development of a Fire Academy.
- The architecture program requires curriculum upgrade and modern equipment to serve students effectively.
- Additional enrollments create the need for instructional assistants to work in program laboratories.
- The division programs rely heavily on part-time instructors to deliver instruction.
- Program growth requires additional support staff to relieve faculty of paperwork.

FUTURE PLANS

New degree programs are planned in graphic communications and fine arts. The proposed Fire Science Academy will require careful planning to meet equipment needs and suitable facilities. The division has assumed leadership in developing a law enforcement office for campus security. Expansion of the police academy will give law enforcement personnel access to advanced training. The division seeks to incorporate developing programs such as military occupations, aircraft maintenance, and power plant generation. The division plans to investigate developing a state certification process for public service majors in addition to the POST certification for police. The division hopes to add the theater program to the emerging fine arts area.



VI. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES



VI. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

Departments throughout the College sponsor and promote Continuing Education and Special Instructional programs. Continuing education at TMCC is supported through the instructional divisions, Community Services, Student Services, the Institute for Business and Industry, and through the Office of Planning and Development. Continuing education and special instructional activities include those workshops, courses, and activities supplementing classes and courses offered through the instructional departments. Continuing education and special instruction activities fulfill the College's mission to serve the lifelong learning needs and special instructional needs of the community, business and industry, and special populations.

All courses offered for FTE credit go through academic divisions and through the regular college curriculum review process.

TMCC's continuing education and special instructional activities consist of the following programs and activities:

- Community services, Continuing Education and Summer School.

Co-directors for Community Services administer this program.

The co-directors report to the



OVERVIEW AND DESCRIPTION

DEFINITION AND DESCRIPTION

CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

Executive Dean of Academic Affairs, who reports to the Vice President for Academic Affairs.

■ Business and Industry. Executive Director, reporting to the President, administers the program.

■ Veterans Upward Bound is managed by a coordinator reporting to the Director of Counseling, Testing, and Special Programs.

■ Smart Starts (Carl Perkins), ABE (Adult Basic Education), ESL, and the Homeless Project are administered by coordinators reporting to the Dean of Instruction, Planning and Development.

■ The Teacher Training Grant is administered by a coordinator reporting to the Executive Director of Business and Industry.

Special Instructional Activities

	ACADEMIC CREDIT	CEU CREDIT	NON-CREDIT	PRE-COLLEGE
Business & Industry		X	X	
Community Services	X	X	X	
Summer School	X	X		
ABE/ESL	X			X
Teacher Training			X	
Homeless				X
Smart Starts	X			
Veterans Upward Bound				X

Continuing education and special instructional activities promote the concept and practice of lifelong learning. A variety of courses, workshops, lectures, and forums address topics focused on personal interest, self-improvement, job related training, current events, skill upgrading, and cultural enrichment. The Community Services division, the Student Services division, and the Institute for Business and Industry are integral components of the College and each fulfills a crucial aspect of the Mission Statement.

The Community Services, Summer School, and Business and Industry departments generate significant credit and non-credit enrollments. These departments coordinate activities with all areas of the campus.

The other programs listed, although decentralized and reporting through different divisions, coordinate and collaborate with each other. Services often overlap but each program has a distinct mission based on grant funding guidelines. Meetings among these departments maximize communication and avoid unnecessary duplication of services.

Course offerings through these special instruction areas are continuously

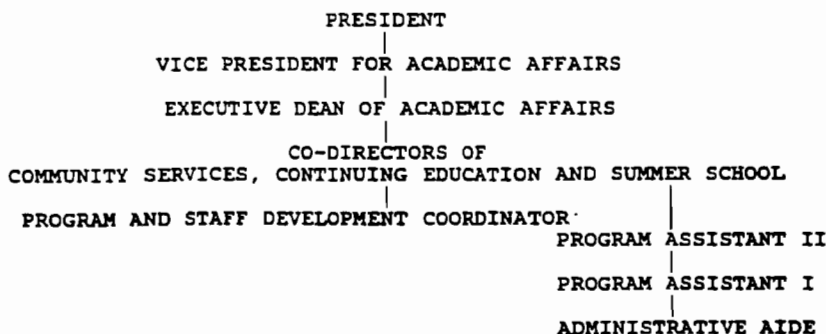
monitored for potential conflict with FTE generating courses. Curriculum ranges from basic pre-college courses (VUB) to very specialized short term courses (fork lift safety in Business and Industry). Most departments conduct needs surveys and solicit student feedback. Community Services, Summer School, Business and Industry, ABE/ESL/Bridge, Veterans Upward Bound, and Teacher Training survey students regularly.

Registration and enrollment reporting for credit courses are managed through Admissions and Records. The responsible department manages registration and record keeping for non-credit instructional activities. Enrollment data are reported to the Board of Regents semi-annually.

Description of Program and Organization—The Community Services, Continuing Education, and Summer School division extends the College into the community, providing lifelong learning experiences, training programs, and access to transfer classes during the summer. A learning environment characterized by exploration, self-awareness, and skill development helps Truckee Meadows Community College meet the educational, cultural, social, and recreational needs and desires of its students and the community.

This division is administered by co-directors assisted by an adequate support staff. Following is the organizational structure for the division:

COMMUNITY SERVICES, CONTINUING EDUCATION AND SUMMER SCHOOL DIVISION



Description of Program Offerings—This division offers varied and numerous programs fitting into one of two large categories:

- noncredit workshops and credit classes, which are not transferable to universities in Nevada and offered throughout the year, and
- summer school classes

Each category is discussed separately.

The division's credit classes and non-credit workshops are all self-supporting. The cost of the class covers direct expenses, including instructor's salary, facility usage, printing, instructional materials, and some staff.

The Carnegie method determines class hours and credits generated. A lecture class requires 15 contact hours per credit, a lab class demands 45 hours per credit, and internship is 50 hours per credit.

All Community Services course numbers are designated with a "C." Credits earned may apply toward a Certificate of Completion issued by the division; some class credits may apply to the Associate in General Studies degree. The Executive Dean of Academic Affairs may approve up to 12 Community Services credits as electives in the AGS degree.

CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

Community Services classes may qualify for Continuing Education units. CEU's are issued in one of two ways. The agency issuing CEU's sends the instructor forms requesting information on course content, hours of instruction, and other relevant features. Usually ten hours of instruction is necessary for each CEU. A student may also submit the course description and information to the CEU issuing agency and request approval for CEU's.

Each semester the division offers over 150 classes, with a total of approximately 180 sections, throughout the Reno/Sparks community. A few classes are also offered in the Incline area each semester. The division schedules classes in over 40 locations ensuring the College's presence in the community. Classes scheduled at so many different locations require collaboration with many different agencies, businesses, and the Washoe County School District.

Enrollment reports for credit courses the past three years are as follows:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>	<u>Fall 1994</u>
FTE	229.0	185.1	199.4	152.3

See Table 1-2 for headcount enrollment in non-credit offerings.

Completion rates in Community Services classes are generally higher than in other divisions of the college with many classes reporting a 100% completion rate. College completion reports verify the positive retention rates:

	<u>F '92</u>	<u>Sp '93</u>	<u>F '93</u>	<u>Sp '94</u>
Completion percentage of all TMCC classes	75%	75%	73%	75%
Community Services classes only	82%	84%	82%	85%

Division non-credit offerings include workshops, tours, conferences, satellite conferences, special programs for seniors and children, non-native English speaking adult classes, and free lectures. Non-credit offerings total over 50 every semester; many of the programs are offered more than once a semester due to their popularity. Increasing workshop enrollments are prompting the division to examine enrollment management computer software. A computerized registration process will streamline operations as well as provide the division with useful mailing lists.

BUDGET

Community Services oversees several accounts. One state account funds one professional FTE and two classified FTE and has a small operating budget for office supplies. The other state account furnishes instructional supplies for General Studies classes. The budget committee determines the amounts distributed to these accounts.

The three non-state accounts are the summer school account (described elsewhere in this report), the community services program account, and the community services workshop account. The self-supporting program account is budgeted yearly with approval by the Board of Regents. Expenditures include one classified FTE, one professional FTE, all the salaries for part-time instructors teaching credit classes, and all expenses associated with credit classes. The workshop account is a non-budgeted account designed to handle all salaries and expenses incurred by the workshops. Surplus in this account frequently supplements administrative salaries in the program account. The program account has not generated a surplus in the last three years. When surplus funds are available,

the division has dedicated funds for such things as loans for remodeling the Old Town Mall facility and staff development activities for the College.

The controller accommodates Community Services' need for budget flexibility but closely monitors compliance with appropriate policies and procedures.

Community Services/Continuing Education employs part-time faculty recruited and selected through several methods. Generally, individuals submit applications and course proposals. The information submitted is evaluated and referred to the Community Services Curriculum Committee for approval, suggestions, or rejection. Faculty are assessed for subject knowledge and their ability to teach adults. A degree is not required for teaching in this division.

Quality of instruction is assured through constant review of course content, teaching efforts, and student outcomes. Students complete an evaluation form on the instructor and course content in every class. The instructor receives evaluation results along with suggestions from Community Services if appropriate. Community Services measures student achievement through ongoing classroom observations with follow-up review and recommendations. Regular reviews of course syllabi check completeness of information and materials.

The current pay schedule is \$180 per credit hour for first time instructors with Community Services. The pay increases to \$195 after teaching for two semesters. Thereafter, pay goes up in \$15 increments. Faculty with degrees may be offered a percentage. The current split is set at 60 percent for the instructor and 40 percent for Community Services after expenses. Faculty are not paid in all classes. In many cases the division contracts with various agencies or businesses to provide the instruction at their facility using their instructors.

Workshop instructors receive a split of the fees generated by the non-credit workshop. The split is set at 70 percent for the instructor and 30 percent for Community Services after expenses and a \$5.00 per student registration fee.

For comparison purposes, the average 1994-95 state supported academic part-time faculty salary was \$318 per credit. See Chapter VII Instructional Staff for the salary schedule.

Part-time faculty or their dependents receive a waiver of fees for TMCC academic credit classes up to the number of credit hours the faculty member taught the previous semester.

The Community Services division provides waivers on a portion of the registration fee for full-time staff. An average of 30 staff per semester have taken advantage of this benefit over the past three years.

Part-time faculty workloads do not exceed seven credits per semester. Workshop workloads are limited to an equivalent number of hours or four workshops per semester. Community Services employs only part-time faculty not eligible for tenure.

Faculty are evaluated using three methods:

- (1) students provide an evaluation of their instructors;
- (2) classroom observations with recommendations; and/or
- (3) phone calls to selected groups of students.

Orientation for both returning and new faculty is conducted at the beginning of each semester. Periodic newsletters keep faculty up-to-date, offer teaching tips, and clarify policies and procedures.

The Community Services division values part-time faculty working full-time

FACULTY SELECTION AND COMPENSATION

in the teaching field, bringing current information to the class.

FACILITIES

Community Services depends on facilities throughout the community. Currently 41 agencies including 15 public schools cooperate with Community Services in providing facilities.

Serving the community through convenient locations for classes and workshops requires Community Services to develop positive working relationships with local agencies. Some public schools limit access to their special use classrooms (dance classes are hard on the floors; cooking and sewing in schools is slowly being discontinued). Losing these facilities initiates creative alternatives for serving the community. Placing sewing classes in a local fabric store evidences the division's scheduling creativity.

ADVERTISING AND PROMOTION

Publicity for division offerings is disseminated through the class schedule printed every fall, spring, and summer. Approximately 150,000 schedules are printed and made available throughout the community. Prior to fall 1994 the schedule was mailed to every household in the Reno/Sparks community. In order to reduce costs the College changed its distribution and attempted to distribute materials through means other than mass mailing. Community Services believes this impacted their enrollments. The College returned to the mass mailing in fall 1995.

The Public Information office assists in publicizing the division's various program offerings. PSA's and press releases are prepared for all workshops; conferences and special activities receive special publicity. The PIO is always very helpful in lending their expertise to market division offerings.

The division seldom purchases advertisements. Grant funds did allow advertising English classes and citizenship preparation classes for non-English speaking adults during this past year. This advertising proved effective and in some cases increased attendance by over 50 percent. Community Services plans to increase its use of paid advertising. Marketing strategies also include direct mailing to targeted audiences. Posters and brochures contribute to promotional campaigns. Various promotional materials are on file for review.

All publicity materials are laid out clearly with no misleading information.

COURSE FEES

The direct cost of offering the class plus indirect administration costs determine the course fee. Expenses for supplies such as flowers for florist training, an interpreter for sign language, or sanding belts for woodworking are built into the cost of the class. This flexibility in determining fees is very important for this division.

The number of students enrolled also influences course fees. Very popular classes enrolling many students, such as Country Western Swing, have low fees. Classes with limited enrollments and requiring specialized equipment, such as Travel Industry Computer, demand much higher fees. Workshop fees are determined in much the same way.

A one-credit Community Services course is more expensive than the \$30.50 charged for a one credit state supported class. The two and three credit Community Services classes, however, are generally less expensive than similar

state supported classes. Community Services courses are exempt from out-of-state tuition charges. Also, seniors may register for credit classes at one-half the published fee; however, they pay full price for the workshops.

Follow-up contacts are done on the training programs; for example, the Travel Industry studies show:

<u>Received Certificate</u>	<u>Responded to Survey</u>	<u>Working in Travel Industry since Completion of Program</u>
1992—13	9	6
1993—6	3	2
1994—11	5	3

These follow-up studies should include contact with the employer of the student to be sure competencies are attained and are applicable to the work setting.

Follow-up studies for avocational classes could include a periodic survey to determine the impact of the programs on the students.

Course offerings are determined in several different ways. Enrollment figures and student evaluations influence decisions on course offerings for future semesters. New class and program offerings emerge from student suggestions, course proposals sent in by prospective instructors, and current needs and desires expressed by the community.

New course proposals and applications reviewed by the Co-directors and/or the program coordinator for potential value to the program offerings are submitted to the Community Services Curriculum Committee. This committee consists of the Co-directors of the Community Services division, the program coordinator, a program assistant, and appropriate representatives from the subject areas. The Committee reviews the proposals and considers the following factors to determine if a course or program will be offered:

- actual or projected attendance in the program;
- cost effectiveness of course;
- facility availability, if special needs are required;
- qualified instructors available; and
- approval by academic departments of closely related subjects.

Courses and program areas are reviewed periodically by asking these questions:

- Are course/program objectives being met?
- Are the expected student outcomes being met?
- Does the course continue to meet the goals of the college?
- Does the course continue to serve the community?
- Is the enrollment in the course sufficient?

This review is conducted by the program coordinator and/or the curriculum committee.

Most of the courses offered through this division offer a letter grade upon completion of the class. Students may choose to "audit" the class, receiving no grade or credit for class participation. Students choosing to audit must meet all

FOLLOW-UP STUDIES

COMMUNITY SERVICES COURSE SELECTION PROCESS

GRADING

CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

qualifications for enrollment. Students may change from audit to a grade or vice versa within time limits established by the Admissions and Records office.

Some classes use "P" "W" grading. The course schedule identifies classes using this grading method. Earning a grade for credit courses allows students to apply these credits toward the General Studies degree and establishes a transcript record of student course work. All workshop grading is on a pass/withdraw basis only.

Analysis - Future

The Community Services division is a highly flexible and responsive extension of the College. The division collaborates with other divisions of the College, as evidenced in the forensic and Smart Starts programs. In both cases classes were established quickly and remain flexible to incorporate necessary changes. The challenge for this division is maintaining this flexibility and individuality while following the quality standards and procedures of the state-supported programs.

The division is committed to "building community" and "community leadership" through its various programs. This is evidenced by the extensive program offerings designed to meet community needs such as the development of a Leadership Certificate program. To continue this commitment, the division must continue strengthening and building connections with the community. This division has succeeded in taking the College to the community and bringing the community to the College; however, this ongoing process exacts careful nurturing.

The Community Services, Continuing Education, and Summer School division is addressing the challenges of technology and learning; however, more development of services is needed in this area. The division is looking at ways to create electronic networks for learning and marketing. As demographic patterns change and technology expands, these areas of development will become vital to the growth of this division.

Summer School

TMCC's Summer School program is self-supporting and operates in conjunction with the Community Services division. The following statistics demonstrate the program's continued growth over the last several years:

	<u>1992</u>	<u>1993</u>	<u>1994</u>
NUMBER OF SECTIONS	140	154	191
UNDUPLICATED HEADCOUNT	1,677	1,768	1,808
FTE	417.2	432.0	510.8

A 1993 survey revealed students' desire to take classes over a larger portion of the summer. This prompted the implementation of two six-week terms. Prior to this time, summer school had one term with most classes lasting six weeks. Enrollment statistics comparing the last two years of summer school show a

sizable increase in FTE and a moderate increase in headcount indicating students are enrolling for more classes.

Dates for summer school are presented to and approved by the Academic Standards Committee, the Deans' Council, and the President's Council. The schedule is submitted by the instructional divisions and reviewed by the Director of Summer School who may make requests for additional classes based upon expressed need. In general, offerings during summer reflect a scaled down version of fall and spring offerings.

Unlike other college accounts, the summer school account runs from January 1 to December 31. An estimated budget is submitted yearly for approval by the Board of Regents. Copies for the last three years are provided.

Summer school revenues have been used for a variety of activities ranging from loans to help remodel the Old Town Mall facility to funding a management assistant in the Library (picked up by state funds in 1994). In 1994 an account co-sponsored by Community Services and Summer School was dedicated to staff development programs. Summer School revenues have also supported cultural events for the community, such as the Performing Arts Series co-sponsored with the University of Nevada, Reno.

Salaries for full-time faculty teaching summer school are computed using a formula approved by the Board of Regents predicated on their base salaries. Part-time faculty are paid according to the same schedule used for the fall and spring semesters. Administrative faculty are paid the overload rate to teach during the summer. Board of Regents policy allows for the President or the President's designee to negotiate salaries with any full-time faculty teaching a class with insufficient enrollment. This function has been performed by the Director of Summer School for the last three years. The instructional divisions make recommendations from their full- and part-time faculty pools for available summer school positions.

Services to students are analogous to those enjoyed by students in the fall and spring semesters although on a somewhat smaller scale. The Library and Learning Resources Center on the main campus is open; the Reading and Research Room at Old Town Mall is also open. Tutoring services have diminished over the years; in 1994 essentially no tutoring was available. Funds have been budgeted specifically for this service for summer 1995.

Advertising and promotional activities through the Public Information office include class schedules, fliers, public service announcements, press releases, and TV spots. The class schedule is sent to all TMCC students enrolled during the previous 12 months and to high school seniors. Schedules are also distributed through other convenient locations throughout the Reno/Sparks area.

■ A quality summer school program is offered each year despite the absence of state funding support.

■ The Community Service division has forged strong partnerships and linkages with community agencies, both public and private.

■ The division presents a positive image of customer service to the community.

■ The division emphasizes flexibility and rapid response to identified community and college needs.

■ The division makes positive contributions to staff development pro-

STRENGTHS

grams for the College community.

- Efficient budget management enables the division to maintain self-supporting operations and programs.

WEAKNESSES

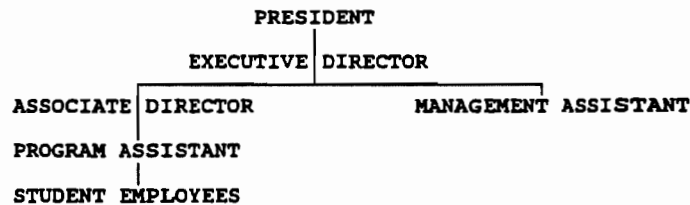
- Community Service needs a stronger marketing strategy.
- Workshop and seminar registrations need a computer-assisted enrollment management system.
- The division's flexibility is somewhat constrained by College budgeting and enrollment policies.
- The division is challenged by competition from other community and private agencies offering personal enrichment and training programs.
- The biggest challenge facing summer school lies in convincing some instructional divisions that the summer school program does not take away from state supported FTE during the traditional academic semester.
- The College needs to look at securing more large multipurpose areas as access to special use classrooms diminishes.

FUTURE PLANS

The Community Service division is developing plans to integrate computer technology more directly with program operations. The summer school programs continually seek new, innovative programming ideas to improve services to community students. Discussion of scheduling and financing year round programs involves summer school staff in determining policy and procedures. The division continues to seek solutions to the ongoing facilities and classroom shortage, particularly for specialized programs. Division staff are exploring alternate marketing strategies to make the community even more aware of division programs and services. Community Services plans to expand promotional materials and target mailings since the restricted mailing of class schedules corresponded with a significant enrollment decline.

INSTITUTE FOR BUSINESS AND INDUSTRY
—Old Town Mall

Program Administration and Staff—The Institute for Business & Industry operates under the direction of an Executive Director who reports to the President. Following is the organizational chart:



Specific Activities and Programs Offered—The Institute for Business and Industry, founded in 1987 and located at Old Town Mall, forms a strategic component of the College's occupational education and business partnering missions, and plays an active role in marketing and promoting the capabilities and resources of TMCC to the business community.

The Institute develops and implements customized, on-site training for local businesses; this training involves the use of existing classes, modification of standard classes, the creation of entirely new courses, the creation and printing of training manuals, and/or the production of company-specific training videos.

It also organizes and conducts public workshops and seminars for interested individuals and for companies too small to afford customized, on-site training.

The Institute's goals are detailed in the program's current annual plan and will be available in the NWASC team room. Business and Industry was pleased to have the institution use the Institute's goals for the model for the TMCC Academic Master Plan for 1993-1995, i.e. "Business and Industry Partnering Programs."

Customized training and public workshops cover such diverse topics as management and supervision skill training, employee productivity improvement, new hire assessment and orientation, certification classes, indirect job skills (safety, stress management, hazardous material handling, personal health), computer applications training, basic math skills, basic English skills, English as a second language, Spanish for supervisors, managing a multicultural workforce, customer relations, purchasing, inventory control, marketing, sales, accounting, total quality management, advertising, real estate, business communications, current events, and international trade.

To meet the ever-changing software training needs of the business community, the Institute operates the Computer Training Center at Old Town Mall. The center's five state-of-the-art computer training rooms support short, intensive, non-credit "hands-on" computer classes in software applications currently in use in the business community. The computer training program has been operating since 1987.

Under yearly contract with the United Auto Workers and General Motors Corporation, the Institute staffs, develops courses, and conducts on-site classes at the local UAW/GM Skills Center. It also supplies "Quick-Start" consultation and training, a state-funded economic development program for companies recently relocated to Washoe County, and co-sponsors or provides technical assistance to business and trade organizations sponsoring their own training programs.

The Institute for Business and Industry continues to strengthen its strategic partnerships with federal, state, and local agencies to leverage both the taxpayer's dollar and private contributions. Partnerships with the local JTPA agency, Partners-in-Education, EDawn, the State Commission on Economic Development, the Governor's Washington D.C. office, Nevada World Trade Council, Nevada Innovation Technology & Entrepreneur Council, the local chambers of commerce, UNR's Small Business Development Center, U.S. Department of Commerce's International Trade Administration, and the U.S. Department of Labor's Bureau of Apprenticeship Training continue to grow.

Student demographic characteristics mirror the demographics of employees in regional business and industry. Most Institute customers seek to upgrade skills or develop new skills related to success in their career field. Computer-related training attracts the largest enrollments, followed by customized training programs and Industrial safety programs.

Disability services are offered and available, but the Institute's students are mostly non-traditional and do not demand services.

The Institute's short, intense offerings evidence high completion rates, a statistic secondary to the degree of customer satisfaction and the quality of skills gained. The Institute maintains a database containing student completion records

STUDENTS

for the purpose of recording CEUs earned.

ENROLLMENTS

<u>Year</u>	<u>Student Enrollment</u>
1991-92	4,718
1992-93	5,442
1993-94	6,029

BUDGET AND SOURCES OF INCOME

Business & Industry is a self-supporting entity with the salaries of the director, management assistant, and half the associate director's salary supported through state funds. The proceeds from grants, contracts, workshops, and seminars cover remaining operating expenses. A balance carried over each year funds the next year's operation. Surpluses are spent for the following kinds of activities: a free "spot" for staff in computer training workshops, a donation for the College theater program, funds to support the return-to-industry professional development program for faculty, funds to support the Incline outreach programs, and funds to support the College's marketing effort. The Institute's annual report showing sources of revenue will be available in the NWASC team room.

The Institute's budget is managed by the Executive Director who reports to the President. The System requires the submission of a "self-supporting" operating budget to ensure availability of adequate resources.

The Institute has supported adequate staffing, equipment, and facilities for its operations; however, the business community's increasing demand for Institute offerings and services is placing severe strain on Institute resources available to meet community needs.

Two items need to be addressed:

- a. The Institute needs additional classrooms.
- b. Meeting the current demands of the business community requires more "state-supported" staff and facilities.

FACULTY SELECTION AND QUALITY ASSURANCE

Faculty expertise must match the current and customized needs of the local community. Three sources of qualified faculty are 1) TMCC faculty, 2) local professional trainers and consultants, and 3) out-of-state professional trainers and consultants.

The Institute maintains a pool of pre-qualified on-call faculty. Job qualifications are established to screen pool applicants; and, in the case of computer training, applicants must perform stand-up demonstrations. The Institute follows the affirmative action guidelines in maintaining pools of qualified trainers.

The Institute uses the College process of job performance and evaluation of its classified and professional staff. Instructors are evaluated through the use of student evaluations.

FACULTY COMPENSATION

The Institute's faculty compensation procedures are unique to the Institute. Faculty compensation generally is calculated using a 70-30% split of workshop or seminar net proceeds after expenses. Faculty teaching flat-fee, customized classes earn compensation ranging from \$40 to \$100 per hour. Institute classified staff is evaluated and upgraded as necessary, and the professional staff is evaluated and compensated through the System's process.

The Institute for Business and Industry offers quarterly "Free Spots" in selected workshops on a first-call basis for the entire TMCC faculty and staff, and during annual reviews the Institute staff are encouraged to enroll in various training seminars to update their skills. In-service training offered through the Institute helps trainers polish their teaching skills.

Promotional activities employ the TMCC class schedule, public service announcements, press releases, paid advertisements, TMCC class catalog, brochures/flyers, and free as well as paid TV spots. The TMCC PIO initiates much of the advertising. Membership in local business organizations, active participation on various boards, guest speaking appearances, and authorship of newspaper articles promote the image of the Institute in the community. Business and Industry publishes a quarterly schedule and lists some workshops in the TMCC class schedule.

Fee schedules are adjusted to accord with local average training costs and "what the market will bear." On-site courses, including customized curriculum development, are generally priced at \$100 to \$125 per instruction hour. Computer training class fees and some non-computer workshops generally charge \$10 to \$12 per person hour.

Client satisfaction with Institute training is gauged through student class evaluations, checking with clients after training, and the rate of returning customers to the Institute offerings. Business and Industry staff regularly contact and interview supervisors and managers of former customers to assess satisfaction with the training.

For customized training, the Institute uses an informal approach: ask the customer, define the problem, define the outcomes, and create a curriculum. Public seminars require "intuition" and experimentation. Topics in demand from customized programs are frequently offered to the public, such as hazardous materials training and occupational safety training.

The Institute relies on ongoing positive relationships and continuing contracts with established companies to provide customized training. The Institute's staff also actively markets services and solicits new clients from among regional businesses and industry.

Four program Advisory Committees assist in determining needs and offerings. They are:

- a. Industrial Safety Advisory Committee
- b. Computer Training Advisory Committee
- c. Professional Event Management Advisory Committee, and
- d. Broadcast Communications Advisory Committee

The staff has developed an instrument to assess individual pre-training computer skills; this assessment instrument allows companies to enroll employees at the proper training level.

The programs and course offerings at the Institute are "market driven." If there is no interest shown in a course, it is not repeated again.

TMCC academic faculty often inquire regarding the possibility of developing short training courses to fulfill a specific need or to enhance department

**FACULTY AND
STAFF TRAINING
OPPORTUNITIES**

**ADVERTISING
AND PROMO-
TIONAL
ACTIVITIES**

FEE SCHEDULE

**FOLLOW-UP
STUDIES**

**NEEDS
ASSESSMENTS/
METHODS OF
DETERMINING
OFFERINGS**

offerings. The Institute encourages this input.

ACADEMIC CREDIT/CEUS/ WORKSHOPS

When the need arises, the Institute is also chartered to "convert," when appropriate, its non-credit seminars into FTE generating courses and/or new programs leading to an AS/AAS degree. To transition the non-credit seminars into the academic model, the Institute offers "experimental" credit classes through the appropriate academic division. Initially, these courses may have low student enrollments, be offered at the job-site, and probably require special fees and/or registration (contract education). All credit courses are offered in conjunction with the academic departments and go through the regular course approval process.

The Institute for Business and Industry awards Continuing Education Units (CEU) for all non-credit computer workshops. The educational training participants receive through the Institute meets the criteria and guidelines published by the International Association for Continuing Education and Training (IACET). Records of CEU's earned are maintained within the Institute's registration and records management software program. Transcripts are available on student request.

Although the services of the Institute are highly centralized, successful efforts ensure creative participation and cooperation of other departments at TMCC. Notable and successful are the on-going Novell/LAN computer workshops offered cooperatively with the Professional Business Studies division, and the on-going Macintosh/Graphics computer workshops offered cooperatively with the graphics arts department. The net proceeds of these endeavors return to the originating departments.

STRENGTHS

- Pre-training, self-assessment instruments enable clients to define accurate employee training needs.
- The availability of CEU's represents a useful and positive service for clients.
- The unit's flexibility in program scheduling and customer-oriented program design allows efficient response to client training needs.
- The Institute for Business and Industry enjoys a positive image in the business community.
- This Institute works with the community businesses and industries to meet needs that the academic areas cannot fulfill.

WEAKNESSES

- Business and Industry has difficulty gaining reliable access to suitable classroom space; the unit needs more dedicated classrooms.
- Greater collaboration is needed with the academic divisions in order to fully integrate the Institute as part of the College community and better enable it to fulfill its mission.
- The College needs to assess the level of state support for Business and Industry in light of the College commitment to this area and the level of revenues generated.
- The Institute must improve communications with faculty who question the unit's position on the organization chart.

FUTURE PLANS

The Institute works in partnership with academic divisions in developing special one-credit courses for delivery through the Institute. Planning includes continued expansion of cooperative non-credit offerings with the academic divisions. To overcome communication problems the director of the Institute meets with instructional directors and deans in weekly staff meetings. Continued efforts will be made to strengthen communication ties.

The Institute is exploring non-credit programs and certificates designed to enhance the professional skills of individuals already holding baccalaureate degrees. The Institute staff works hard to identify training needs in the community; planning is the key to success.

Workshops: Non-credit workshops are offered by the Displaced Homemakers, and Single Parents programs, the Multicultural Diversification office, Information Technology Services, and Smart Starts, as well as other divisions of the College.

Veterans Upward Bound: Veterans Upward Bound is a federally funded program designed to assist veterans in developing basic skills (i.e., math and English) for the purpose of facilitating the transition into college level courses.

The program is administered by a program coordinator and is staffed by two counselors, four part-time instructors, and one clerical staff member. The program is self-contained with instruction, counseling, testing and advisement provided by in-house staff. Course content is very specialized and tailored to each individual participant.

Program participants transition into college FTE generating courses and the program coordinates successfully with the veterans admissions specialist in Admissions and Records. Because the program is housed at Old Town Mall, it is not widely known on the main TMCC campus.

ABE/ESL; Bridge; Teacher Training; and the Homeless Project: These programs have specific aims. The ABE program works with non-high school graduates in attaining a GED. Washoe High School maintains an on-site learning classroom on the main campus. Students can study, review, pre-test, and take the nationally standardized GED at one location.

TMCC has offered programs in ESL (English as a Second Language) and Bridge (English) as part of its developmental mission. The Homeless Literacy Project offers basic skills training as well as English instruction to non-native and native English speakers.

The Teacher Training Project trains teachers of ESL and ABE. The grant funded program trains adult education teachers in Nevada.

Each of these programs shares facilities, staff, equipment and materials with state funded programs. TMCC maintains a commitment to the community in educating its citizens to be fully productive, tax paying, and literate members of society.

Smart Starts: This federally funded program concentrates resources on improving participants' skills and competencies needed in a technologically advanced society. The program delivers training, services, and activities to special population groups including the handicapped, academically disadvantaged, economically disadvantaged, limited English speakers, single parents,

SPECIAL
INSTRUCTIONAL
ACTIVITIES

CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

and pregnant women. This program collaborates with various organizations throughout the community such as UNR Equity Center, SPPC Training Dept., Welfare Dept., JOIN (Job Opportunities in Nevada), and the single parent program. The program is managed by a director reporting to the Dean for Planning and Development.

VII. INSTRUCTIONAL STAFF



VII. INSTRUCTIONAL STAFF

Approximately 81 full-time instructional faculty (source: Personnel office, Table VII-1) and 319 part-time faculty teach over 1,000 sections of classes each semester to fulfill TMCC's mission to provide superior, student-centered educational opportunities for the citizens of the state within the designated service areas. Academic areas include university transfer (general education), applied science and technology (occupational education), and developmental programs. Full-time professional positions by area for 1994-95 were:

Developmental	6%
General Education	42%
Occupational	52%

Annualized student enrollments in state supported courses (FTE) by area for 1994-95 were:

	<u>FTE</u>	<u>%</u>
Developmental	268.5	7%
General Education	1895.6	52%
Occupational	1515.5	41%

The Instructional Staff Subcommittee believes the data available—Institutional Faculty Profile (Instructional Staff Table VII-1), Number and Source of Terminal Degrees of Faculty (Instructional Staff Table VII-2), and Full-time Faculty Characteristics (Instructional Staff Table VII-3)—indicate a diverse and well-qualified full-time instructional staff.

Full-time/Part-time Ratio—An area of concern in previous self-studies was, and continues to be, the ratio of full-time to part-time faculty. TMCC is not alone in trying to face this problem. Funding an appropriate part-time/full-time ra-



FACULTY PROFILE

tio poses problems throughout UCCSN. Table VII-5 shows that TMCC full-time/part-time ratios are very similar to those for the System as a whole.

The Legislature increased the full-time/part-time ratio from 45%/55% at the time of the last self-study to 60%/40% for the biennia from 1989-90 to the present. TMCC has never achieved a full-time/part-time staffing pattern equivalent to the 60%/40% funding ratio. See Table VII-6 for full-time/part-time ratios for 1992-1994. Ratios for fall 1994 were 43% full-time to 57% part-time.

Table VII-4 displays a ten-year trend of fall classes taught by full-time and part-time faculty. In fall 1993, approximately 398 (37%) classes were taught by full-time and 688 (63%) classes were taught by part-time faculty.

Legislative allocations do not fund part-time faculty positions at the same level as full-time. Full-time faculty equivalent positions are budgeted at \$41,381; part-time faculty (FTEF) are budgeted at \$18,434.

This funding restriction coupled with budget reductions freezing full-time positions limited the College's ability to reach a 60%/40% ratio of full to part-time faculty.

Impact of Legislative Funding—Budget cuts mandated by the Governor during the biennium of approximately \$2 million dollars negatively affected the funding ratios. The \$2 million in cuts reduced the UCCSN's legislative allocation for the biennium; state operating budgets in fact increased, as follows:

Total state operating budgets:

FY '92	\$14.1 mil. (final)
FY '93	\$14.6 mil. (final)
FY '94	\$15.1 mil. (final)
FY '95	\$15.4 mil. (beginning)

Professional salaries

FY '92	\$7.2 mil. (final)
FY '93	\$7.1 mil. (final)
FY '94	\$7.4 mil. (final)
FY '95	\$7.5 mil. (beginning)

Although total professional salaries remained relatively constant, instruction lost the following full-time positions:

• Instructional positions previously put into reserve and eliminated from the FY '93 budget	11.7
• Instructional positions left vacant as of FY '93	8.0
• Positions eliminated in FY '94 operating budget	<u>1.84</u>
<u>Total full-time positions lost</u>	<u>21.54</u>

In FY '94 instruction also lost 4.25 classified positions and part-time professional funds were cut \$43,876. Budget reductions were shared across the institution. The institution had no choice but to use instructional funds to meet its obligations. Financial obligations resulting from a series of early retirements in July 1994 required using salaries allocated for the positions to cover the early retirement costs. Instruction financial resources funded the salary adjustments necessary to place all faculty accurately on the new System salary schedule.

Funding replacement positions for faculty sabbaticals also strains the instructional budget. The College also obligated instructional funds to meet federal requirements and System mandates, including ADA requirements. These obligations affected the total funds available through the instructional budget.

Although total funds increased slightly from the last biennium, funds originally approved by the Legislature and budgeted by the College for this biennium were cut by \$1.9 million (see Chapter II Finance for more explanation). The results included lost full-time and part-time professional positions, fewer sections of classes offered with a corresponding loss in FTE, decreased classified positions and classified support for instruction, and a decrease in the number of instructional assistants available to staff labs. This subcommittee believes these cuts had a negative impact on the quality of the instructional program and services to students.

The Legislature suspended the formulas for allocating the UCCSN budget during the 1991-95 bienniums. The Board of Regents has requested a return to the formulas. The biennial budget contains a base request and an enhancement request for each year. The base request is essentially a status quo budget. The enhancement request contains the return to the 60%/40% full-time, part-time ratio, with 42.5 new FTE positions in FY '96, increasing to 48 FTE positions in FY '97. Funding is not likely.

The state is experiencing a budget surplus and the economy is doing well. All state agencies, however, are making large budget requests. Governor Miller has, as of January 1995, approved the base budget, some enhancements, and is working on a raise for faculty and classified staff. TMCC is hopeful of getting back 22.5 additional full-time positions for FY '96.

The Board of Regents, the TMCC administration, and the TMCC faculty all recognize the problems inherent in offering a quality instructional program with limited numbers of full-time and large numbers of part-time faculty.

The Board of Regents has asked the Chancellor's office to study this problem and has implemented a UCCSN Strategic Planning Committee to address part-time issues. The committee's charge is:

Review the role of part-time faculty throughout the System. The review should include the following issues: Policies in regard to part-time faculty, the impact of the full-time/part-time ratios, utilization of part-time faculty, and current systems of support for part-time faculty.

The Faculty Senate in fall 1994 established a standing committee on part-time faculty issues. This committee will analyze part-time faculty concerns and make recommendations to the Senate. The College has responded to important part-time faculty needs. Part-time faculty have access to an office/working area on the main campus in room 205. The office is equipped with comfortable seating, work tables, a desk and telephone, a computer, and a message center. The Vista Building and Old Town Mall have similar facilities.

The TMCC administration and faculty also established a joint committee in October 1994 to develop broad faculty and administration consensus regarding appropriate target ratios and to develop a plan to achieve the targeted ratios. This committee is also charged with making recommendations regarding part-time

ANALYSIS

**FUNDING
FOR THE
NEXT BIENNIUM**

**PART-TIME
FACULTY**

faculty issues such as the role of department chairs, evaluation and training, communication strategies, and benefit concerns.

PART-TIME FACULTY QUALITY OF INSTRUCTION

Part-time faculty strengthen the quality of instruction at TMCC in many ways. Student evaluations of part-time faculty equal the quality of student evaluations of full-time faculty.

In a fall 1994 survey conducted as part of this self-study, students surveyed feel that full-time and part-time instructors were:

	<u>F-T</u>	<u>P-T</u>
Qualified in the subject matter being taught	91%	82%
Available outside of class hours	82	71
Effective in presenting subject matter	88	78
Effective in evaluating student performance	80	73

A majority of students perceive both part-time and full-time instructors as sensitive to multicultural issues, sensitive to gender issues, and responsive to questions concerning TMCC policies and procedures. Students also believe faculty and administration are responsive and available to help students and would recommend TMCC as an educational institution. Part-time instructors rated about 10% lower than full-time instructors on most questions.

Part-timers surveyed believe they are adequately informed about their job description, TMCC policies and procedures, and division policies and procedures. They believe TMCC hiring policies are equitable and orientation procedures are adequate for part-timers. They agree that student evaluations are done on a regular basis. The majority of part-timers feel they receive satisfactory support from the division faculty, division chair/director, clerical staff, and Personnel office; they have adequate access to supplies, computer facilities, and a mailbox.

There were some areas of concern. Only 40% believe they receive regular administrative evaluations. When asked if they were informed in a timely manner about the following topics less than half agreed: textbook changes, new text editions, curriculum changes, new equipment in their classroom/subject area, changes made on computer networks affecting their class, changes in division teaching methodology/philosophy. Only 45% believe in-service staff development opportunities are adequate; 28% disagree; the rest have no opinion. They are split on job security, with 50% agreeing job security is adequate, 26% disagreeing, and 23% with no opinion.

ANALYSIS

While it is important to increase the numbers of full-time instructors, part-time faculty will always play an important role in the institution. Part-time faculty allow offering classes in specialized areas. They give the College stronger links with the community and often link the College more directly with the needs of the workplace, offering current information and bringing about curriculum changes to meet employers' training and educational needs. The College (as with all UCCSN institutions) needs to develop stronger support systems for part-timers and must continue its efforts to address their concerns.

COLLECTIVE BARGAINING

In FY '93 the faculty voted by a small majority to enter collective bargaining. TMCC is the first unit within the UCCSN to bargain under the System collective

bargaining policy set forth in the Regents' Handbook. There is no provision for mandatory arbitration. Negotiations continued from June 1993 until December 1994. The Regents hired a professional negotiator at the cost of \$1,000 a day to represent TMCC and UCCSN. Nevada Faculty Alliance, the faculty union, had the assistance of the American Association of University Professionals and commissioned an outside audit. NFA concerns focused on the amount of money spent on direct instruction. The Regents, through the negotiator, limited negotiable items to hours and wages. The NFA believed that duties and responsibilities, as well as hours, should be negotiated. Placement and movement on the salary schedule also emerged as issues. The faculty voted in January 1995 not to ratify the proposed contract. In April of 1995 faculty voted to ratify the negotiated contract. The Board of Regents approved the contract in May 1995.

At the time of TMCC's last self-study, four division directors reporting to the Dean of Instructional Services supervised the instructional areas. Each division director had one or more department chairs to assist with administration, including the selection and supervision of part-time faculty. A number of organizational changes were made over the years. In July 1991 a major change flattened the organization chart. The number of divisions increased, department chairs were eliminated, and the division chairs reported directly to the Vice President for Academic Affairs. This organization continued through June 1994 with all instructional departments and the Director of Multicultural Diversity reporting to the Vice President for Academic Affairs.

Each division chair was responsible for preparing class schedules, selecting and evaluating part-time instructors, ordering textbooks, advising students, administering budgets, coordinating curriculum changes, and coordinating full-time faculty members. Each division chair received a stipend of \$2,000, was paid the equivalent of 25 days for extra work, and received a 21-credit load reduction each year. The division chairs were not considered administrators and did not sign full-time faculty evaluations. The division chairs assumed the responsibility for hiring and supervising part-time instructors.

In 1989, with funding from a government grant, the Part-Time Faculty office was instituted under the supervision of a director. Responsibilities of this office included providing orientations and workshops for part-time instructors, assembling recruitment application files for each academic area, implementing the SeaBase Computer Data Program to provide statistical information on part-timers, and creating a formative evaluation program. The office also published the Part-Time Faculty Handbook and a monthly part-time faculty newsletter. This office was a center for policy interpretation and research and gave part-timers a place to discuss both personal and professional concerns related to teaching.

The office was disbanded in 1992 when federal funding ended. The former director believes the program was a model, but lacked support and was not well-utilized by all the chairs. A survey of part-time instructors in fall 1994 shows that only 31% thought the Part-time Coordinator's office provided valuable services.

In July 1994 the organization structure changed. Collective bargaining was the major rationale. The division chairs were eliminated. Each division is now headed by a division director. Arts and Sciences was organized into a single division as was Professional Business Studies. Division directors were previ-

ADMINISTRATION/ SUPERVISION

ously in place for Developing Programs, Public Service, Applied Technology, and Health Science. Division directors had to be selected for Arts and Sciences and for Professional Business Studies. A summer internal search was abandoned because affirmative action requirements had not been met. A regional search for division directors for Professional Business Studies and Arts and Sciences was conducted during fall 1994. A Director of Professional Business Studies was hired January 1995. A new search will be initiated for the Arts & Sciences director. An interim director was appointed. The division directors are once more reporting to deans.

Department chair positions created in January 1995 perform duties including scheduling classes, selecting textbooks, advising students, and recruiting part-time instructors. Department chairs receive a \$2,000 stipend with no load reduction. They are hired on a semester to semester basis. Unfortunately, they were not hired in time to be available to counsel students and deal with problems during fall 1994 registration. Arts and Sciences was broken up during fall 1994, and "lead instructors" reported to a variety of deans and/or directors, while the classified staff all reported to the Executive Dean. From a management viewpoint, there was no clear line of authority during that period. The lead faculty had full-time teaching responsibilities; consequently, the classified staff performed some of the lead faculty duties.

ANALYSIS

As the College implements the new administrative structure, the role of the department chair needs review and strong support systems need to be established for full-time and part-time faculty.

FACULTY RECRUITMENT AND SELECTION

TMCC employs a method of faculty selection ensuring strong faculty participation, widespread search techniques, and compliance with federal affirmative action procedures. When a new full-time instructional position is authorized, the area's administrator organizes the recruitment effort. The administrator prepares a description of the duties of the position and the desired applicant qualifications. In general, all faculty are required to demonstrate:

- an understanding of and agreement with the philosophy of a comprehensive community college;
- an understanding of and agreement with the philosophy of student-centered education; and
- a broad education.

Professional experience and/or occupational experience are required. Minimum education requirements and degrees may be specified for certain positions, particularly in the university-parallel instruction and counseling areas.

A dean or director or vice president selects committees to screen applicants and conduct interviews for full-time faculty. These committees are comprised of members familiar with the area, a person outside the area, a member of a minority group when possible, a representative from the classified staff, and occasionally students. After screening, the committees prepare lists of one or more candidates for a position, and these lists are forwarded to the President. The President is the appointing authority for professional staff for the College. After reviewing the screening procedures, the President or his or her designee will offer a contract specifying the terms and conditions of employment to the chosen applicant. Initial placement on the salary schedule is made in accordance with

the provisions set forth in Title 4, Chapter 3 of the Board of Regents' Handbook.

The criteria for selection of new faculty are set forth in the UCCSN CODE and the TMCC Administrative Manual; faculty in particular instructional areas participate in defining qualifications matching new faculty with departmental plans and supplementing existing strengths. The Affirmative Action office has reviewed selection policies and procedures. These continue to be evaluated by the Affirmative Action officer. The Affirmative Action Policy is set forth in the TMCC Administrative Manual.

Part-time faculty are selected and hired by the instructional division administrator, who determines the desired qualifications with the assistance of full-time faculty in the area. The College was criticized by the Department of Labor for not gathering complete affirmative action data. The affirmative action officer worked with Personnel and division directors to implement a more effective recruitment and record keeping process. See section on Multicultural Diversification/Affirmative Action.

Faculty are involved in formulating instructional policy on divisional and school-wide levels. Under the previous organization, on the first level, the division chair solicited suggestions from full- and part-time faculty to establish divisional guidelines for such things as course content, syllabi, and grading standards. Faculty concerns were relayed through the division chair to the Instructional Council. Under the new organization, faculty relay concerns to the division directors, who report those concerns to the deans. Instructional deans and directors meet weekly.

On the school-wide level, the Faculty Senate has two standing committees focused on instructional policy, as stated in the TMCC Administrative Manual, Section 200. The Academic Standards Committee makes recommendations concerning such matters as policies for retention and admission of students, for grading, and for degree and certificate requirements. The Curriculum Committee reviews and recommends proposals for new programs and courses at the request of divisions. These committees involve the faculty in forming instructional policy.

The Faculty Senate perceives lack of coordination with system-wide committees, resulting in some confusion in system-wide articulation of policies. Faculty believe, as shown by our climate survey, recommendations from the Senate that impact TMCC Bylaws and student policies are lost in the System committees and do not reach the Board of Regents. This is a System problem caused by the volume of issues and the conflicting needs of the seven component institutions. In addition, some programs have been implemented prior to approval by the Academic Standards and Curriculum Committees. For the past two years, these committees have been functioning well and administration has adhered to Faculty Senate recommendations.

Faculty have ample opportunity to be involved in developing instructional policies, both at the College and System level. Recently the role of Faculty Senate committees has been expanded and they have begun to examine part-time faculty concerns and issues related to grant-funded programs. College issues sometimes get lost in the System; a method of following these policies through System channels needs to be developed.

FACULTY INVOLVEMENT IN INSTRUCTIONAL POLICIES

ANALYSIS

EVALUATION

The UCCSN CODE, Sections 5.11 and 5.12, sets forth the Board of Regents' policy for evaluation of full-time faculty. The Board requires an annual evaluation. The TMCC Bylaws, Article II, Section E, describe the procedures.

As of spring 1993, evaluations were handled in the following manner. Full-time faculty filled out an annual plan at the beginning of each academic year. Toward the end of spring semester, the Vice President for Academic Affairs requested the assistance of the division chairs in conducting the evaluation. Faculty members in each division wrote a narrative describing progress toward the goals specified in their respective annual plans. The faculty member could submit student evaluation data. The division chair prepared a brief statement confirming the division's agreement that the faculty member contributed to the well-being of students and the Mission of the College through fulfilling the goals and objectives of the annual plan. Division chairs referred instances of inadequate information or exceptional circumstances to the Vice President's office. The division chairs were not considered administrators and did not formally evaluate full-time faculty. The Vice President was considered the unit administrator and was responsible for evaluating all full-time faculty.

With the implementation of the new organizational structure, division directors will once again formally evaluate faculty. Faculty working toward tenure are evaluated, in addition, by Tenure Probationary committees, as set forth in the TMCC Bylaws, Article II, Section B(3).

The division directors are responsible for supervising and evaluating part-time faculty. Part-time faculty are also evaluated by students at least once each year—usually each semester. There is no standard procedure for evaluating part-time faculty so procedures vary from division to division with regard to classroom observations and conferences.

In the fall 1994 survey, faculty and administration agree that the full-time faculty evaluation system should be strengthened, should be handled more objectively, and should continue to include student evaluations.

ANALYSIS

The reorganization and the implementation of a substantive evaluation of full-time faculty which includes multiple indices, including student, self, and administrative evaluation ensure that TMCC is in compliance with Policy 26.

**PROMOTION/
RANK**

The Board of Regents has approved two ranks for Nevada community colleges—Instructor and Community College Professor. When an instructor earns tenure, he or she is granted the rank of community college professor. Community college titles are not related to salaries or salary levels (UCCSN Code, Sec. 5.10.2).

**DIVISION LEADER
SELECTION**

Under the '91-93 organizational structure, division chairs were appointed to their positions for a three-year period. No procedures were ever set for their re-appointment or re-election. This issue came up under collective bargaining. However, collective bargaining was limited by the Board of Regents representative to compensation and hours. Faculty believe that this issue and the division chairs' participation in collective bargaining may have led to the July 1994 reorganization. Since the reorganization, division directors have been selected by a variety of methods. Some of the previous directors were appointed. The last two directors were hired through a regional or national search.

The College should continue to use regional or national searches in selecting directors.

ANALYSIS

Multicultural Diversification/Affirmative Action/Personnel—The areas of Multicultural Diversification, Personnel, and Affirmative Action have individual responsibilities, but work cooperatively in many overlapping areas of responsibility. The three offices collaborate in many areas, such as recruitment, grievances, and training.

The Multicultural Diversification office reports to the Vice President for Academic Affairs; the Personnel office reports to the Vice President of Institutional Services; and the Affirmative Action office reports to the President.

The Office of Personnel at TMCC is primarily responsible for the following functions: (1) recruitment and staffing, (2) job classification and compensation, (3) benefits orientation, (4) classified employee labor relations including efficient and equitable processing of employees' grievances, and (5) record keeping and information processing. Professional employee grievances are handled by the Assistant to the President.

The Office of Affirmative Action monitors TMCC's compliance with federal, state, local, and Board of Regents' policies, procedures, and laws. The Affirmative Action office, for example, addresses cases of discrimination, civil rights, 504, EEO, and ADA.

The Multicultural Diversification office is responsible for creating and initiating cooperation to make the College community more inclusive, aware, and sensitive to the needs of a multicultural and diverse society. Areas of focus include cultural awareness workshops; diversity training; staff leadership training; mentoring programs; curriculum revisions; recruitment, retention and promotion of ethnic minority staff and women; and acting as an advocate for students and staff underrepresented at the College.

The College has responded to a number of problems identified by the U.S. Department of Labor, Office of Federal Contracts Compliance Programs. The most significant problem was the process for hiring part-time instructors. TMCC and the Department of Labor negotiated terms of a conciliation agreement. Subject to TMCC's implementation of commitments, the Department of Labor indicated in their compliance review that no further action is warranted at this time. TMCC began the process of revising the hiring process for part-time instructors in spring 1994. Systematic and consistent recruitment and hiring procedures were formalized during spring 1995.

TMCC's Affirmative Action office guidelines for selection of part-time faculty include establishing instructor pools to give minorities and special populations greater opportunity for hiring.

The College conforms to the policies and definitions set forth in the UCCSN Code concerning academic freedom. Faculty members are granted full freedom in research and publication of the results, freedom in classroom discussion, and freedom from institutional censorship or discipline when speaking, writing, or acting as citizens (UCCSN Code Chapter 2, Section 2.1.2).

**ACADEMIC
FREEDOM**

Survey results show 76% of full-time faculty agreeing that TMCC adheres to the UCCSN policy on academic freedom; only 49% of part-time faculty indicate that they were informed regarding the policy. This policy does not appear in the

Part-time Faculty Handbook. This subcommittee believes that it should be included in future editions.

WORKLOADS

The full-time instructional faculty workload is established in the TMCC Faculty Workload Policy, dated September 20, 1990. Teaching faculty on a 10-month contract teach 15 credit hours per semester and are responsible for 5 office hours per week. In some instructional areas, such as Science and Health Sciences, contact hours exceed credit hours for some courses. In these instances contact hours are equated to credit hours by multiplying the number of contact hours times .67. This system continues to be a topic of discussion and controversy. According to the fall 1994 Faculty Credit Load Report the average teaching load was 14 credits for FY 1993 and 14 credits for FY 1994.

Our recent survey shows that workload policies and practices of assigning workloads need to be revisited in a cooperative effort between faculty and administration.

PROFESSIONAL DEVELOPMENT

Since the last accreditation visit, the College has significantly increased its commitment to professional development and has expanded options and activities available to the faculty.

Faculty are required to include professional development activities in their annual plans and report on actual activities in annual self-evaluations. Movement from column to column on the salary schedule depends on the accomplishment of the Professional Advancement Plan approved by a faculty committee and the administration. Procedures for faculty advancement to a higher column on the salary schedule are described in the Board of Regents' Handbook. A Faculty Senate committee is central to the process in establishing criteria, assessing faculty accomplishments, and making recommendations for advancement to the appropriate administrator.

Board of Regents' policy authorizes annual sabbatical awards. Faculty applications for sabbaticals are judged and ranked by a faculty committee in accord with College policy. The awards for the last three years were as follows: FY '92—three; FY '93—three; FY '94—four; FY '95—three. For FY '96 there will be five faculty on sabbatical. The administration also supports faculty exchanges with other institutions.

The faculty may apply for out-of-state travel funds through a Senate committee. Requests for funding are not judged but are "pulled out of a hat." Funds available through the Senate were: FY '91—\$7323, FY '92—\$8179, FY '93—\$7451,

FY '94—\$7154, and \$7650 for FY '95. The College often funds faculty professional development activities from indirect cost funds generated through grants. In FY '94, for example, the Academic Affairs office supported additional faculty travel with approximately \$3000 of indirect cost funds; a similar amount was expended in FY '95.

TMCC administration supplemented limited legislative funds for out-of-state travel and professional development activities with \$45,930 in non-state monies for the period from FY '90 to FY '93. During those years a total of \$75,534 was spent for a variety of activities in addition to out-of-state travel and attendance at conferences and seminars. Those activities include:

- Creativity grants for innovative projects that benefit the institution;

- Special projects grants;
- Return-to-Industry stipends provided to faculty from grant funds and non-state revenue accounts. The Institute for Business and Industry assist faculty to find summer positions in their fields;
- Internships.

See Table VII-7 for more information. A complete list is available from the Dean of College Services.

The College has also increased its commitment to in-service activities. Examples include:

- Seminars in Western Traditions, Writing Across the Curriculum, and Teaching Strategies for Learning Disabled Students
- An extensive, on-going program of computer workshops covering a wide variety of topics from beginning WordPerfect to advanced Internet
- Presentations on hazardous materials handling, sexual harassment issues, drug-free workplace, competency-based curriculum development, ADA, safety on campus, collective bargaining, sex equity, and sensitivity
- On-going workshops focusing on multicultural diversity
- An orientation is provided for new full-time and part-time instructors on topics such as testing and grading, developing lesson plans, using audio visual aids, and preparing syllabi. A listing of these activities is available from the Dean of College Services.

The College provides computers for all full-time faculty offices, facilitating faculty growth in the use of computer technology. The College also created a \$50,000 pool for loans to faculty and staff to buy home computers. The two-year loans (up to \$2500 each) are interest free and are paid back through payroll deductions. The College loaned over \$96,000 during FY 1991-95.

The College provides grants-in-aid to full-time faculty for credit courses at Nevada universities and community colleges; part-time faculty receive grants-in-aid for themselves and their families to attend TMCC courses.

A survey of faculty and administration indicates that a significant number engaged in some form of professional development.

**Faculty Questionnaire
Percent Agree**

Question

I have been involved in the following professional development activities:

	<u>Full-time</u>	<u>Part-time</u>	<u>Administration</u>
Professional associations	92.50%	65.38%	93.75%
Work in my field	78.95%	90.29%	92.86%
Professional workshops or conferences	92.50%	72.38%	100.00%
Sabbatical leave	10.26%	1.08%	0.00%

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	<u>Full-time</u>	<u>Part-time</u>	<u>Administration</u>
Visit to other colleges	58.97%	30.61%	47.06%
In-service workshops	82.50%	38.38%	87.50%
College classes	70.73%	66.02%	47.06%
Creative endeavor in my field	75.00%	63.64%	86.67%
Other	51.02%		

Despite the College's commitment to professional development, in our recent survey 71% of full-time faculty and 80% of administrators respond that not enough funds were currently budgeted. Both faculty and administrators believe that the current process for distributing professional development funds needs to be improved.

As in all institutions, faculty engage in non-college sponsored professional growth activities. They write for publication, participate in art shows, and visit other institutions. They belong to professional associations and attend meetings, conferences, and workshops. These activities are on file in division offices on annual self-evaluation forms. See Chapter X for more information.

ANALYSIS

The faculty and administration show a high degree of commitment to professional growth activities.

**ADMINISTRATIVE/
CLERICAL
SUPPORT**

All instructional divisions have clerical support. Each division will comment on adequacy in the Educational Programs chapter.

In the total FY '94 operating budget, classified positions increased by 6.45 and by .68 in FY '95 college-wide. Classified positions in instruction are generated through a formula linked to the number of full-time faculty positions. Over the years classified staff in other areas have been hired with instructional funds. The College has gradually reduced its dependence on instructional funds for classified support in other areas. The suspension of formula funding during 1993-95 resulted in restrictions in classified positions. Classified cuts in instruction decreased the hours of operation of instructional divisions. Divisions now close at 7 p.m. instead of 8 p.m. The reduced services affect primarily evening part-time instructors and students. With the new legislative funding and reinstatement of the formulas the administration hopes to increase hours of operation to provide support for evening instructors and students.

The instructional support account funds 7.05 classified positions in areas offering direct or indirect support for instructional activities. The microcomputer specialist, for example, works with instructional faculty to maintain equipment in the computer laboratories. The College feels these funds are allocated appropriately.

1994-95 Operating Budget
Classified Paid from Instructional Support Account

<u>Department/Title</u>	<u>Description</u>	<u>FTE</u>
ITS/Micro Computer Spec.	Academic computer lab maint.	0.5
ITS/Electronics Tech III	Telephone & comp. hardware maint.	0.55
Tutoring/Management Asst.	Coord. ADA student accom. & tutoring	1
Library/Audio Visual Tech II	Coord. AV classroom activities	1
A&R/Computer Operations	SIS onsite computer operations	1
Financial Aid/Management Asst. I	Coord. student employment & office	1
Library/Management Asst. I	Dept. secretarial support	1
B&I/Management Asst. I	Coord. instructional schedule, dept. sec.	1
<i>Total classified paid from instruction support account</i>		7.05
<i>Total classified budgeted in instruction</i>		30.65

The part-time instructional budget was cut by \$43,876 in FY '94. This cut reduced hours of night supervisors who assist instructors and students with problems during the evening. In the fall 1994 survey, however, 88.79% of part-timers feel they receive satisfactory support from the clerical staff. With regard to classified funding, 61% of faculty and 73% of administration believe that funding should be increased.

Although classified support for instruction appears adequate, consideration should be given to increasing support for student and instructor needs in the evening. More faculty are spending time doing their own clerical work because there is not enough classified staff to assist them. Even though many faculty do not mind doing their own typing, copying, and correspondence, these tasks sacrifice time for research, curriculum development, and preparation for classes.

ANALYSIS

In 1991 the Board of Regents adopted a single salary plan for Nevada community colleges (Board of Regents' Handbook, Title 4, Chapter 3, Section 19, Community College Faculty Salary Plan). The Salary Plan for full-time faculty is an indexed salary schedule, with 2.5% steps. The Board of Regents establishes the base salary. The plan consists of five columns with thirty steps for each column. Faculty move from column to column depending upon educational attainments. Movement from step to step is based upon annual evaluations. Effective October 1, 1994, faculty received 2-1/2% step increases for FY '94 although the Legislature allocated a 2% step increase (source: TMCC Administrative Manual, pg. 168). Policies for initial placement, professional advancement, and evaluation guidelines are set forth in the TMCC Administrative Manual, pp. 169-172, and in the Board of Regents' Handbook.

SALARIES

Currently at issue are criteria for evaluating credits for movement. Proper placement is also at issue. Money to implement the salary schedule was not included in the budget. Some faculty were moved, while others were held in place or given partial movement. A number of grievances were filed over placement. Issues related to salary schedule placement have been resolved; all faculty are now placed on the appropriate column and step. During 1990-94 approximately \$350,000 in funding was designated for faculty salary adjustments.

Compensation has been a source of contention, although The NEA 1994 Almanac of Higher Education identifies the average faculty salary figure for public community colleges at \$38,426. TMCC's average salary figure was \$38,900, slightly above the average.

The Board of Regents has not adopted a salary schedule for part-time faculty. Each institution has its own. TMCC's part-time salary schedule is as follows:

- Step 1: \$286 per credit hour (new hires; no prior teaching with TMCC)
- Step 2: \$318 per credit hour (commences with the third semester of teaching at TMCC)
- Step 3: \$345 per credit hour (commences with twenty semesters of teaching at TMCC)

This salary schedule was adopted on December 20, 1991. Part-time instructors in their second to tenth year of teaching with TMCC have not had an increase since that time.

The following table shows part-time faculty salaries at other UCCSN institutions:

UNLV	\$650/credit
UNR	\$500/credit
CCSN	\$500/credit
WNCC	5 steps of 4 semesters each from beginning \$260/credit to \$380/credit
NNCC	10 steps of 2 semesters each going up \$10/step. MA's go from \$240/credit to \$330; Ph.D.'s go from \$280/credit to \$390

The Legislature funded part-time faculty salaries for TMCC at \$18,434 per FTE or \$682 per credit hour for 1993-1994. The Governor has recommended \$18,434 per FTE for the 1995-97 biennium. The part-time faculty indicated in a series of group meetings that salary was a major issue. The newly formed Faculty Senate Committee on Part-Time Faculty Issues prioritized salary as the first issue to be addressed by the Senate. The Faculty Senate in December 1994 passed a motion supporting an increase in salary to \$500 per credit. TMCC's President's Council and the UCCSN Council of Presidents are addressing this issue.

ANALYSIS

The College should continue its efforts to gain regular increases for full-time faculty, to gain full-funding of the merit steps, and to properly place faculty on the salary schedule. The College should make increasing salaries for part-time faculty a budget priority. These issues are a major focus of UCCSN legislative efforts.

BENEFITS

TMCC faculty on a .5 to 1.0 contract enjoy a variety of employee benefits, described in the TMCC Administrative Manual. They include mandatory retirement, group health and life insurance, sick leave, family leave, maternity leave, a Section 125 plan, and an employee assistance plan. Optional group insurance policies available are: supplemental life and accident insurance, income protection, auto and homeowners insurance, and long term care. Full-time faculty do not contribute to Social Security, but those hired after March 31, 1986 do contribute to Medicare. Benefits under our state health program and Workers' Compensation have eroded due to state budget cuts.

Part-time faculty on Letters of Appointment have no retirement or health insurance benefits except Social Security and Medicare. They are not eligible to participate in the optional group insurance policies. In the fall 1994 survey of part-time instructors 55% want health benefits, and 61% wanted retirement benefits.

All faculty are covered for job-related injuries under Workers' Compensation Insurance and the State Industrial Insurance System. All full-time faculty have available grants-in-aid and waivers for themselves and family. The grants-in-aid are also available to part-time faculty, their spouses, and dependent children, but are limited to TMCC and by the number of credits taught the previous semester.

The College should work with the System to improve benefits for part-time instructors.

Retention statistics for full-time instructors provided by the Personnel office are as follows:

	<u>FY '92</u>	<u>FY '93</u>	<u>FY '94</u>
Retired/resigned/terminated	5	7	9
New hires	10	6	3

Retention statistics for part-time instructors are not available. Retention of part-time instructors has been impacted by affirmative action requirements (see Multicultural Diversification/Affirmative Action/Personnel section).

- The College has a well-qualified, diverse instructional staff.
- The faculty and administration have made a strong commitment to professional development.
- The College and System have made it a budget priority to return to formula funding and increase full-time instructional positions.
- The College gives strong support to affirmative action and multicultural diversity activities.
- The faculty and administration were able to function effectively under difficult conditions, which included major administrative changes and collective bargaining.
- The College has made significant progress toward providing state-of-the-art computing facilities for instructional staff.

- The College needs to continue its efforts to increase the number of full-time positions.
- The College needs to strengthen the evaluation process for both full-time and part-time faculty.
- The College needs to review the role of department chairs and put in place strong support systems for part-time faculty.
- The College needs to improve communications with part-time faculty.
- The College needs to continue its efforts to address part-time issues and concerns.

- The College needs to continue its efforts to provide sufficient classified staff so that students and faculty receive services and support in the evening as well as during the day.

ANALYSIS

RETENTION

STRENGTHS

WEAKNESSES

■ The College and the System need to work together to better articulate policies.

■ The College needs to focus more clearly on the Mission Statement and communicate the relationship between the objectives of the College and new strategies and policies.

FUTURE PLANS

The College plans to come to consensus regarding an appropriate full-time/part-time ratio and work within the System to maintain that ratio. The College and the System are working on formulating a long range plan to improve part-time faculty working conditions and salaries. The College intends to formulate a professional development program that is linked to the academic master planning efforts.

Table VII-1
Institutional Faculty Profile
(Fall '94, State-supported courses)

Rank	Number		Full - Time Faculty														
			Number of Terminal Degrees					Salary			Years of Experience at TMCC			Fall 1994 Credit Hour Load			
	FT	PT	Dr	M	B	Pro Lic	< B	Min	Med	Max	Min	Med	Max	Min	Med	Max	
Professor*	56	0	8	36	8	2	2	\$33,919	\$45,461	\$63,541	4	11	23	0	15	21	
Instructor	25	319	5	16	3	0	1	\$29,148	\$39,747	\$45,198	0	3	7	9	15	21	

* Does not include Karen Ozbek, ABE/ESL Coordinator.

Sources: TMCC Academic Compensation Report (Personnel, 9/30/94); TMCC Faculty Credit Load Report (College Services, Fall 1994); TMCC Catalog (1994-95)

STANDARD VII - TABLE 2. NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY--FALL 1994			
Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Arizona State University, Tempe	1		
California Polytechnic State University			2
California State University, Chico		1	1
California State University, Dominguez Hills		1	
California State University, Northridge		1	
California State University, Sacramento		1	
City University, Bellevue, WA		1	
Colorado State University, Fort Collins		1	
Denver University, CO		1	
Duke University, Durham, NC	1		
Eastern New Mexico University, Portales, NM		1	
George Washington University, Washington, D.C.		1	
Idaho State University, Pocatello	1		
Kent State University, Kent, OH		1	

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Loma Linda University, Loma Linda, CA		1	
Michigan State University, E. Lansing		1	
New York University		1	
Northern Arizona University, Flagstaff		2	1
San Diego State University		1	
San Francisco State University		2	1
San Jose State College		1	
State University of New York, Albany	1		
State University of New York, Buffalo		1	
University of California, Berkeley		1	
University of California, Davis			1
University of Chicago		1	
University of London, England		1	
University of Nebraska, Lincoln			1

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Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
University of Nebraska, Omaha		1	
University of Nevada, Las Vegas		2	
University of Nevada, Reno	2	20	4
University of Oklahoma, Norman		1	
University of Oregon, Eugene	1		
University of San Francisco	1		
University of Santa Clara, CA		1	
University of Texas, Austin	1		
University of the Pacific, McGeorge School of Law	2		
University of Utah, Salt Lake City	1	1	
University of Wisconsin, Madison	1		
University of Wyoming, Laramie		1	
Washington State University, Pullman		1	
Wayne State University, Detroit, MI		1	
TOTALS	13	52	11

NOTE: Five full-time faculty have less than a bachelor's degree, and two full-time faculty have education specialist credentials.

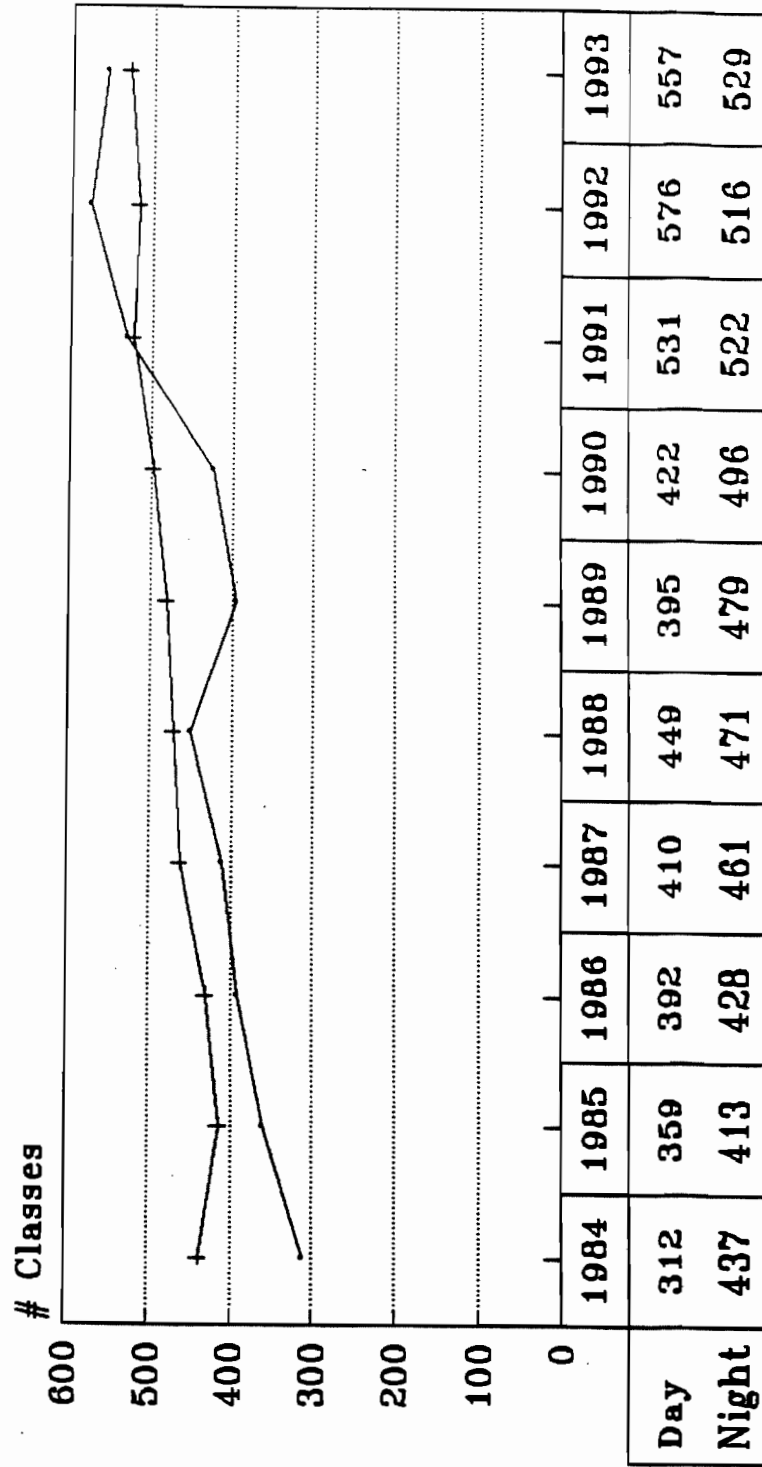
Table VII-3
Faculty Characteristics, 1993-94

	Administrators	Academic	Total	%
Male	21	55	76	49
Female	22	58	80	51
TOTAL	43	113	156	100
Asian	0	3	3	2
Black	1	3	4	3
Hispanic	2	6	8	5
Native American	2	2	4	3
White	38	99	137	87
Tenured	10	72	82	53
Non-Tenured, On Track	1	32	33	21
Non-Tenured, Not On Track	32	9	41	26
A Contract	43	11	54	35
B Contract	0	83	83	53
B+ Contract	0	19	19	12
Doctorate	6	19	25	16
Education Specialist	1	3	4	3
Masters	22	70	92	59
Bachelors	13	15	28	18
Associate Degree	0	2	2	1
No Degree	1	4	5	3

Note: Includes all individuals on professional contract whether they are full-time or part-time (.5 FTE or more), state or non-state funded salaries, academic or administrative duties.

TABLE VII-4

Truckee Meadows Community College
 Ten-Year Trend of Fall Classes Taught
 Day and Night



— Day + Night

Source: Completion/Noncompletion Reports

Table VII-5
UCCSN Part-Time Faculty Report
COMMUNITY COLLEGE SUMMARY

	F 1992	S 1993	F 1993	S 1994	F 1994
# of part-time faculty hired	1198	1354	1282	1277	1250
# of full-time faculty	353	350	348	349	341
# of full-time faculty on sabbatical	9	6	9	6	9
Part-time faculty FTE	340.04	353.71	362.07	344.43	318.77
Full-time faculty FTE	299.31	302.21	301.33	303.10	295.70
Percentage - part-time faculty FTE	53%	54%	55%	53%	52%
Percentage - full-time faculty FTE	47%	46%	45%	47%	48%
Total student FTE generated by part-time faculty	6898.64	6820.97	6846.07	6456.80	6605.80
Total student FTE generated by full-time faculty	6707.17	6657.90	6409.94	6223.57	6393.84
Percentage - part-time faculty student FTE	51%	51%	52%	51%	51%
Percentage - full-time faculty student FTE	49%	49%	48%	49%	49%

Table VII-6
TRUCKEE MEADOWS COMMUNITY COLLEGE
PART-TIME FACULTY REPORT

	F 1992	S 1993	F 1993	S 1994	F 1994
# of part-time faculty hired	374	385	372	366	319
# of part-time faculty hired - Community Services	75	72	79	83	75
TOTAL # OF PART-TIME FACULTY	449	457	451	449	394
# of full-time faculty*	96	94	91	91	88
# of full-time faculty on sabbatical	2	3	2	2	3
TOTAL # OF FULL-TIME FACULTY	98	97	93	93	91
Part-time faculty FTE	106.27	111.57	117.47	119.98	97.53
Full-time faculty FTE	87.54	84.34	83.59	81.63	77.60
Part-time FTE ratio to full-time faculty	55%	57%	58%	60%	56%
Full-time FTE ratio to part-time faculty	45%	43%	42%	40%	44%
Part-time faculty FTE including Community Services	120.17	123.60	129.27	133.18	108.46
Full-time faculty FTE	87.54	84.34	83.59	81.63	77.60
Part-time FTE ratio to full-time faculty including Community Services	58%	59%	61%	62%	58%
Full-time FTE ratio to part-time faculty including Community Services	42%	41%	39%	38%	42
Student FTE generated by part-time faculty	1996.5	2207.5	2035.3	2020.3	1815.0
Student FTE generated by part-time faculty - Community Services	173.1	164.1	182.2	199.9	146.6
Total student FTE generated by part-time faculty	2169.6	2371.6	2217.5	2220.2	1961.6
Student FTE generated by full-time faculty	1570.3	1344.9	1473.3	1354.2	1502.1
TOTAL STUDENT FTE	3739.9	3716.5	3690.8	3574.4	3463.7
Ratio of student FTE generated by part-time faculty**	58%	64%	60%	62%	57%
Ratio of student FTE generated by full-time faculty	42%	36%	40%	38%	43%

* Includes instructional faculty and counselors.

** Includes Community Services

Professional Development Summary
Academic Faculty
Table VII-7

Description	FY91		FY92		FY93		FY94		FY95	
	\$	#	\$	#	\$	#	\$	#	\$	#
Computer Loans	\$ 20,374	11	\$ 17,099	10	\$ 22,243	11	\$ 16,117	7	\$ 20,227**	12**
Conferences	39,291	96	29,937	83	31,355	88	50,362+	147**	25,883+	86**
Creativity Grant			2,500	5						
Faculty Senate Out-of-State Travel	7,323	15	8,179	18	7,451	16	7,154	17	7,650	16
Grants-in-Aid***	8,000	42	8,000	42	8,000	42	9,256	52	15,051	64
Return to Industry	5,300	6	5,000	5	5,000	5				
Sabbaticals*	127,493	3	123,447	3	138,286	3	184,468	4	148,511	3
Special Projects	5,544	2	1,280	1						
TREC Program							3,500	1	7,000	2
TOTAL	\$ 213,325	175	\$ 195,442	167	\$ 212,335	165	\$ 275,857	233	\$ 229,322	188

* Salary is before reduction for academic year sabbaticals.

** Through April 1995.

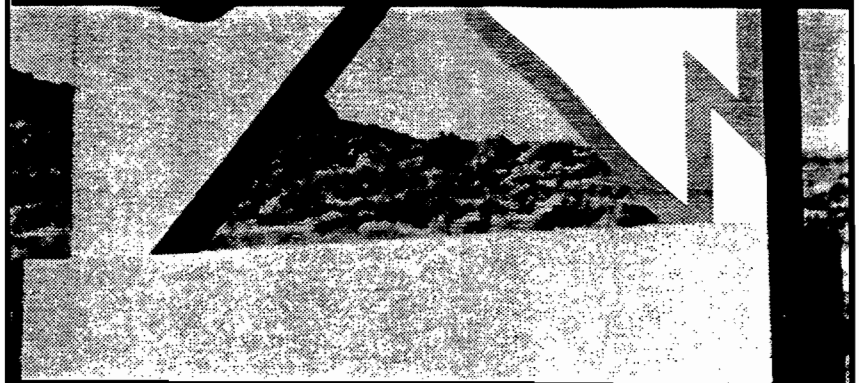
*** FY91-FY93 figures are estimated

+ Includes conference fees and travel-related expenses; FY95 is through March 1995.

++ Count of conference fees paid; FY95 is through March 1995.



VIII. ADMINISTRATION





VIII. ADMINISTRATION

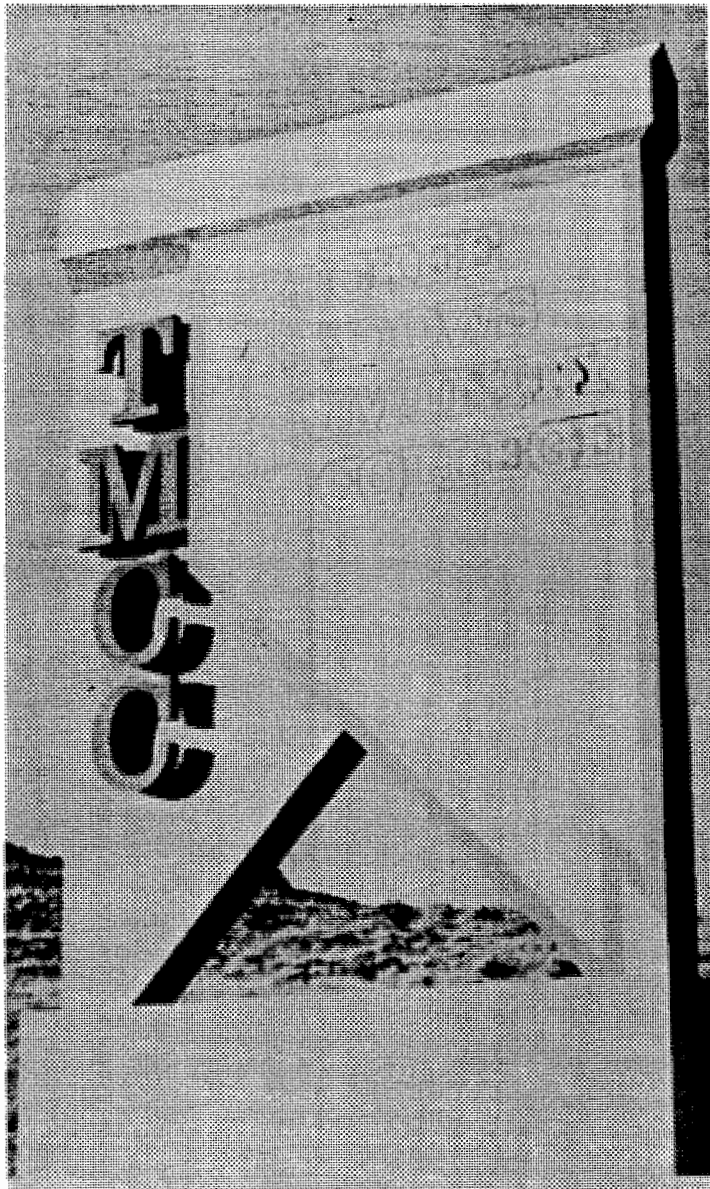
Truckee Meadows Community College is one of four community colleges, two universities, and a research institute in the University and Community College System of Nevada (UCCSN). The entire system is governed by the Board of Regents. The Board of Regents have ultimate legal responsibility for all public higher education in the State.

Regents are elected for overlapping six-year terms. Terms are staggered, and each of the eleven persons on the Board is elected for six years. Each represents his or her region and district. Region #1 (Reno, Sparks) has two districts, Region #2 (Las Vegas) has seven districts, and region #3 (rural Nevada) has two districts. Board meetings scheduled every six weeks alternate sites around the state. The members receive no compensation, only reimbursement for travel and lodging expenses.

Nevada law precludes board members from having contractual, employment, or personal financial interests in the UCCSN. The President of TMCC is an ex-officio member of the Board without voting power.

The Chancellor serves as the UCCSN's chief executive officer. The Chancellor reports directly to the Board of Regents, but has no voting power. The chief administrative officer of TMCC is the President, who reports to the Board of Regents through the Chancellor. The President alone has

GOVERNING BOARD



the authority to execute personnel contracts, to take final action, or to recommend action to the Board of Regents on personnel matters, and to make recommendations concerning College budgets and budget transfers. In May 1991 the Board of Regents created a position called Director of Community College Affairs. This person is responsible for coordinating activities among the four community colleges. The functions of the Board of Regents and its responsibilities are detailed in the UCCSN Board of Regents Handbook:

The Board of Regents is a corporate body, legally responsible for the University and Community College System of Nevada. Its function is to control and manage the University and Community College System of Nevada, primarily by setting policy. Upon approval by the Board of Regents, the appropriate officers of the System shall implement such policies.

<u>Regent</u>	<u>Occupation</u>	<u>Term Expires</u>	<u>District</u>
Mr. Mark Alden	Certified Public Accountant	2000	2
Shelley Berkley	Attorney	1998	2
Jill Derby	Communication Consultant	2000	3
James Eardley	Retired	1998	1
Joseph M. Foley	Attorney	1996	2
Dorothy S. Gallagher	Real Estate	1998	3
Madison Graves II	Real Estate	1998	2
Daniel J. Klaich	Attorney	1996	1
David L. Phillips	Attorney	2000	2
Nancy Price	Plans and Programs Manager	1998	2
Carolyn M. Sparks	Insurance	1996	2

The composition, duties, and responsibilities of the Board are prescribed by law. The Bylaws of the Board of Regents further define and delegate authority for the administration and operation of the UCCSN. The exclusive control and administration of the UCCSN is vested in an elected Board of Regents.

The Board of Regents is responsible to no other authority in Nevada in matters of higher education. It is restricted in some areas of operation because funding for all higher education in the state is the function of the Legislature. The state budget is prepared under the direction of the Governor for presentation to the Legislature.

Recent Activities and Significant Accomplishments—Examples of Board activities impacting community college functions are as follows:

- Board changed name from University of Nevada System to University and Community College System of Nevada.

- The Board created a new committee on the Status of Women.
- The Board expanded its planning efforts including a Strategic Directions report.
- The Board formed an alliance with the state and the school districts in emphasizing national education goals through the Nevada 2000 movement.
- The Board expanded from nine to eleven members.
- A new Chancellor was hired in fall 1994.
- The Board focused on articulation and transfer issues and facilitated transfer of community colleges students to the four-year schools.
- The Board played an increasing role in economic development efforts in the state and urged campus presidents to form business-industry partnerships.
- The Board strengthened telecommunications, long distance learning, development of a management information system, and an interactive video network.
- The Board focused on affirmative action policies and multicultural programs in response to demographic changes in the state.
- The Board established uniform salary ranges for all academic faculty, and encouraged each campus to develop its own professional advancement program. An administrative salary schedule was also developed for all community college administrators below the level of vice president.

To establish the philosophical basis for the following analyses and suggestions, the general question of the Board's role must be addressed. This Board is not an institutional board, but a system board. Its perspective, by definition, is systemic rather than focused on specific institutions. Therefore, the Board endeavors to develop the System, and direct System functioning, not manage individual entities within the System. Any analysis and suggestions on improving the Board's impact on TMCC should take this into consideration. The Board attempts to maintain consistency among the four community colleges, and this sometimes results in a lack of autonomy.

Excellent efforts have resulted in the "Master Plan" of UCCSN. Philosophical directions and policies have been identified—for example, increasing accountability to the citizens of Nevada.

The interim report to the NWASC in 1990 displayed an organization chart with an explanation of how it evolved. See Table VIII-1. The current organization is essentially that same format. However, during the interim the College initiated a new administrative model that did not prove to be satisfactory (see Table VIII-2). The interim model was designed to flatten the organizational structure. That model proved ineffective for the following reasons:

- All instructional faculty reported directly to the Vice President of Academic Affairs. He was solely responsible for their evaluation and accountability.
- The span of control was too extensive for one individual to handle. Consequently, the system of faculty evaluations did not meet the Northwest standards.
- The two instructional deans did not have the authority to carry out the charges that were necessary for the instructional area to function effectively. There were no clear lines of authority to match responsibilities.

ANALYSIS

**ADMINISTRATIVE
STRUCTURE
OF TMCC**

■ With the advent of collective bargaining academic faculty could have no administrative responsibilities. The flattened organization relied on academic faculty performing administrative responsibilities as division chairs, along with a reduced teaching load. Thus, it was necessary that the administrative responsibilities of the chair's position be turned over to administrative faculty.

The current administrative structure was accepted by the Board of Regents and became affective July 1, 1994. See Table VIII-3.

In October 1994, John Gwaltney resigned as President of TMCC and in March 1995 the Vice President of Academic Affairs resigned. The Board of Regents appointed Rita Gubanich, Vice President of Institutional Services, as Acting President. In October, the Board appointed her as Interim President. Since that time she has undertaken many initiatives to strengthen communications. She has created special task forces to deal with the following subjects: strengthening registration, enrollment management, long-range building needs, part-time faculty issues, and roles of department chairs. She has also established a college news network and makes presentations four times a month to explain System activities, give internal updates, to respond to questions, and give kudos. The presentations are also put on cc:Mail and broadcast to Old Town Mall. She has worked directly with each of the instructional divisions to gain an understanding of their issues and concerns so that she is able to provide better support for them in her dealings within the System and within the community. She encourages directors to attend the TMCC President's Council meetings and has expanded the number of people participating in finalizing the TMCC budget. She has worked with mid-management to develop a process scheduling night administrators on a rotating schedule for the evening classes.

The Interim President has worked with community agencies to increase their awareness of TMCC's instructional programs.

The College has the following Faculty Senate standing committees: Academic Standards, Budget & Institutional Concerns, Curriculum, Library, Part-time Faculty Issues, Professional Standards, Salary & Welfare, and Travel & Professional Advancement. Faculty Senate members are elected by the faculty; members of the standing committees are appointed by the Senate.

Other appointed college-wide committees are: Bookstore, Long-range Facilities Planning, Committee on the Status of Women, Crisis Management, Enrollment Management, Food Service, FOCUS Training, Multicultural Diversification, Registration Task Force, and Student Appeals Board. Membership for most of these groups consists of a cross section of the campus faculty, classified, and administration. Students are also represented on the appropriate committees.

TMCC has a President's council which is an administrative council. President's council is made up of the two vice presidents, four deans, faculty senate chair, ASTM president, chair of classified council, the affirmative action officer, budget officer and the Director of Business & Industry. The meetings are open, and faculty and staff are encouraged to participate. The council meets twice each month; minutes of the meetings are on cc:Mail.

In addition to President's council, TMCC has a college-wide TMCC Advisory Board that consists of business and community leaders who are appointed. They meet monthly; minutes of these meetings are distributed campus-wide.

Input for internal policy and procedures is obtained from faculty senate, task

forces, special committees, the dean's council, and the other groups previously cited. The dean's council assists in the formulation of proposed policies and procedures, or they review recommendations being brought forward from other groups prior to the presentation to President's council.

Administrative officers may be tenured in an academic area if they moved from a tenured teaching position to administration within TMCC. When new administrators are hired from outside TMCC, they are hired without tenure.

Measures taken to acquaint full-time faculty members with the overall organization plan and the provisions which affect them include meetings, memos, cc:Mail, and the Infogram. Part-time faculty are more difficult to reach; they receive limited information through the Infogram. Those part-time instructors attending orientation meetings receive a full overview of the College. Even though the part-time newsletter -Communiqué- has recently been resurrected, additional efforts need to be strengthened to increase attendance at orientation and to communicate with part-time faculty throughout the semester.

The College has taken extensive measures to develop and implement a program of equal opportunity which includes the following: hiring an affirmative action officer, creating an Office of Multicultural Affairs with two full time employees, providing financial support for multicultural events and Women's History Month, and proactive recruiting activities. The College has developed an Affirmative Action Plan and a recent set of Minority Goals see Chapter VII Instructional Staff for more details.

The administration is supported by a well-qualified and professional classified staff considered employees of the State of Nevada as well as UCCSN. They were instrumental in maintaining operations as usual during the recent reorganizations. Many of them willingly took on added responsibilities in the absence of administrators.

The State of Nevada Administrative Manual sets forth state policy concerning classified staff's working conditions. Their concerns are communicated to the administration through the Classified Council, a standing committee composed of representatives from the classified staff. The Classified Council is an active group that also holds social functions, raises money for scholarships, and contributes to the College community in many positive ways.

The College encourages professional development activities for classified staff and holds workshops and training sessions on a variety of topics in addition to the training sessions offered through the State of Nevada. Grant-in-aid funds are also provided to classified employees, who wish to continue their education or upgrade skills. These classes must be approved by the immediate supervisor and the respective dean or vice-president. Full-time classified employees may take up to two courses per semester and one per summer session at TMCC, UNR, or WNCC in Carson City. During 1994-95, 156 credits were approved for 30 classified employees, for a total of \$6,047. Staff development classes have included computer programming, Spanish conversation, and reading/math upgrades.

ANALYSIS

CLASSIFIED STAFF

**ADMINISTRATION
OF THE
FINANCIAL
PROGRAM**

The Vice President of Institutional Services serves as the chief business officer. A Director of Budget and Planning reports to the Vice President and is responsible for developing, administering, and monitoring the College budget.

The organizational plan for assigning responsibilities to ensure sound financial practices separates the budgeting function from the controlling function. The Controller's office keeps the institution informed of legalities and ascertains that the institution is following correct fiscal procedures in the use of funds. No deficit spending is permitted.

TMCC prepares a biennial budget following the guidance of the State Budget office in the spring of even-numbered years. The budget is then submitted to the Board of Regents in July by the Vice-Chancellor of Finance and Administration of the University and Community College System of Nevada.

Questions about the budget of a particular institution are directed to the President of that institution. After approval by the Board of Regents, the budget is submitted to the Governor's office in September. Questions by the Governor's office are directed to the Vice Chancellor of Finance and Administration and the Presidents of each institution.

The Governor's recommendations are then submitted to the legislature in January. Institution Presidents and the Vice-Chancellor of Finance and Administration appear before the Senate Finance Committee and the Assembly Ways and Means Committee in defense of the UCCSN budgets. The two legislative committees recommend a budget document to the two legislative bodies for passage. When passed, this becomes the two-year budget.

Final approved budgets from the legislature are submitted to the University and Community College System of Nevada, usually in May. Work plan budgets based on the approved biennial budgets are prepared for each institution in line-item form by the Vice-Chancellor of Finance and Administration.

TMCC budgetary procedures allow some flexibility in the operating accounts. Instructional area allocations are made for the following: professional salaries, classified salaries, wages, fringe benefits, out-of-state travel, and operating. Allocations for each department or basic unit are initially prepared in the form of line-items. Salaries, wages, and fringe benefits remain as line items, but funds budgeted for operating allow for some flexibility in their use. Salary budgets have been used for other things, such as holding positions vacant to create contingency and using year-end salary savings for equipment.

The President has the final authority to transfer funds from one department budget to another. Directors recommend a transfer of funds to deans for recommendation to the appropriate vice president and President for approval.

All expenditures must accord with the Board of Regents' policy and State Budget office guidelines. Expenditures are reviewed and approved at the College level to determine if funds are available and are then disbursed through the TMCC Controller's office.

Statements of expenditures and balances are furnished monthly to heads of departments or basic units; however, daily trial balances are available through on-line inquiry of the computerized financial system. Authorized individuals have signature authority on each account. Records of these approvals are in the Controller's office.

The state operating budget is allocated among instruction, academic support, institutional support, student services, and operations and maintenance of plant.

TMCC has some flexibility in expending funds within the function. Instruction is the largest function and represents about half of TMCC's budget. The deans, directors, and Vice President for Academic Affairs solicit input on needs from the instructional areas to determine new positions or equipment spending. Lack of adequate funding support limits the flexibility in non-instructional areas.

Throughout the two-year budget process, College data and the budget formulas are continually incorporated into the budget planning and allocation process. TMCC distributes allocated funds based on current data and the mandates of the College mission. Adequate controls over purchases and expenditures allow department managers wide discretion within budget limits.

The control and maintenance of the physical plant is concentrated in the Director of Plant & Facilities (P&F). This person is responsible to the Dean of College Services. The Director of P&F has full responsibility for plant maintenance, including repairs. The director is also responsible for the information desk, custodial, mailroom, environmental health and safety, food service, and security. The director is authorized to make direct purchases of supplies, materials, and services required for maintenance of the physical plant.

The director is responsible for the selection and supervision of workers in the physical plant with the assistance of the facilities architect and classified line supervisors in each of the following areas: custodial, maintenance, and communications. An organizational chart showing the duty assignments in the administration of the plant is attached. See Table VIII-4 for organizational chart.

The Director of Plant & Facilities participates in the "Comparative Costs and Staffing Report for College and University Facilities prepared" by APPA, the Association of Higher Education Facility Managers. This biennial report is used to analyze the facilities costs in relation to other facilities and make changes as required. Costs for building operation and maintenance appear to be commensurate with similar facilities throughout the nation.

A "Space Utilization" Report prepared every two years determines the utilization rate for classrooms and laboratories. The utilization standards are consistent with those of several other states. The standards are based on a national survey included in a California Post-secondary Education Commission study. More detailed explanation of these plant utilization studies can be found in the discussion of Chapter III- Physical Plant.

The University and Community College System of Nevada is required to update campus master plans every two years. This directive was established by the Board of Regents in 1989. All campuses submit capital improvement requests to the Chancellor's office prior to the beginning of each legislative session. The Board of Regents prioritizes the projects for the System and submits a formal request to the Legislature. Requests for new developments result from numerous interviews with instructional staff and administration and consideration of the Academic Master Plan. The goal has been to strike a balance between program needs and system priorities.

Each biennium the UCCSN develops a list of campus improvements based on an established rating system. The funds for these projects come from a slot machine tax set aside for educational use. Each campus receives a minimum

ANALYSIS**ADMINISTRATION
OF THE PHYSICAL
PLANT****FUTURE
DEVELOPMENT**

amount for general repairs and improvements. The balance of the funds is sought by each institution based on critical need using the rating system as the basis for evaluation. Because of the varying age and level of development of each institution, the younger campuses in the system usually focus more on improvements while the older campuses focus more on repairs.

Final funding is approved by the Legislature. Depending on the amount of state project requests, funding for capital improvements can take up to three biennia for approval.

ANALYSIS AND APPRAISAL

An extensive analysis of the adequacy of the operating staff for the physical plant can be found in Chapter III Physical Plant. The staff level is well below the standards established by UCCSN for physical plant staffing. These standards have not been fully funded. Even though the staff is below recommended levels, the department has done a reasonable job. The hiring practices and training programs have produced a competent and stable operating staff.

Analysis of Faculty Attitude—In spring 1995 a survey was conducted to assess faculty attitude toward the administration and other topics pertinent to the self-study. The survey questions were based on two survey instruments. Part I of the survey was taken from an organizational diagnosis questionnaire developed by Robert C. Preziosi in the *The Applied Strategic Planning Model*, eds. J. William Pfeiffer, Leonard D. Goodstein, and Timothy M. Nolan. Part II included questions pertaining more directly to the self-study taken from a similar survey conducted by Northern Nevada Community College. The survey was distributed to all academic faculty, classified, and administrative personnel. The survey's cover letter instructed the individuals to place the completed survey in a sealed metal ballot box, provided by Washoe County Registration of Voters. One box was located at the TMCC campus and one box was located at the Old Town Mall. The survey was tabulated by a research analyst with UNR Department of Agricultural Economics in April 1995. A copy of the tabulation will be available to the self-study team.

Leadership: The College has experienced dramatic administrative changes resulting in some disorganization. These changes, along with the advent of collective bargaining, influence the results of the survey taken in spring 1995 which probably reflects faculty attitude toward the past. The faculty seem to feel that past leadership philosophies and efforts at TMCC have not always promoted progress and fulfillment of the mission. However, faculty feel satisfied with their immediate working relationships and believe that while their immediate supervisor is supportive of their efforts clear guidelines are not provided. This reflects the reorganization of the divisions and the time lag involved in finding and hiring new directors of Arts & Sciences and Professional Business Studies. Faculty seem to need more explanation for administrative decisions that influence their division or department.

Communications: Faculty feel they can participate in decisions in their departments. However, they feel that their concerns are not communicated to the Board of Regents and that policies affecting them are not clearly communicated. This attitude may stem from the Board of Regents trend toward developing policies to be implemented in a uniform fashion at the four community colleges. The UCCSN Council of Presidents was not able to agree, for example, on implementation procedures for the new salary schedule; and problems arose

because of inconsistent implementation procedures at the different institutions. Faculty also appear to believe that their concerns do not always reach the Board of Regents. Faculty concerns go to System committees which deliberate for long periods of time before making System proposals to the Board of Regents. TMCC faculty concerns can get lost in this process. Communication could be improved by requiring TMCC members of the System committees to report back to the faculty on a regular basis.

Administration perceives adequate mechanisms for communication exist throughout the institution, but faculty disagree with that statement. The mechanisms are clearly there as shown in the PIO section of this chapter. cc:Mail is a major method of communication; and, although all faculty have computers connected to the network in their offices, not all faculty are willing to access the vast amount of information available.

Helpful Mechanisms: Although faculty believe they have the information they need to do their jobs and that their supervisors are helpful, they have some sense of alienation from other departments and divisions, and feel a need for a stronger sense of community.

As would be expected under the atmosphere created by collective bargaining and the resignation of the President and Vice President for Academic Affairs, faculty feel strongly that there is unresolved conflict at TMCC.

- The UCCSN Strategic Directions gives sound direction and accountability to the System.

- The College has taken extensive measures to develop and implement a program of equal opportunity and affirmative action.

- The College allocates funds in accordance with its established role and mission.

- The well-qualified and professional classified staff are instrumental in maintaining smooth operations for the College.

- The financial program is well controlled and well administered.

- The College has a well-designed campus master plan guiding capital improvement requests.

- Costs for building operation and maintenance compare positively with other institutions.

- Although the area is understaffed, physical plant personnel maintain an attractive, efficient campus.

- Faculty feel they can participate in decisions at the department level and that they have the information needed to do their jobs.

- The Board of Regents' effort to maintain consistency in policy and procedures among System institutions often restricts institutional autonomy.

- There is a need to improve communications and establish a mentoring system for part-time faculty.

- The physical plant staff level is well below the standards established by UCCSN.

- Dramatic administrative changes have resulted in some disorganization in the instructional units.

- Faculty believe that their concerns are not communicated to the Board of Regents.

STRENGTHS

WEAKNESSES

■ Faculty experience some sense of alienation from other departments/divisions and feel a need for a stronger sense of community.

FUTURE PLANS

TMCC's future plans are detailed in the Academic Master Plan, which will be available for review by the team. This document is continuously updated in response to changing circumstances and opportunities.

PUBLIC INFORMATION OFFICE

Purpose—Reporting directly to the Vice President for Institutional Services, the Publications and Public Information office (PIO) coordinates the News Bureau, Speakers Bureau, Publication and Graphic services, a Print Shop, and Television Production Services. PIO disseminates College news regularly to newspapers and radio and television stations in Nevada and adjoining areas and issues special releases to educational and other professional publications throughout the U.S. PIO publishes all major college documents, supports specific college areas in promoting programs and designs and produces most college advertising. The Director of PIO is the College's official spokesperson with the press and, with the assistance of the PIO staff, acts as the College's official news source. The Director of PIO and the staff develop and maintain strong press relations.

The institution appeals to the following publics:

Internal:

- Professional full-time faculty
- Professional part-time faculty
- Professional administrators
- Professional faculty emeritus
- Classified staff

External:

- UCCSN Board of Regents, UCCSN Chancellor
- TMCC Advisory/Foundation Boards
- State Legislators
- Current TMCC students
- Current UNR students
- Unemployed or under employed individuals
- Upwardly mobile workers
- Business owners and managers
- "Lifelong Learning" community residents
- High school juniors and seniors
- TMCC alumni
- Community leaders

Personnel and Procedures—PIO personnel are described on the organization chart. See Table VIII-5 chart. The staff performs a number of significant functions for TMCC and the surrounding community.

PIO publishes the schedules, catalog, *Infogram*, and assorted program-specific literature. It produces "Focus on Nevada" and other video programs, creates and places general and program-specific advertising, issues general and program-specific press releases and public service announcements, and manages the 673-TMCC line, use of bulletin boards, use of the display cases and Speakers' Bureau requests.

Other offices on campus have significant public relations functions:

- **Foundation/Development office:** targets donors and business owners with fund-raising campaigns and special events. Also manages TMCC Foundation Board.
- **New Student Program office:** targets new TMCC students and high school students with orientation programs, general information, and program-specific literature.
- **Institute for Business & Industry:** targets business owners and managers with program-specific literature and commercial advertising.
- **TMCC Advisory Board:** targets various key publics with special promotional campaigns.
- **TMCC Foundation Board:** targets various key publics with special promotional campaigns.

Budget—The budget process is a collaborative effort between the Director of PIO, the Vice President of Institutional Services, and the campus budget officer. State and non-state funds are appropriated according to the functional needs of the department.

The Print Shop activity of the PIO is a self-supporting operation (except for personnel) requiring no additional funds. The Television Production Services operation is funded by a small (\$3,000) budget (except for personnel). Its services are solicited to produce documentaries for several System institutions. TPS produces nine programs per year.

The College is currently constructing a radio station. Funds for the radio station come from external donors and College resources. Some faculty oppose the use of College resources for this project in light of budget cuts. The former President spearheaded the drive for the station to improve College marketing efforts. The station was intended to support instructional programs and communicate with the community; however, his approach and timing for gaining faculty support was not effective.

Awards and Achievements—The following list of awards illustrated the quality of the work accomplished by the PIO staff:

- The *Infogram* recently received the Silver Dollar award from the International Association of Business Communicators (IABC).
- The College View book and Annual Report recently received Medallion awards from the National Council for Marketing and Public Relations (NCMPR).
- Since last season, "Focus on Nevada" has won four Silver State Documentary Competition awards, one NCMPR Medallion award, two IABC Silver Dollar awards and one NCMPR National Paragon award.
- The "Wine & Art" literature recently won an IABC Silver Dollar award as did a special illustration.

- Talented and hard-working people produce award-winning materials and gain national recognition for the school.
- PIO employs creative approaches to promoting the College with little or no funds. Specifically, billboards in collaboration with local businesses and placards on taxi cabs and inside city buses promote the College's community image.
- PIO is flexible and responsive to the changing needs of the College as demonstrated by the production of promotional packages for the President, the Foundation, and the Advisory Board targeted at legislators.

STRENGTHS

- PIO works closely with instruction to produce video tapes and other instruction materials that will enhance classroom presentations.

WEAKNESSES

- The school needs a comprehensive marketing plan. Efforts are still fragmented on campus with no unified approach to promoting the school's image or programs. Several budgets across campus promote specific school programs or areas without central coordination.
- The fall 1994 survey of faculty and administration indicates needed improvement in marketing TMCC and promotional events targeted to the students. In addition, more part-time faculty need information about services available to them through PIO.
- The College needs to measure the effectiveness of the publications and other efforts of the PIO office.
- The College needs market research to determine the effectiveness of current efforts and to identify appropriate media for the future.

FUTURE PLANS

PIO has been developing a plan to unify promotional efforts on campus and effectively allocate available resources toward the most meaningful media and publics.

PIO plans to conduct an internal communications audit and develop a more effective internal communications system specifically tailored to the needs of part-time faculty. Funding to return the office to full staffing levels will enhance these efforts.

A current activity meaningful to the PIO is the construction of a school radio station and the development of a Radio Broadcast Academy under the Institute for Business and Industry. PIO will be responsible for the daily operations of the station and will use the medium to communicate with both internal and external publics. Construction of the station antenna is currently underway.

RITA C. GUBANICH
Interim President
Truckee Meadows Community College

EDUCATIONAL HISTORY

Doctor of Education, 1991 **University of San Francisco**

Major: Education

(Organization and Leadership)

Master of Education, 1976 **University of Nevada, Reno**

Major: Educational Administration and Higher Education

Bachelor of Science, 1972 **University of Nevada, Reno**

Major: Business Education

Minor: English

CURRENT EMPLOYMENT HISTORY

Truckee Meadows Community College, Reno, Nevada 89512

1994 - Present **Interim President (October, 1994 -Present)**
 1989 - 1994 **Vice President of Institutional Services**
 1985 - 1989 **Dean of Administrative Services**
 1984 - 1985 **Assistant to the President**
 1983 - 1984 **Assistant to the President and**
 Director, Finance and Personnel
 1982 - 1983 **Instructor and Planning and Financial**
 Services Officer
 1981 - 1982 **Chair, Office Administration and Instructor**
 1980 - 1981 **Acting Chair, Office Administration and Instructor**

OTHER POSITIONS HELD

1975 - 1980 **Teacher, Business and English**
 Reed High School
 Sparks, Nevada
 Part-time Instructor
 Truckee Meadows Community College
 1974 - 1975 **Assistant Director Administration Department**
 National College of the State Judiciary
 University of Nevada
 Reno, Nevada
 1973 - 1974 **Teacher, Business**
 Reno High School
 Reno, Nevada
 1972 - 1973 **Substitute High School Teacher**
 Washoe County School District
 Reno, Nevada
 Part-time Instructor
 Western Nevada Community College
 Reno, Nevada

ELSIE DOSER**Dean of Instruction - Planning and Development****EDUCATION**

- 1976 University of Wyoming, Ed.D.
emphasis in Vocational Business
Education, Educational Administration, Curriculum and
Instruction
- 1973 University of Wyoming, Ed.S. emphasis in Coop. Education
- 1968 University of Wyoming, M. A. emphasis in English Education
- 1959 Adams State College of Colorado emphasis in Business
Education, Anthropology-Sociology, English

SUMMARY OF EXPERIENCE

- 1991 - Present **Dean of Instruction - Planning and Development**
Truckee Meadows Community College, Reno, NV
- 1986 - 1991 **Dean of Occupations**
- 1986-1989 **(Associate Dean of Occupations, same duties)**
Truckee Meadows Community College
Reno, NV
- 1985-1988 **Director of Business/Management Division**
Truckee Meadows Community College
Reno, NV
(overlap of responsibilities with dean's responsibilities)
- 1982-1985 **Office Administration Department Chairperson**
Truckee Meadows
Community Colleg, Reno, NV
- 1975-1982 **Office Administration Department Chairperson**
and Associate Professor
School of Business
University of Northern Colorado
Greeley, CO
- 1959-1975 **Secondary Education Instructor**
Laramie, WY

Responsibilities Common to College and UCCSN—Major areas of responsibilities for the college and the System include the following: (1) represent the instructional area on System and State planning and policy committees and task forces related to grant activities, strategic planning, emerging programs, and system articulation; (2) assist with professional development activities and participate in planning for campus-wide needs such as crisis management task force, registration long range task force, facilities planning; (3) provide leadership and coordinate college-wide efforts for identifying institutional effectiveness and student success through program outcomes and related measures; (4) assist with internal and System reports related to strategic planning and System strategic directions, assessment and other institutional goals; (5) Serve as accreditation liaison officer with the Northwest Association of Schools and Colleges Commission on Colleges.

Responsibilities Specific to Dean of Instruction—Areas of responsibility linked specifically to instruction include the following: (1) Coordinate instructional grant activities with grant coordinators and maintain files of

performance reports; serve as appointing authority for classified and letter of appointment where appropriate. (2) Serve as liaison with the State Department of Education for instructional grant activities such as monitoring, budget revisions, etc. (3) Articulate 2 + 2 + 2 agreements among and between Washoe County School District, University of Nevada, Sierra Nevada Job Corps, Nevada community colleges, and other educational organizations. Facilitate agreements and maintain original files of articulation agreements. (4) Serve on appropriate advisory task force boards or System boards to strengthen articulation activities. (5) Provide leadership for new program development, needs assessments, program reviews, program outcomes assessment, and articulation policies. (6) Oversee all matters related to special accreditation for programs.

BETTY JOYCE ELLIOTT

EDUCATION

- UNR Doctoral Program in progress, Education Leadership
 May 1991-Present
- UNR Post Master Graduate Work, 1993-1991
- UNR Master of Science - Biology, 1972
- UNR Bachelor of Science - Zoology, 1970

EMPLOYMENT HISTORY

- TMCC - Executive Dean of Academic Affairs, 1993 - Present
- TMCC - Acting Dean of Instruction, 1992 - 1993
- TMCC - Director, Operations - Instruction, 1991- Present
- TMCC - Director, Arts & Sciences, 1987 - 1991
- TMCC - Chair, Science/Math Departments, 1986 - 1987
- TMCC - Chair, Science Department, 1984 - 1986
- TMCC - Community College Professor, Science Department, 1981 - 1984
- WNCC - Community College Professor, Science Department, 1973 - 1981
- Nevada Technical Institute, UNR, Instructor, 1970 - 1972

OTHER ACCOMPLISHMENTS/AFFILIATIONS

Publications:

- Instructor's Manual to accompany Nutrition and Diet Therapy, Mosby College Publishing Company - 1984
- Instructor's Manual to accompany Nutrition and Diet Therapy, Mosby College Publishing Company - 1989
- Instructor's Manual to accompany Essentials of Nutrition and Diet Therapy, Mosby College Publishing company - 1990.

Awards /Administration Honors

- 1986 Accepted SIGMA XI, Scientific Research Society,
 University of Nevada Chapter
- 1981 & 1982 Elected to serve as Faculty Senate Chair
 Truckee Meadows Community College
- 1973 Elected to PHI KAPPA PHI, National
 Honorary Society, University of Nevada

Service Club/Civic Organizations

American Cancer Society
Hilltoppers Toastmasters
March of Dimes
Nevada State Fair
Nevada White Hats

Executive Dean of Academic Affairs—Reporting to the Vice President for Academic Affairs, the Executive Dean provides administrative leadership for Academic Affairs administrative staff in the areas of budget control, operations management, part-time faculty operations, Community Services programs, Learning Resource Center, Child Care Center, new program planning, curriculum development, adequate funding support, and program assessment. This position will have administrative responsibility for overseeing and supporting the operations of state-funded programs in the instructional areas of the College. This position will be responsible for coordinating efforts to develop articulation links with educational institutions and business and industry entities. A primary responsibility is direct involvement in implementing strategic planning directions established through faculty participation and System mandate. This position coordinates faculty and administrative response to data requests related to collective bargaining, emanating from the System, or requested by the Vice President for Academic Affairs. The position will assume other responsibilities as assigned to maintain efficient and effective use of personnel and economic resources.

JACQUELINE CERCEK KIRKLAND

Dean of Student Services

EDUCATION

- 1987 Doctor of Education in Adult Counseling
University of Nevada, Reno
- 1983 Educational Specialist in School
Psychology, University of Nevada, Reno
- 1980 Master of Arts in Counseling
University of Nevada, Reno
- 1977 Bachelor of Arts in Psychology, Minor in Biological Science,
UNR
- 1976 Bachelor of Science in Health Education, Minor in Physical
Education, UNR

SUMMARY OF EXPERIENCE

- 1989-present **Dean of Student Services**
Truckee Meadows Community College
- 1986-89 **Associate Dean of Student Services**
(includes a portion of time as Acting Dean)
Truckee Meadows Community College
- 1985-86 **Director of Counseling, Testing and Orientation**
Truckee Meadows Community College
- 1983-85 **Counselor**
Truckee Meadows Community College
- 1980-83 **Elementary School Counselor**
- 1979-80 **High School Counselor**
Washoe County School District
Reno, NV

Responsibilities Common to all Deans—Provide leadership and supervision for the College as a whole. Truckee Meadows Community College has 10,000 students and 3,800 FTE. TMCC is part of the University and Community College System of Nevada (UCCSN). The college has 275 full-time faculty and staff and 850 part-time instructors and staff. The college has an overall annual budget of \$16 million. TMCC is a comprehensive community college dedicated to providing transfer education, occupational education, developmental education, community education and guidance and counseling services. The main campus consists of 50,000 square feet with an additional 20,000 square feet located in a contemporary shopping mall. Classes are also offered at 40 other selected sites throughout the Truckee Meadows and the cities of Reno/Sparks.

Responsibilities Specific to the Dean of Student Services—Supervision of six department heads. Includes adult learning center, admissions and records, career planning and placement, counseling, disabled services, financial aid, instructional department (counseling, personal development and substance abuse), minority and international student affairs, orientation, re-entry services and women's center, retention and intervention, recruitment and outreach, student government and activities, testing and assessment, tutoring and supplemental instruction and veterans services. Overall budget; including grants and contracts of \$1.5 million. Other duties as assigned.

PAULA B. RINGKOB

Dean of College Services

EDUCATION

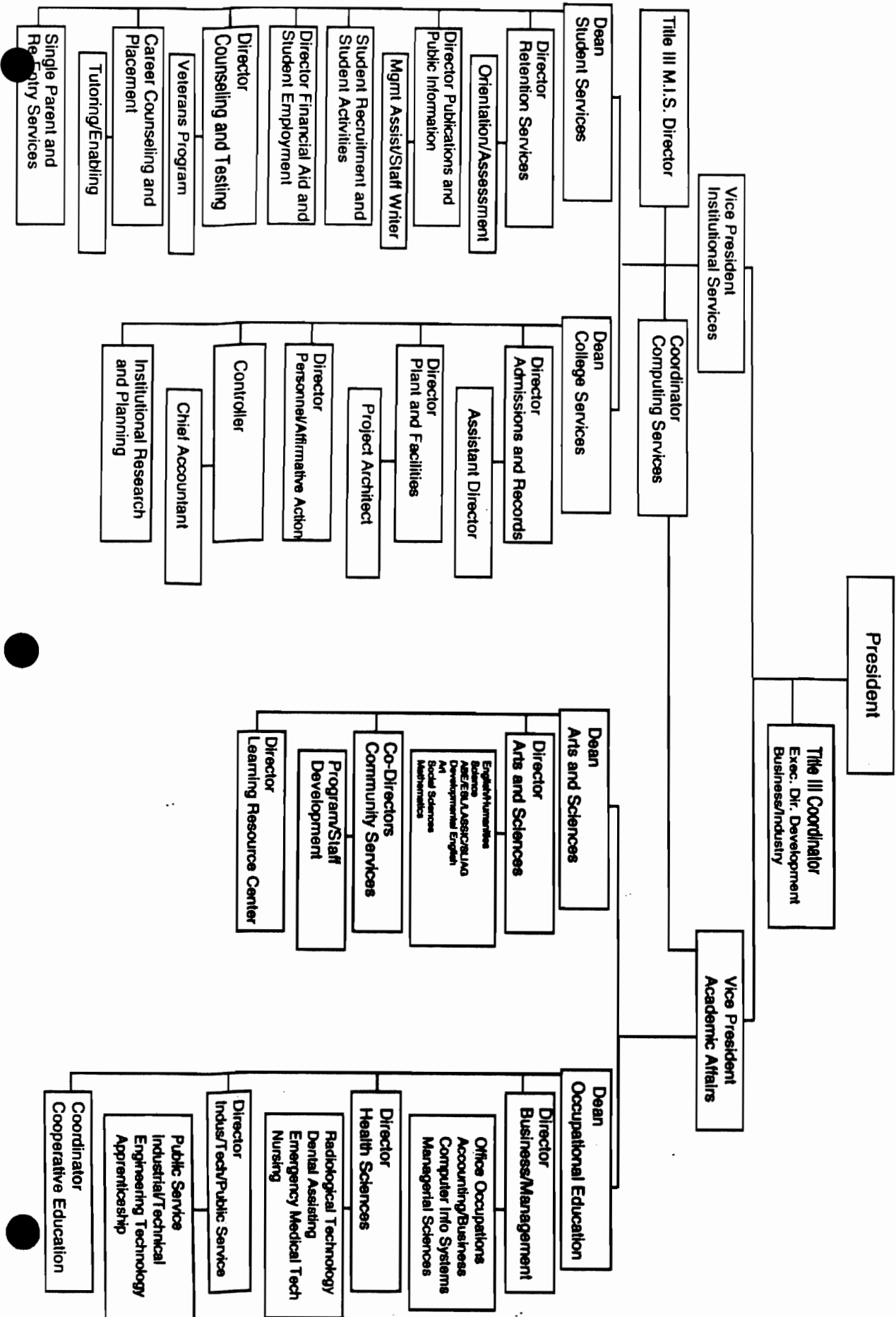
1980 Licensed as Certified Public Accountant
 1972-78 University of Nevada, Reno, NV, M.B.A.
 1958-62 Iowa State University, Ames, IA, B.S.
 emphasis in Home Economics

SUMMARY OF EXPERIENCE

1990-Present **Dean of College Services**
 Truckee Meadows Community College
 1986-1990 **Associate Dean of College Services**
 Truckee Meadows Community College
 1983-1988 **Controller**
 Truckee Meadows Community College
 1982-1983 **Assistant Controller**
 University of Nevada
 1978-1982 **Certified Public Accountant**
 Heppner, Crofoot, CPA's

Responsibilities—Responsible for the operational activities of bookstore, Controller's office, food services, plant and facilities and information technology services. Responsible for budget/account controls and implementations, budget request/preparations, costs and revenue analysis/reconciliation, personnel hiring, firing, and evaluation processes, inventory controls, and workload assignments for the College Services area. Monitor the use of policies and procedures for all offices in the College Services area. Monitor the creation of policies and procedures where none exist but are needed in the College Services area. Coordinate staff development activities for professional and classified personnel in the College Services area. Ensure that requested/required Federal, State, and TMCC reports are completed accurately and in a timely manner for the College Services area. Monitor short- and long-range planning activities and coordinate, planning, evaluation and review in the College Services area. Initiate and coordinate institutional research activities at TMCC; serve as liaison to UCCSN Institutional Research office. Serve on UCCSN, TMCC, and community committees as requested by the Vice President of Institutional Services. Fulfill additional responsibilities such as membership in professional organizations, professional development activities and community services. Other duties as assigned by the Vice President of Institutional Services.

Truckee Meadows Community College
1990 Organizational Chart
VIII-1

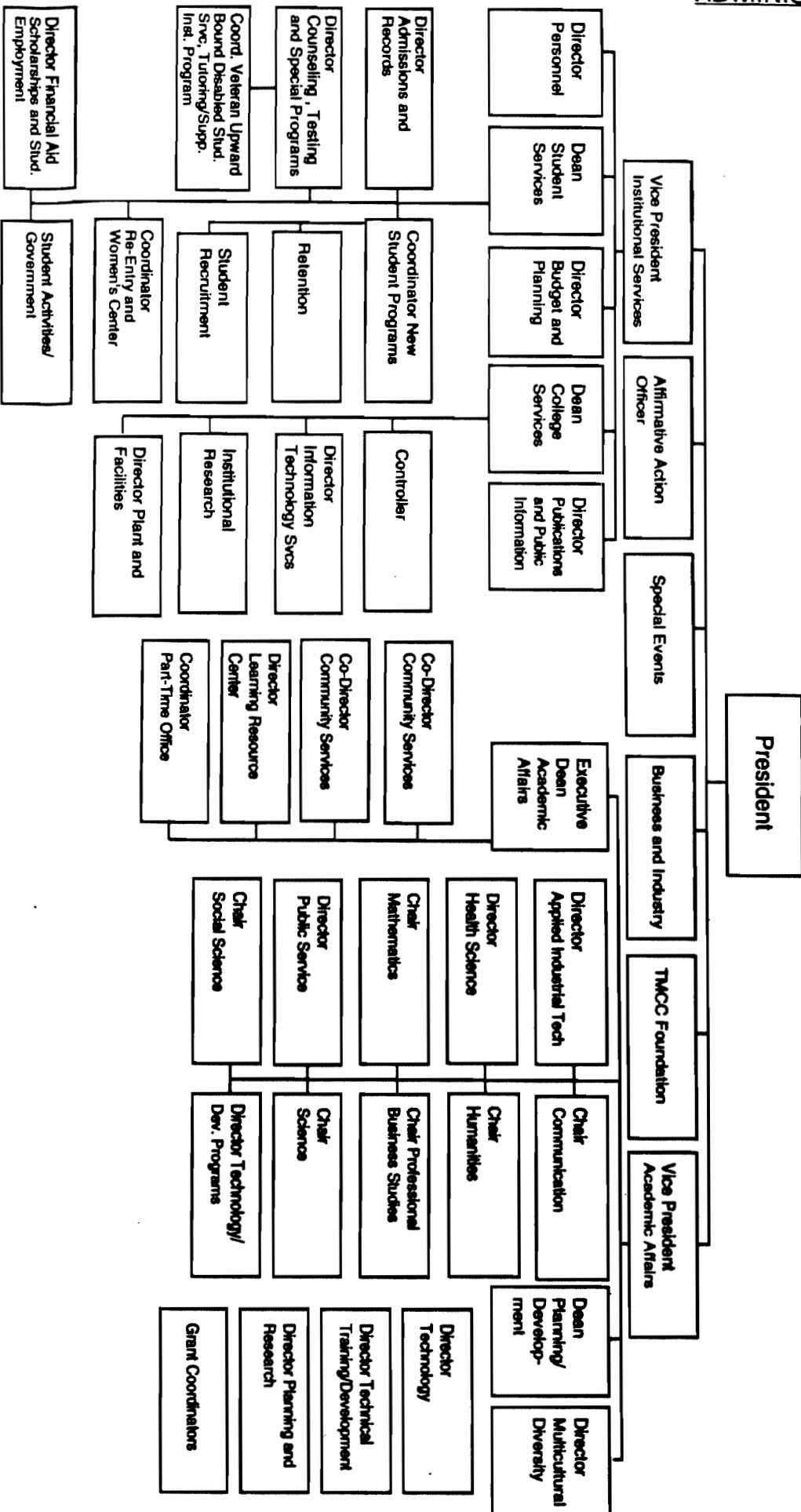


ADMINISTRATION

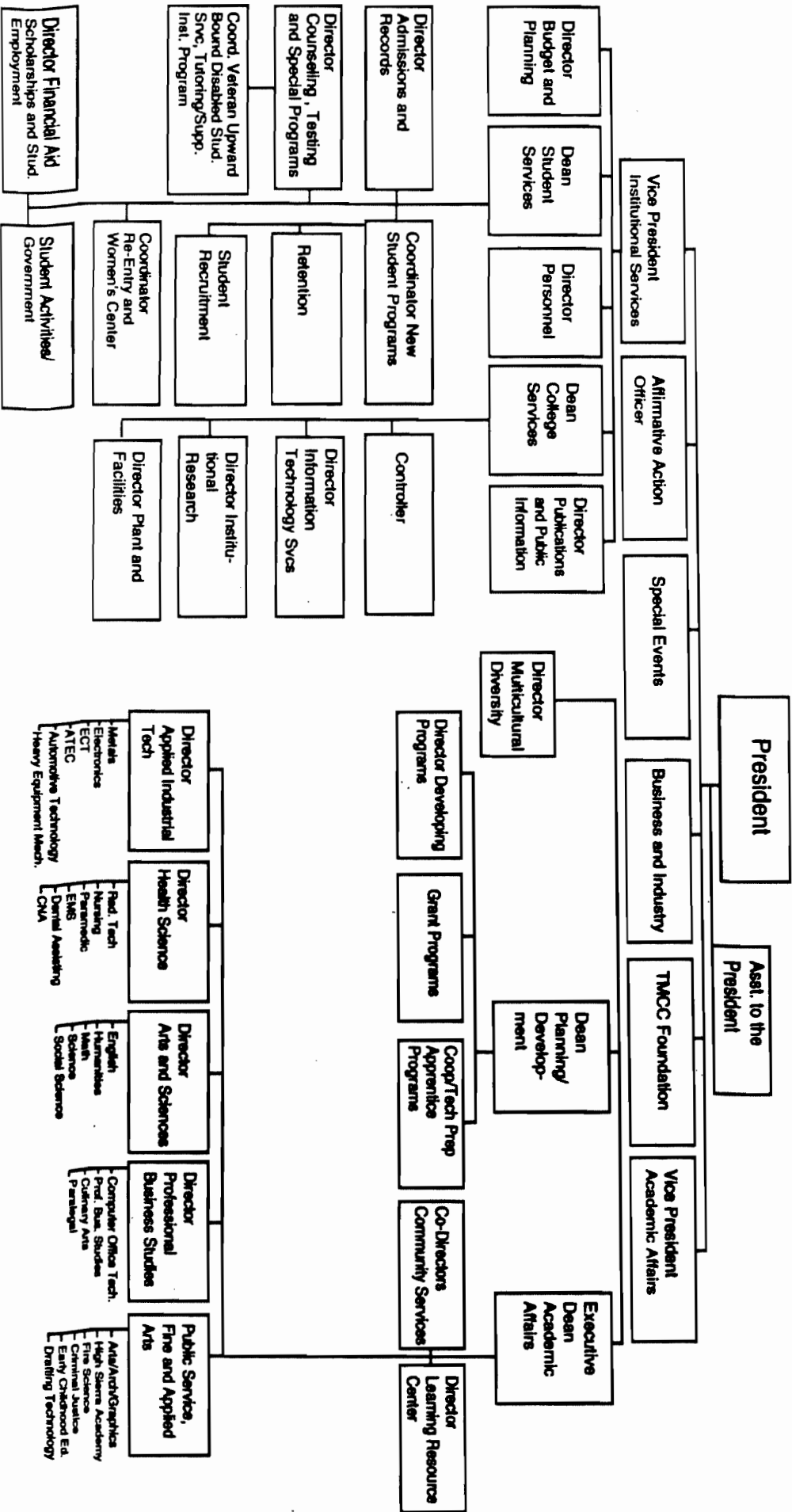
Truckee Meadows Community College
Organizational Chart

1993-94

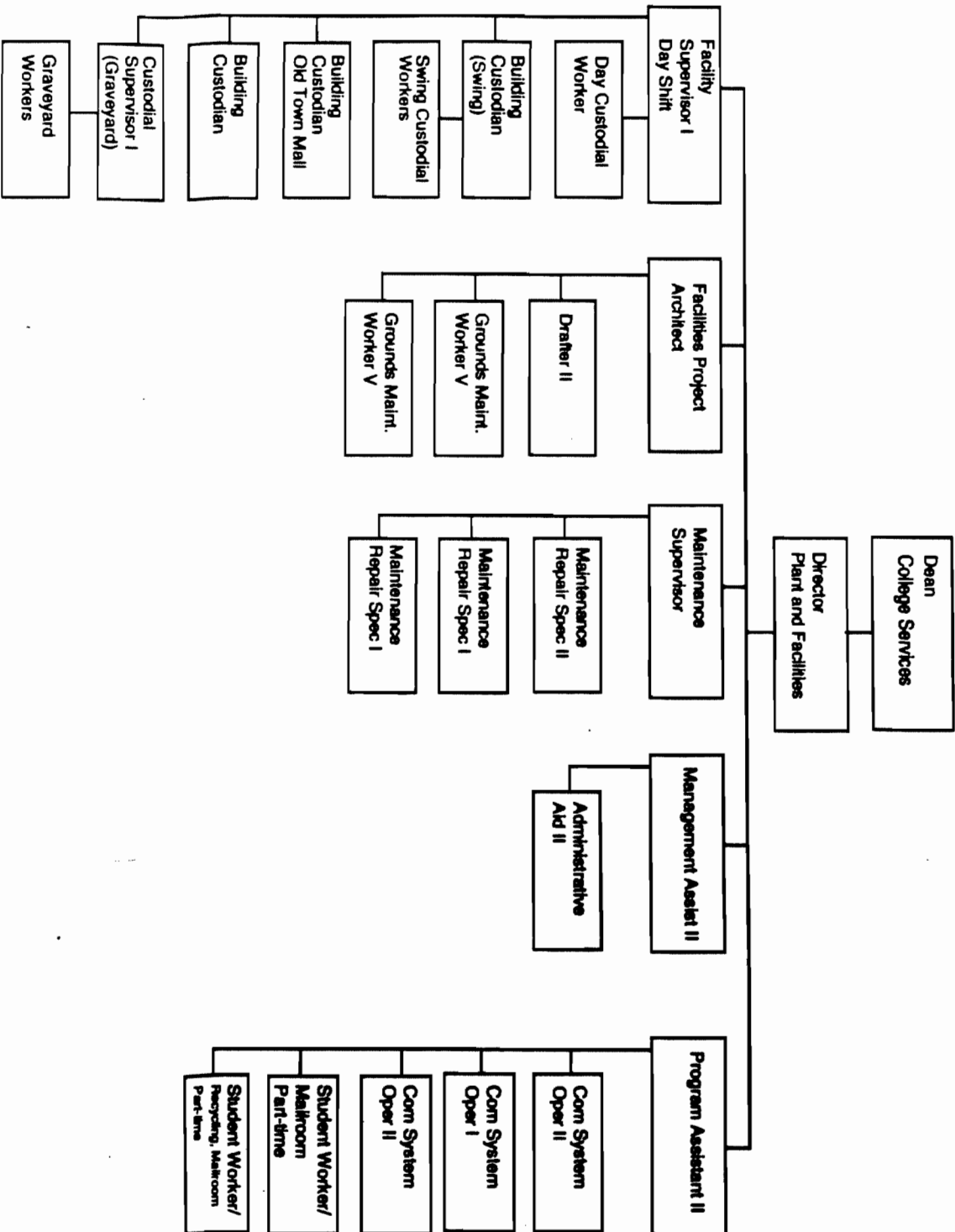
VIII-2



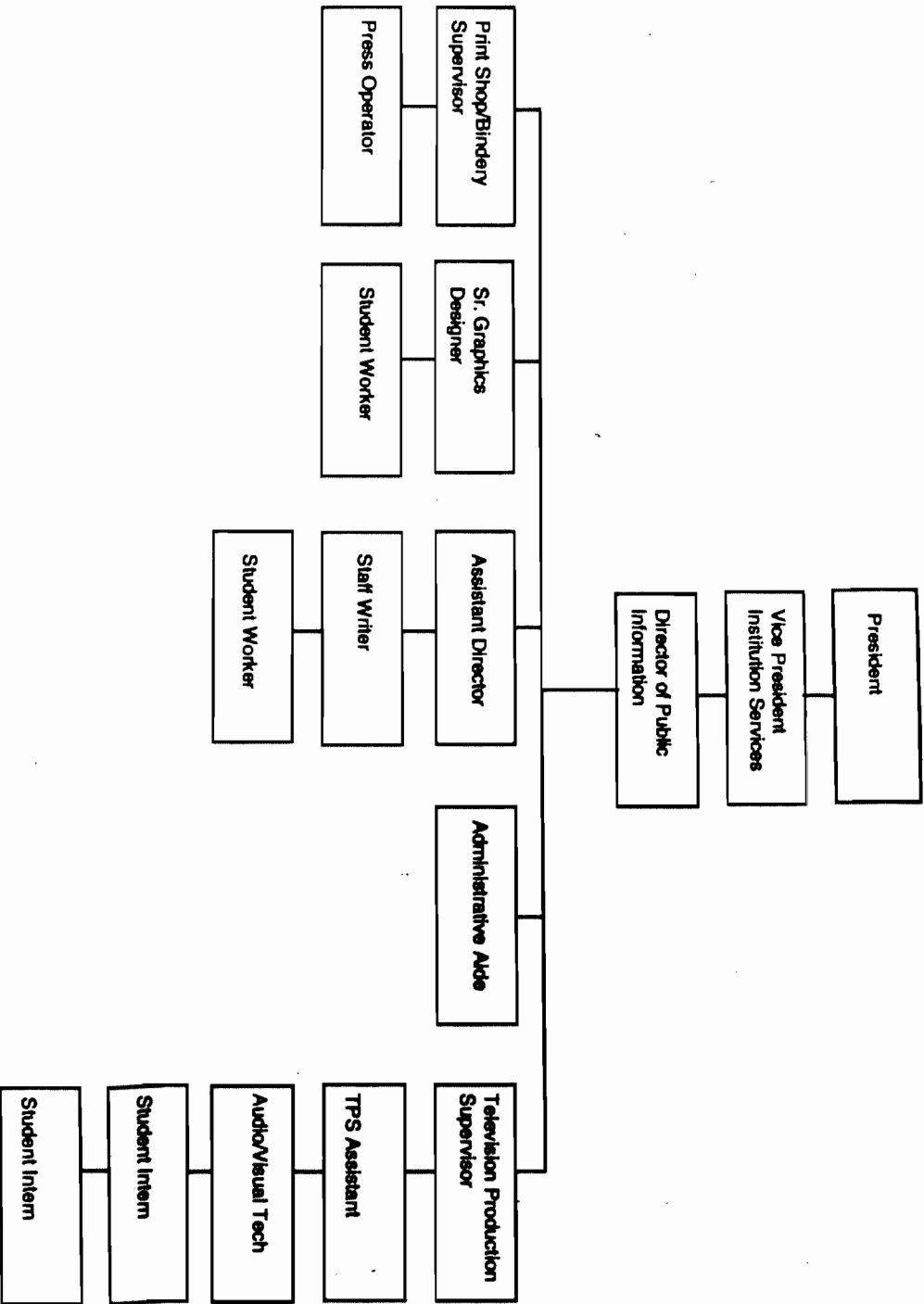
Truckee Meadows Community College
Organizational Chart
1994
VIII-3



Truckee Meadows Community College
 Plant and Facilities
 Organizational Chart
 Table VIII-4

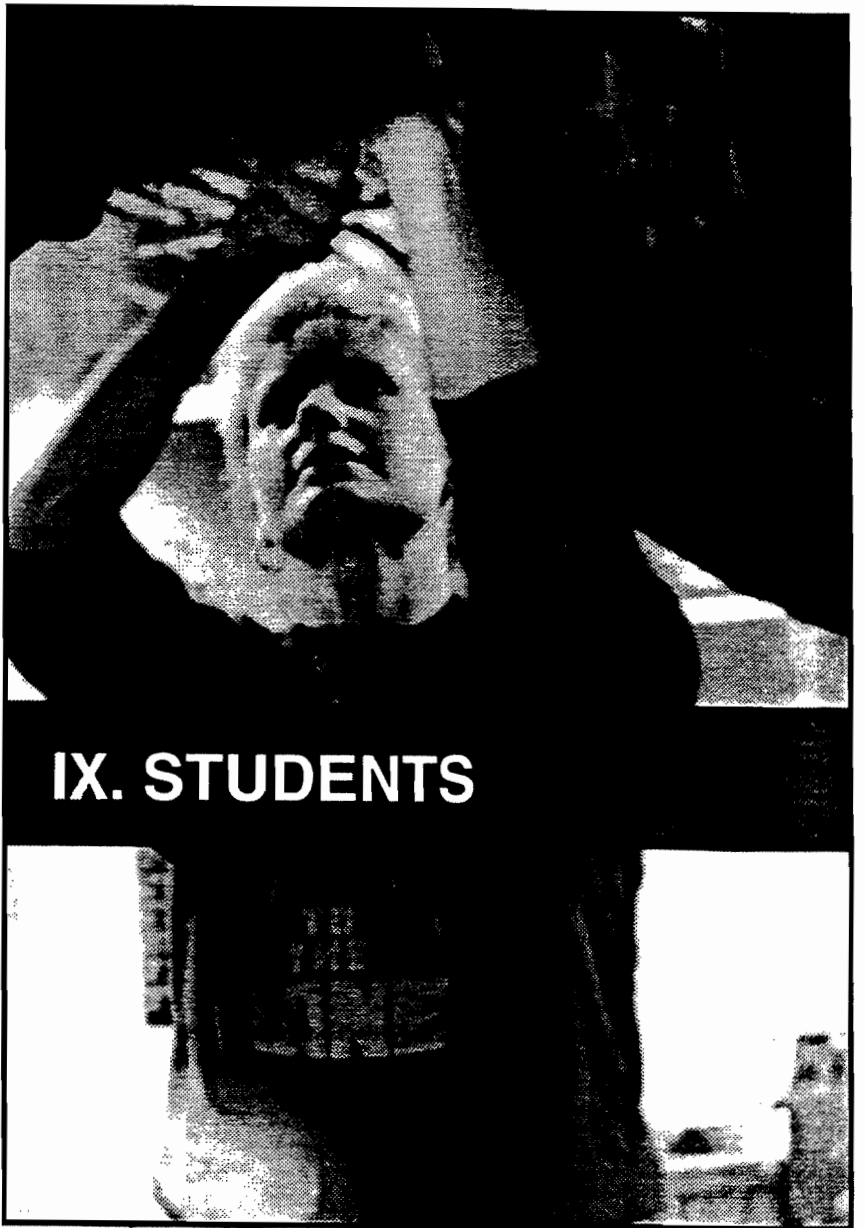


**Truckee Meadows Community College
Public Information Office
Organizational Chart
Table VIII-5**



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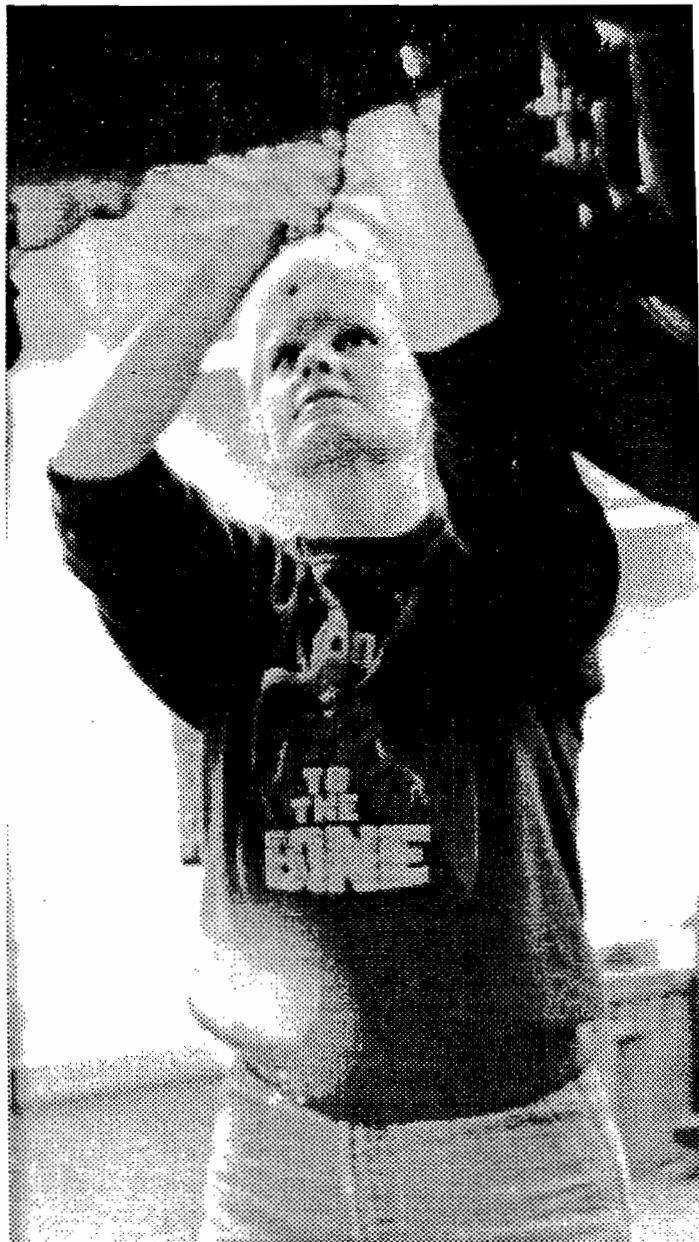


IX. STUDENTS

IX. STUDENTS

Student Services staff believes many factors affect academic performance and much student development occurs outside classroom instruction. This premise correlates with TMCC's Mission "to create a learning environment in which students can enrich their lives. . . . TMCC provides students with academic guidance, personal counseling, career exploration opportunities, tutoring and many opportunities to enhance self-awareness and growth." The College's Mission also calls for a "variety of personal support services to students to assist them in becoming more aware of their potential and in planning and achieving their educational goals." Student Services programs meet this comprehensive mission.

This chapter addresses student services and student support programs in the following order: Administration of Student Services Personnel; Admissions and Records; Student Advisement, Counseling, Testing and Special Programs; New Student Programs (orientation); Financial Aid and Scholarships; Re-Entry Women and Displaced Homemakers Center; Student Government, Extracurricular Activities and Publications; Bookstore; Health Services; Food Services; Housing; Collegiate and Intramural Athletics; Alumni Relations. Each area includes purpose and objectives, description of programs, appraisal and analysis, and the



INTRODUCTION

chapter concludes with a summary of outcomes and future plans for Student Services. Campus efforts to ensure student safety are detailed in chapter three, Physical Plant.

ADMINISTRATION OF STUDENT SERVICES PERSONNEL

Purpose and Objectives—The State Plan for Community Colleges establishes student counseling and guidance as one of the six major functions of community colleges in Nevada. Within this framework, the Student Services Division oversees a variety of services and activities designed to assist students in recognizing and achieving their educational, career, and personal goals. Student Services Division personnel are committed to student success.

The objectives of the Student Services Division are clearly stated in the Truckee Meadows Community College Academic Master Plan. These objectives evolved through a comprehensive strategic planning process involving administration, faculty, classified staff, students, and members of the community. The goals and objectives for the division follow:

- Ensure basic support services are free to students.
- Implement a comprehensive “intake” system that will include: orientation, testing, advisement, counseling and placement.
- Implement the transfer center concept: i.e. articulation agreements, individual transfer contracts, financial aid advising, and career exploration.
- Create a comprehensive career placement center which will maintain close ties with the job needs of the community, of vocational program completers, and of current students and graduates of TMCC.
- Provide more creative financing for all types of necessary testing, tutoring, bilingual resources, supplemental instruction, and student support services.

DESCRIPTION OF ORGANIZATION, ADMINISTRATION

The Student Services Division is coordinated and administered by the Dean of Student Services reporting to the Vice President of Institutional Services. The dean supervises and works closely with directors and coordinators overseeing the operations and management of offices established to implement Student Services' comprehensive programs and services. The dean delegates responsibility and authority to carry out administrative, coordination, and management tasks. Counselors, other professionals, and support personnel team with directors and coordinators in fulfilling division objectives. See Table IX-3 Student Services Division Organizational Chart at the end of this chapter.

Student Services adheres to the organizational and managerial standards established in the Council for the Advancement of Standards for Student Services/Development Programs (1986). Purpose and goals for many student services programs are drawn from this document.

The Counseling Center is accredited by the IACS (International Association of Counseling Services). IACS encourages and aids counseling services throughout the United States and internationally to meet high professional standards, informs the public about those that are competent and reliable, and fosters communication among counseling services operating in a variety of settings. Accreditation is open to university and community college counseling centers, junior and technical college counseling centers, and public and private counsel-

ing agencies. TMCC is one of three such accredited community college counseling centers in the U.S.

The dean is seated on the President's Council and is one of four college deans comprising the Deans' Council. The Dean of Student Services is the school's chief student affairs officer and serves as chair of the UCCSN Student Affairs Council. The dean also serves on a variety of UCCSN and national committees and task forces. Important information or actions stemming from these meetings are discussed in Student Services director's and coordinator's meetings. These meetings are held every other week during the normal school year. Directors and coordinators meet with their respective staffs to share such information.

Each professional and classified staff member meets or exceeds minimum qualifications as shown on the attached chart. Professional staff possess graduate degrees in an area directly related to their positions. See Table IX-5 Professional Qualifications at the end of this chapter.

Standing committees serve as a forum for sharing information and participating in college-wide decision making processes. Examples of such committees include: Faculty Senate, Curriculum Committee, Academic Standards, Instructional Deans and Directors Council, Dean's Council, President's Council, and Student Appeals Board. Students and classified staff as well as professionals serve on many committees.

Communication and interaction are encouraged through "open door" office policies and a collegial atmosphere. Issues impacting services to students, faculty and staff are discussed openly and additional campus input is solicited. Directors, coordinators and counselors maintain liaison with the instructional divisions to seek faculty perceptions and clarify information regarding services to students. Student Services places a high priority on serving and assisting students. Students are encouraged to make appointments, but the "open door" policy exists for students needing immediate assistance. This service-friendly approach applies to both students and faculty. Faculty are comfortable asking for assistance or giving information and suggestions to student services personnel.

Extensive student participation in policy and decision making at TMCC is reflected through students serving on most institutional standing committees and ad hoc committees. The ASTM president represents students at Board of Regents meetings and often makes presentations to the Board. The TMCC President and vice presidents meet monthly with the ASTM president to discuss student concerns and policy issues.

The Dean of Student Services office as well as the Office of Admission and Records maintains the current Board of Regents Handbook, including the UCCSN Code, and TMCC's Administrative Manuals. Official copies of these documents are available in the President's office. TMCC's annual catalog, TMCC's fall and spring class schedules, and the Affirmative Action Plan contain policies and procedures relating to student rights, responsibilities, and processes, including academic honesty, redress of grievances, and clearly state procedural rights. The College adheres to the Student Rights and Freedoms statement published by the National Association of Student Personnel Administrators.

Old Town Mall devotes 2,281 square feet to Student Services programs. Old

**FACULTY
AND STUDENT
PARTICIPATION****COLLEGE POLICY
STATEMENTS****PHYSICAL PLANT**

Town Mall houses the Re-entry/Single Parent Center, Veterans Upward Bound, a Counseling Center, and a Financial Aid office. Although the Re-entry and Upward Bound programs could use more space, the available space is adequate. Private offices are assigned for counseling and financial aid.

The main campus dedicates 8,538 square feet to Student Services programs. The following departments are located on the main campus: Admissions and Records, Financial Aid, Counseling Center (counselor offices, group room, reception area, dean's office, files and storage), Testing, Discover/New Student programs, Student Government office, Student Newspaper office.

ADEQUACY OF FUNDING

Student Services programs continue to operate with budget allocations based on prior year allocations. This budgeting process does not provide funds for new and expanding programs and services needed for the division.

The division has lost significant grant funding. This results in a loss of counselors, coordinators, classified personnel, and reduced services to students. Existing personnel believe they are overloaded, and that the division's ability to provide high quality services to students has been impacted.

STRENGTHS

The goals and objectives of Student Services developed within the context of the College's Master Plan with its clearly defined mission and role statement. The objectives of the Student Services Division are integrated with the educational programs to support student persistence and success.

The organizational structure allows autonomy and flexibility within each office yet promotes reasonable coordination and communications among the various offices and throughout the institution. The division is planning some organizational modifications. These changes will make Student Services contribution to the mission and goals even more effective.

Well-qualified and experienced directors, coordinators, counselors, and support staff are expected and permitted to fulfill their job assignments with minimal direction from the Dean.

Student policies, procedures, and regulations are well defined and published in the Administrative Manual; Affirmative Action Plan; the 1994-95 Catalog; and in the spring, fall, and summer class schedules.

Student Services staff maintain consistent and effective communication. Most offices are strategically located in the center of the main campus facility. Offices for Admissions and Records, Counseling, new Student Programs, and Financial Aid and Scholarships are adjacent to each other. This gives these offices easy student access and accommodation for services. Office space and physical facilities for counseling and admissions and records are currently adequate.

WEAKNESSES

The Division and College need to work together to improve funding and/or prioritize services within existing funding patterns.

Although student policies, procedural guidelines, and student rights are described in a variety of TMCC publications, no single document gives students this information; Student Services may want to consider reinstating a student handbook.

When Phase VI-A is completed Student Services will expand into the old LRC space (11,350 sq ft). The following programs will be housed there: Financial Aid, New Student Programs and admissions, central (one-stop shopping) reception area for students, special populations, intake/reception/administration, Women's Center, student space, large classroom for CPD, study skills, and substance abuse, career planning and placement staff, job board, areas for students to pursue job openings, etc., space for video tape training facilities for substance abuse counselor trainees, conference room for student services, storage for F/A files being relocated from west wing, job interview/application space for employers and students, outreach and recruitment staff offices, small group room for small group sessions, international student admissions staff.

Current Student Services space will include: Dean's office, counseling, career center and transfer center, records and MIS functions, testing and assessment, ASTM and student activities.

Purpose and Objectives—The Admissions and Records Division strategically integrates several functions to enhance the College's Mission of providing superior, student-centered educational opportunities and operating an open-door admission policy allowing a diverse student population access to an academic experience.

Admissions and Records works with other Student Services offices, academic divisions, the Public Information office, and other schools and colleges to facilitate effective admissions and registration services.

Admissions and Records is supervised and managed by the Director of Admissions and Records. Under the supervision of the director, the Coordinator of Management Information Systems coordinates the SIS computerized student record, student accounts, and financial aid systems. A staff of classified personnel assists administrators responsible for the following functional areas: admissions, including international and special; registration; graduation; transfer credit evaluation; records management, maintenance, and retention; processing of grades; student enrollment certification; class schedules and catalog publications; veterans' certification; and various admission, enrollment, and adhoc reports.

Admissions and Records staff work closely with faculty, students, and administrative staff in improving registration procedures and making grade reporting procedures more efficient. Examples of cooperation in record keeping are evident in the procedure for transcribing the Tech-Prep program, maintaining the dual credit program with Washoe County School District, conducting special registrations, creation of the registration task force, and participation in the Academic Directors' meetings. Close communication and collaboration with staff from Admissions and Records and staff from the offices for Counseling, Financial Aid, and New Student Programs support students in their endeavors to be successful in their studies at TMCC.

Admissions office: The Admissions office fulfills the College's commitment to open access, disseminating enrollment information to prospective students, publicizing registration procedures, and processing enrollment applications. The office operates with clearly defined policies and procedures consistent with

FUTURE PLANS

ADMISSIONS AND RECORDS

DESCRIPTION OF ORGANIZATION AND FUNCTIONS

recognized academic standards of admission to the College. Examples of policies and procedures are: following published admission policy and procedures; encouraging new student participation in orientation and advisement; providing clear instructions and assistance in registration of classes; defining procedures for auditing, dropping, or adding classes; opening registration options dealing with course prerequisites, course cancellations, credit load limits, student referrals to counseling or advisement services; evaluating transcripts for credit transfer. These policies and procedures are clearly stated in the College's catalog and in the spring, summer, and fall class schedules. The schedules contain easy to follow Touch-Tell registration procedures, an application for admission, and other information needed for admission to the College and registration in classes.

The Admissions office receives and evaluates student applications for admission to determine residency status and enters the data into the SIS, and determines eligibility for special admissions status in conjunction with the Director of Counseling and Testing. Transfer student transcript evaluations and degree progress reports are also the responsibility of this office. The admissions staff cooperates with the Testing office to record student test scores allowing department advisors to determine accurate student placement. The Degree Audit Reporting Systems (DARS), when fully operational, will provide efficient services to students and a more effective process for transcript evaluation.

The open door admission policy encourages the entire community to enroll in community college courses. All adults 18 years or older or applicants with a high school diploma or equivalent may enroll at the College. Applicants must also meet citizenship or immigration requirements. Programs with restricted enrollment and required prerequisites (examples: nursing and ATEC automotive) have selective admission procedures limiting enrollment to those students with the greatest potential for success. International students' applications are evaluated to determine eligibility for admission.

Registrar's office: Traditionally referred to as the Registrar, the Office for Student Records keeps student records and generates student data reports. This office implements college policies by establishing procedures and processes dealing with registration, grading, transcripts, refunds, and other confidential student academic records. This office's clearly defined procedures delineate College standards and conform strictly to the Family Educational Rights and Privacy Act which protects the confidentiality of student records.

Examples of policies and procedures are: maintaining the accuracy of student records; determining student classifications such as new, transfer, or continuing; verifying student enrollment information; preparing degree audit reports; processing final grades; reporting enrollment data as needed; maintaining transcripts of students academic records; maintaining student files according to the published retention policy; overseeing the publication of the class schedule and catalog; maintaining the master course file; and certifying that graduates comply with degree and certificate requirements.

The Student Records office fulfills federal requirements for IPEDS and occupational program reporting. Throughout the academic year the office provides ongoing enrollment data, class status data, faculty workload data, and enrollment trend analysis. During registration periods the office maintains essential management data on canceled classes, full classes, and classroom

availability. The office issues mailing lists essential for student follow-up and tracking. The office, for example, tracks ethnic group enrollment for the Multi-Cultural Diversification office and generates ad hoc reports for specific student populations such as those receiving incomplete grades. Statistical and data reports help the College with strategic planning and decision making.

■ The registration process for students has evolved from a cumbersome on-site manual system to an automated Touch-Tell registration system. Each semester the Touch-Tell registration system continues to improve its procedure; the outcome is a student body that can enroll from the convenience of home or workplace.

New student admissions are processed throughout the year and the office accepts faxed applications to simplify the process for students.

■ The Student Information System, known college-wide as SIS, is networked throughout the College allowing departments access to student enrollment information. This system stores a variety of standard reports contributing to managerial decisions and institutional planning. The SIS is an on-line, real time system utilized by institutions throughout the UCCSN system. It maintains student records, keeps accounts, displays financial aid information, and operates the on-line Degree Audit Review System (DARS).

■ The 1994-1995 academic year introduced DARS, a computerized audit system for transcript analysis and approval for graduation. The integration of technological assistance with the procedures of Admissions and Records enhances the Division's contribution to the College's mission of service to students.

■ During peak registration times, the HELP LINE desk is established to provide special service to students with problems understanding registration procedures. Staff from departments across the campus devote time to a help desk offering students telephone-accessed information and walk-up personal assistance.

■ The Student Appeals Board hears a variety of student appeals. The Director of Admissions and Records sits on the board as a consultant. The Director of Admissions and Records participates in a number of college-wide committees such as Student Appeals, Academic Standards, Curriculum, and meets monthly with the academic directors, vice president, and deans. This active participation identifies and clarifies issues affecting admissions and records policies.

■ The director and staff adhere to and require strict enforcement of policies and procedures established for this division, but also recognize the need for monitoring and revising to accommodate students requiring special services or programs outside the traditional semester model.

■ The Admissions and Records staff need to develop a means to identify the actual goals of enrolled students. Eliminating walk-in registration made this essential task more difficult. This information is needed to establish true measures of student success, program outcomes, and institutional effectiveness.

■ Touch-Tell equipment needs to be upgraded. Academic divisions want Touch-Tell to maintain wait lists; this service demands upgraded equipment.

■ Touch-Tell registration procedures and processes for students needing prerequisites or completing mathematics and English placement tests need

STRENGTHS**WEAKNESSES**

attention.

- For some students Touch-Tell is intimidating and impersonal. A one-day walk-in registration with faculty advisors available in addition to HELP LINE will alleviate this concern.

- Quicker processing of final grades would facilitate student registration. The office has requested an optical mark reader to scan grades and upload them to the computer system; this will speed up processing time, allowing students to register earlier for classes with prerequisites and to receive financial aid sooner.

FUTURE PLANS

Admissions and Records is also planning to purchase a laser disk storage system which will allow campus-wide access to student files, and to obtain college catalogs on CD-ROM to facilitate the evaluation of transfer credit.

The planned restructuring of Student Services will transfer application processing to the New Student Programs area in order to initiate one-stop shopping services for new students.

The Admission and Records staff cooperates with other UCCSN institutions and student computing services in formulating standards for electronic exchange of transcripts.

ADVISEMENT, COUNSELING, TESTING AND SPECIAL PROGRAMS

Purpose and Objectives—The Office of Counseling, Testing, and Special Programs helps students identify and achieve their educational, career, and life goals. The array of services and programs stemming from these programs creates a hub of institution-wide collaborative efforts centered on fostering student success. These services and programs:

- provide assistance and support in decision-making processes to facilitate students educational, personal, and life-long goals;
- provide academic advisement to students and coordinate the transfer process to in-state universities through the transfer contract procedure;
- provide services and programs that assist under-prepared or special-needs students with support services and programs.

The following services support these objectives: counseling; advisement; career planning and transfer services; testing and academic assessment; tutoring and supplemental instruction; accommodation services; and instructional programs focusing on career exploration, personal growth, and academic development.

ORGANIZATIONAL STRUCTURE

The Director of Counseling, Testing, and Special Programs supervises and coordinates the department's programs and services. Reporting to this director are seven (five FTE) well-qualified professional counselors, two coordinators, and two specialists. Each functional area is supported by classified staff.

CENTERS FOR COUNSELING, CAREER PLANNING, AND UNIVERSITY TRANSFER

Student Service Centers encompass the functions of counseling, advisement, career planning, transfer services, and instruction. These centers work closely with the Office for Admissions and Records, the Financial Aid and Scholarships office, Testing Services, and Supplemental Instruction and Accommodation Services.

Counseling Center: The center takes a contemporary student development perspective in its approach to service delivery to students, addressing the social, emotional, and personal aspects, as well as the cognitive dimensions of the

educational process. Counselors are able to assist students in such areas as human growth and development, human relations, learning theory, interpersonal communications, vocational interest testing and assessment, and career exploration. Students are encouraged to take advantage of counseling services to resolve problems and address concerns affecting their lives and interfering with learning. Prior to registration, during registration, and throughout the year, counselors advise students on classes, course loads, programs, and transfer credit options. Services for transfer students and career planning are available now on a limited basis. In early 1996, as part of the Student Services reorganization these services will expand significantly through implementation of a Career Planning Center and Transfer Center, as follows:

Career Planning Center: This center will be available for students seeking information about career options, are undecided about their career goals, are working through a mid-life career change, or are simply researching options and information about careers. Career counseling, career development courses, and career testing and assessment are among the services to be offered.

Transfer Center: This center will provide students with information and assistance with transferring credits to other schools in the University and Community College System of Nevada and elsewhere. Students with fewer than 45 credits are encouraged to work with a counselor in developing a transfer contract guaranteeing transfer and acceptance of credits to UNR and facilitating a smooth transition to the university environment.

The testing program administers the academic assessment program for mathematics and English, licensure testing and certification in occupational areas, and GED testing. Computerized placement testing (CPT) assesses new students in mathematics, reading, and English skills.

Assessment outcomes place students in appropriate courses matching their level of fundamental academic and technical skills. University parallel courses, Math 112 and English 101 or higher, require student assessment prior to enrolling. The University of Nevada, Reno mathematics department also currently requires students to be assessed by TMCC prior to enrollment in UNR math classes. The College is considering the feasibility of assessing and placing students prior to entering technology programs, recognizing the frequent lack of basic academic skills necessary for college success.

Supplemental Instruction (SI): Students desiring assistance in courses with high attrition rates are encouraged to participate in Supplemental Instruction, a program featuring group learning techniques facilitated by student leaders. These SI leaders are former students who earned an "A" grade in the class and are recommended by the instructor. The SI leader attends classes with the students, works independently with students, and leads group discussions on course content. This is a tutoring program in group format.

Accommodation Services: Students with identified physical and learning disabilities may receive reasonable accommodation services. These accommodations include counseling, registration assistance, interpreters, individual tutoring, reading services, note taking, tape recordings, test proctoring, and adaptive equipment. Classrooms at the Dandini campus and Old Town Mall are readily accessible to students with disabilities.

Job Placement: TMCC does not have a formal placement office. These

**TESTING
SERVICES**

services are available through several offices on campus.

Employability Skills and Job Placement Services: These functions are spread throughout a myriad of programs and courses established to assist students in developing job seeking skills. Student Services offers personal development classes in such topics as “job search techniques.” The Re-entry Center, Veterans Upward Bound, Smart Starts, and the Office for Internship-Cooperative Education also offer students the opportunity to develop career and job seeking skills. Students receive instruction on writing resumes, completing job applications, and building job interview techniques and strategies. These job-skill building experiences combined with career counseling services prepare students for the world of work. The Office for Internship and Cooperative Education and Smarts Start II Program, programs addressed in Chapter V, also focus specifically on job preparatory and job search skills. Internship experiences often lead to part-time and full-time jobs for students. Graduates are surveyed to determine what placement services are needed. If students need resume writing skills, interviewing techniques, or assistance in finding employment, they are referred to the internship office for one on one assistance. Academic faculty assist students informally in finding jobs in their fields. Student Services job placement services consist of a job board listing a variety of part-time jobs throughout the community.

VETERANS UPWARD BOUND PROGRAM

Since its origin in 1989, the Veterans Upward Bound Program, funded by the U. S. Department of Education, has served more than 900 veterans. This program’s comprehensive support services range from GED and college preparatory classes to counseling, advising, and post-secondary transfer activities. Depending upon an assessment of educational, career, and personal growth needs, students are often referred to other Student Services support services and programs.

STRENGTHS

- The counseling faculty are well qualified and dedicated to the area’s philosophy that promotes total student success.
- The counseling faculty is very active in college-wide activities.

WEAKNESSES

- The area is understaffed, and the System needs to work for better legislative funding.
- The College needs to study advising services and determine whether academic faculty need to be more heavily involved in advisement.
- Some instructional directors and faculty do not clearly understand their roles in evaluating previous college transfer courses. The process needs to be reviewed and implemented uniformly.

NEW STUDENT PROGRAMS

Purpose and Objectives—New Student Programs believes students need education regarding their choices in higher education; the New Student Programs’ staff educates students in understanding options available, forming the basis for sound choices leading to a productive educational experience. New Student Programs consists of orientation for new students, outreach/recruitment, and retention.

New Student Orientation - Discover Program—The Discover Program, TMCC’s new student orientation, builds a foundation for life-long

learning and assists in the student's transition from school/work/home to college. The program orients students to the College's facilities, services, and expectations. Students gain information useful in reaching educational goals. Both New Student Programs' staff and counseling staff are called upon to act as academic advisors during these programs.

Fall, spring, and summer class schedules describe the purpose of the Discover Program and list orientation dates, times, and requirements. Individual mailings are also sent from the data base of previous contacts in the community and in the high schools. A new program, referred to as "Discover to Go," is an orientation for rural students unable to take advantage of the Discover Program on campus. The coordinators travel to rural schools and conduct the orientation on high school campuses.

Student Recruitment/Outreach—Recruitment and outreach efforts include high school and community contact within Washoe County as well as various outside counties. Two staff members are responsible for contacting prospective students. Current strategies include regular visits to area high schools, contact with special target populations, and workshops explaining scholarship and financial aid opportunities.

Follow-up and ongoing contact are essential in student recruitment. The interest form developed two years ago generates the program's data base effective in updating contacts with critical information and deadlines. The office is assisting with initiating a College marketing plan.

Retention Services—The philosophy of Student Services as well as New Student Programs perceives retention as a campus-wide goal. Under the auspices of a Title III Grant, 1986-1991, the College evaluated and began to address the need for improving student retention and making retention services a high priority program. A comprehensive program, under the direction of a Director of Retention, was abandoned in favor of integrating these services with advisors, counselors, coordinators, faculty, and a student retention aide.

TMCC's open-door policy can expose students to failure if they are not prepared adequately. Students put themselves in high risk situations when they enter classes thinking they can balance work, home, and school commitments. Currently TMCC's organized retention efforts consist of the Early Warning System. This program detects those students having problems (including but not limited to attendance and academic) and assists them by: 1) making personal contacts to determine their reasons for missing classes or having problems; 2) referring students to support services both on and off campus to assist them in and out of class; 3) seeking faculty assistance and support. Student Services' reorganization will evaluate and revamp retention services.

The Six-Week Success Program invites all Discover students to participate in activities at the beginning of the semester. The Six-Week Success Program allows students to make contact with the New Student Programs' staff, as well as others, during the first six weeks. Research has shown that the first six weeks are critical to the success of new students.

Parking Lot Socials, scheduled for both the early morning and late evening, give students information regarding services and programs available. College success workshops are given in as test anxiety, writing term papers, and time management. New Student Programs co-sponsors events with the Associated Students such as barbecues and chili feeds and other welcoming events.

Organizational Structure—The coordinator for New Student Programs supervises and coordinates new student orientations, recruitment activities, and retention services. This coordinator reports to the Dean of Student Services.

The coordinator supervises a staff of five including professional, classified, student employees, and a graduate student. The New Student Programs office is strategically located down the hall from Counseling and Testing and Financial Aid.

Appraisal and Analysis—The program is evaluated and improved upon each year. The programs under New Student Programs are evaluated constantly to accommodate changes in the population served.

Orientation: The student advisement component was added to orientation based on research of orientation programs nationally and student evaluations. Student leaders' role in the orientation process was expanded, allowing new students to connect with a current student. The absence of parents, spouses, or significant others at these orientations is a weakness. More and more campuses nation-wide include family members in orientation programs. The orientation coordinators and academic advisors lack sufficient information and understanding to accurately and thoroughly advise students about occupational-technical programs.

Recruitment/Outreach: New Student Programs enjoys a strong relationship with the high school counselors and other staff. New Student Programs needs to work on community outreach and reaching adult learners. The program also needs to continue work with Admissions and Records to improve tracking of interested students.

Retention: The campus as a whole must evaluate retention programs and decide which programs will best meet those needs. Student retention data show large numbers of students dropping out of classes each semester; follow-up on these students would help the College determine additional services or programs to support students more effectively. Although many excellent programs exist to assist students, the College should re-evaluate its student retention efforts and determine if this program needs strengthening.

FINANCIAL AID AND SCHOLARSHIPS

Purpose and Objectives—The College believes every individual aspiring to achieve an educational goal has a right to access all student support and financial aid assistance programs. The Office for Financial Aid and Scholarships seeks to provide financial resources to students otherwise unable to begin, continue, or complete their education. This office assists qualified students with scholarships, grants, loans, employment, and other financial programs available through local, state, and federal sources.

Organization and Operations—The Director of Financial Aid and Employment, reports to the Dean of Student Services. Staff in this office includes two counselors, an accounting clerk, an administrative aide, a management assistant, and a one-half time data entry clerk.

Advising students and awarding financial aid are duties assigned to financial aid counselors. The administrative aide, management assistant, account clerk, and data entry staff are responsible for the successful operation of the financial aid office, including all federal and state programs. Due to the stringent requirements for accountability and confidentiality in financial aid programs, this office operates and abides by guidelines requiring students to make

appointments, accurately complete forms, and meet deadlines. The staff is skilled and customer friendly, but rightfully expects students to follow through with their obligations. The office is conveniently located beside the counselors' offices. Students enter the office through the counseling area. Although conveniently located, the office area is somewhat crowded.

Control of Funds and Monitoring Students—The Controller's office and the Financial Aid office establish internal budget accounts through which award payments and disbursements are administered. For reconciliation purposes, monthly/weekly and on-demand status reports are available for the Financial Aid office staff. In collaboration with Admissions and Records, the Financial Aid office monitors academic progress of student aid recipients. Students are monitored on performance and attendance to meet academic progress requirements set forth by the federal government. Students on work study and student employment programs are monitored to ensure accurate submission of hours. Billings and disbursements of funds are coordinated with the Controller's office. The Controller's office is responsible for collections and reporting on federal loan programs. Financial awards to veterans are administered through the Admissions and Records office.

Financial Aid Programs—TMCC's "Student Financial Aid Program Brochure (1995-96)" clearly lists the types and availability of loans, grants, scholarships, and employment opportunities for students. In addition to listing these financial aid programs, the brochure covers how and when to apply, how eligibility and need are determined, how and when aid is awarded, refund of fees, students rights and responsibilities, and services provided by office staff.

Each student applying for aid receives a current U. S. Department of Labor publication, The Student Guide. It provides the student with basic consumer information on financial aid. In addition, each student receives TMCC's "Financial Aid Application Instructions and Checklist" procedures for completing, submitting, and processing financial aid information. At the bottom of this procedure page, students are reminded that "it is your responsibility to make sure that your file is complete before our office can begin processing your application for student financial aid." The Financial Aid office assists TMCC's Foundation in disbursing a steadily growing number of scholarships each year from restricted donations, unrestricted donations, and endowment interest.

Financial Aid Data Accountability—The College's student default rate, under the Federal Stafford Loan and Federal Supplemental Loans for Students programs, is well under the student default rate percentage established by the U. S. Department of Education.

As an example, TMCC's default rate for fiscal year 1992 was 9.5 percent and remains well under the 20% default rate requiring institutions to implement specific default reduction measures.

Table IX-6 Financial Aid Report 1977 - 1993 attests to TMCC's growth in financial aid dollars for work study, loans, grants, and scholarships. Loans have grown significantly between 1977 and 1992; the College's grants to students have experienced six-fold growth during this time. Grants have grown from approximately \$80,000 in 1977 to nearly \$1,200,000 in 1992. Table IX-7 is a chart depicting, from fiscal year 1978 through fiscal year 1994, work-study funds, loans, grants, and scholarships administered through the Financial Aid office.

UCCSN policy and regulations require the community college to submit annual accountability reports to the Office of the Chancellor. These reports, available for review, list and compare financial aid assistance amounts expended from federal, state, and private sources. The Federal Financial Aid programs are audited every two years under federal guidelines. An audit in fall 1994 pointed out some findings which are being addressed. The audit will be available for review.

APPRAISAL AND ANALYSIS

By nature of its functions and requirements for accountability and student confidentiality, the Financial Aid office is organized in a very business-like atmosphere.

Professional and classified staff are well-prepared and seem to understand their job roles and carry their roles out very successfully.

Accountability data attests to the growth of financial aid programs, and the ability to better serve students. Financial reports indicate funds are being received and disbursed according to standards set by the U. S. Department of Education and UCCSN.

A report (UCCSN, 1992-93) shows that 2,378 students applied for financial aid at TMCC and from this amount 1,087 received aid and 186 were denied aid; this report does not address the balance of 1,105 students. It is assumed they did not qualify or they did not complete the application process.

STRENGTHS

- The office atmosphere appears cordial and professional.
- The financial aid module of the student information system (SIS) assists in processing applications and making awards on a timely basis.
- Admissions and Records, Financial Aid, and the Controller's office work well together.

WEAKNESSES

- Office space is inadequate; moving into LRC space in fall 1995 will remedy this problem.
- While the office staff has expanded since 1985, the increased workload means that staff is extremely busy.
- Growth in financial aid activities challenges the limited staff.

RE-ENTRY, SINGLE PARENTS AND DISPLACED HOMEMAKERS' PROGRAM

Purpose and Objectives—Displaced homemakers are assisted in obtaining employment and re-establishing the identity often lost when a main source of income (namely the "significant other") disappears because of divorce, separation, widowhood, incarceration, or disability. The program helps participants overcome barriers to employment and develops occupational and life-long learning skills; the ultimate goal is a financially independent client. The program also serves as a women's center, available to all women regardless of financial or other circumstances. The program's counseling services include group, personal, and job placement counseling.

Organization and Operation—The coordinator of the program reports to the Dean of Student Services. The Re-Entry program is funded by two grants, the Carl Perkins Vocational Act for Displaced Homemakers/Single Parents, and Single Pregnant Women (\$72,000.00) and the Displaced Homemaker Grant of Washoe County (\$34,000.00). TMCC funds the salaries for a coordinator (who

is also a counselor), a counselor, a half-time job developer/counselor, and the office space and equipment while the grant provides the operating funds, clerical support, and the basic services. The Displaced Homemaker/Single Parent and Single Pregnant Women Grant supports short-term vocational training through tuition, books, transportation (bus tickets), child care stipends, and work experiences. The program is located at Old Town Mall.

The Displaced Homemaker Grant funds the programs clerical support, workshops, counseling (personal, career, and academic advisement), job development, and referral services; the grant funds are available through a \$15 tax on the divorces in Washoe County.

The Re-entry Program is an important part of TMCC's efforts to help special populations. The Reno/Sparks job market and the high population of single parents create a strong need for this program. The single parent population jumped 116% from 1980 to 1990.

Purpose and Objectives—The Constitution of the Associated Students of Truckee Meadows Community College (ASTM) states:

"We the students. . .seeking to provide an effective organization which coordinates student activities and advances the welfare of all students...and recognizing that such an organization is necessary for leadership development and student representation in the building of an institution of greater quality. . .ordain and establish this constitution."

ASTM represents all students currently enrolled at the College. Through inner campus communication directed toward a united front in addressing student issues, ASTM operates with a clearly defined purpose:

- Makes recommendations concerning student welfare to the administration and Board of Regents.
- Enacts policies concerning student activities.
- Provides leadership to the student body.
- Assists in coordinating and directing student activities.
- Assesses student opinions...and encourages student involvement.
- Performs such service functions as promoting college public relations, developing institutional morale, and acting as liaison between students, faculty and the administration.
- Coordinates the activities of official constituted student organizations.
- Promotes desirable College publications.

All students enrolled at the College are ASTM members; each eligible student member has the right to hold office, the right to vote, and the right to participate in all ASTM-sponsored events.

Through an open election, students become officers or senators. The student body is represented by three officers (president, vice president, and treasurer) and nine senators. Meetings are conducted in accordance with the procedures established through ASTM's Senate Bylaws.

Meetings—The ASTM meets monthly. The agendas are distributed in advance and the minutes are published.

The ASTM Office—The ASTM office is located adjacent to the atrium in the center of the Red Mountain building in a highly visible site. It has adequate

**ANALYSIS
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EXTRACURRICU-
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space for its need. The College furnishes computers for the officers and the office functions well at this location. The ASTM president is on cc:Mail.

STUDENT ORGANIZATIONS

Student organizations may be formed if they have as their purpose one or more of the following:

- Increases or stimulates students' knowledge and interest in their curricula field.
- Promotes a feeling of fellowship among students with similar educational interests.
- Sponsors educational and recreational activities.
- Instills a feeling of unity and loyalty to the college.

All student organizations have approved faculty advisors, a constitution, and bylaws approved by the ASTM Senate and the College president. Students may participate in specified clubs and organizations sponsored by the University of Nevada, Reno.

Phi Theta Kappa International Honor Society. The Alpha Pi Gamma Chapter of Phi Theta Kappa was established in 1989. PTK recognizes and encourages scholarship among associate degree students. Invitation for membership is offered to full-time enrolled students who maintain a 3.5 grade point average.

BOOKSTORE

Purpose and Objectives—TMCC's bookstore provides students, faculty, and staff with the textbooks, supplies, and materials required for the instructional programs. Reference manuals, optional texts, and other items specific to program needs may be ordered through the bookstore. Also available are basic aids such as pens, pencils, and notebooks, a few supplemental reading choices, and sundry items such as t-shirts, sweat shirts, coffee mugs, and caps.

Administrative Organization: TMCC has contracted with Barnes and Noble Bookstores, Inc., to operate the TMCC bookstore. The Dean of College Services is the College liaison with the bookstore and is primarily responsible for the contract agreement between TMCC and Barnes and Noble. Barnes and Noble staff includes a bookstore manager, assistant manager, and clerks.

Location and Hours: The principal bookstore is located on the third floor of the Dandini Campus facility and occupies 2,300 square feet. For students taking classes at Old Town Mall or at Incline Village, textbooks are available for sale at these locations during the first few days of class. Bookstore hours, locations, and phone number are publicized in the spring, summer, and fall schedules.

Contract for Services: In 1990, TMCC solicited bids from bookstore operators. A committee selected Barnes and Noble and the College signed a five-year contract with three one-year renewals. The five year period ends in June 1995 and the college plans to extend the contract.

The College receives a rebate based on sales. The store manager for the last eight years recently retired, and Barnes and Noble worked with the bookstore committee to locate a new manager and to ease the transition.

ANALYSIS AND APPRAISAL

Occasionally students continue to ask for the bookstore location or its designated hours, although posted in the class schedules; perhaps better signing on campus would alleviate these concerns.

In some classes, the cost of textbooks equals or surpasses the cost of tuition and fees. The markups on textbooks should be analyzed and the administration and faculty should study the feasibility of reducing the number of textbooks required for some classes or making some textbooks recommended rather than required.

Textbooks not available for students during the first week of classes create a problem for both students and faculty; students are without their books and faculty have to duplicate portions of text to get classes started. This dilemma occurs from three possible factors: 1) publisher (slow in filling orders or not having the required edition in stock); 2) bookstore not submitting orders to publisher in adequate time; 3) academic divisions or faculty late in submitting orders to the bookstore.

TMCC's bookstore refund policy is clearly stated in the class schedule. However, some students tend not to read or investigate this policy until it is too late to take advantage of this service. The bookstore gives each student a copy of this policy when a book is purchased and signs in the store explain the policy.

The bookstore buys back books at the end of each semester. Whenever possible, the manager orders used books rather than new books.

TMCC students have a far superior bookstore than ten years ago. At that time there was no book buy back (cash for books), no used book sales, few TMCC insignias on merchandise, and little general merchandise. Barnes and Noble desires additional space to stock more merchandise and reduce congestion, especially during rush periods.

A Bookstore Committee continues to address student and faculty concerns.

Students registered for one or more credits are eligible for medical care at the Student Health Service on the University of Nevada campus. Student Health Services clinical staff is composed of physicians, nurses, and nurse practitioners. A medical laboratory and x-ray service are available. The clinic is located in the Redfield Building across from the School of Medicine. Students desiring to use the Health Service pay the appropriate fee at the TMCC Controller's office during the open enrollment period each semester.

TMCC students eligible for Student Health Services may also elect to purchase supplemental health, hospitalization, and accident insurance. For additional information regarding health services or for payment of fees for these services, students are directed to TMCC's Controller's office.

HEALTH SERVICES

Purpose and Objectives—The College strives for nutritious, convenient, and reasonably priced food services for its patrons. Cafeteria services are located at the main Dandini Campus in room 215. The cafeteria annex, adjacent to the serving area, contains ample room for seating. Food service authority and responsibility falls under the direction of the Dean of College Services. The dean delegates authority and responsibility to the Director of Plant and Facilities. The Director of Plant and Facilities supports improving vending options and improving food services by placing a high institutional priority on a comprehensive student center.

FOOD SERVICES

Contract for Services: The UCSSN retains the services of Marriott Management Services Corporation to manage and operate food services for TMCC's students, employees, and visitors. The current contract with Marriott

is for a five-year period; this contract expires on June 30, 1998. By mutual agreement between the parties, the contract can be extended in two-year increments. The College provides space, facilities, and equipment; the contractor assumes responsibility for hiring and training personnel, purchasing and preparing foods, serving foods and beverages, catering foods and beverages, keeping accounting records, assuming liability responsibilities, and maintaining reasonable cost. Marriott pays the College a commission equal to the greater of 5.5% of net sales or a minimum payment of \$20,000 per year.

ANALYSIS AND APPRAISAL

The Food Services Committee conducted a survey of food services in May 1994. Due to a low return on the survey, the committee feels the data results lack reliability. From 31 returns, 80% of the responses were either moderately or highly satisfied with food services; 20% were highly dissatisfied with food services.

Although costs for foods are in-line with other establishments across the community, the survey indicated a concern for cost of foods and beverages. Food quality, variety, and quantity also appear to be a major concern of those completing the survey. The only explanation is that students seem to relate foods at the community college to subsidized food costs found in high school facilities. The issue of food quality, variety, and quantity seems to reflect the manager's effort to lower cost by preparing less and limiting the variety of menu items.

The College, during summer 1994, added \$120,000 of improvements in the serving area. The costs for this improvement far exceeded the income received from contracted services. Continuous improvement may require the College to find additional funding sources.

HOUSING

TMCC does not provide housing or dormitory accommodations for its students. The Sparks-Reno community has many available apartments and residences for rent. Students from outside the community are encouraged to make arrangements for housing at their earliest convenience. Students enrolled in 12 credits or more at the College may apply for space in the residence halls at the University of Nevada.

COLLEGIATE AND INTRAMURAL SPORTS

The University and Community College System of Nevada considers athletic activities inappropriate for community colleges in Nevada.

ALUMNI RELATIONS

The College maintains contact with former students but lacks a formal alumni relations program. Efforts to establish a formal program resulted in limited student-graduate interest. Graduate follow-up surveys are conducted through the Dean of Planning and Development.

These surveys do not specifically address an alumni program, but ask alumni if they are currently employed in their field of study. Distinguished alumni are recognized at graduation ceremonies and several graduates serve on advisory boards for the College.

OUTCOMES

Different areas within Student Services measure outcomes in different ways. Examples include: number of students admitted; number of students retained; number of students receiving certificates or degrees; number of new students

STUDENTS

attending orientations; number of students taking assessment and placement tests; number of students receiving counseling; number of student loans and scholarships.

In spring 1993, a student survey mailed to 213 graduates received responses from 130 students for a 61 percent return rate. Questions and responses specific to Student Services follow:

Registration Procedures -	37% very satisfied 55% satisfied 6% dissatisfied 2% very dissatisfied
Academic Advising -	25% very satisfied 44% satisfied 22% dissatisfied 9% very dissatisfied
Counseling Services -	22% very satisfied 50% satisfied 19% dissatisfied 9% very dissatisfied
Financial Aid and Related Services -	34% very satisfied 34% satisfied 13% dissatisfied 19% very dissatisfied

■ The goals and objectives of Student Services are clearly defined and integrated with the goals of the educational programs to support student persistence and success.

■ The organizational structure allows autonomy and flexibility within each office yet promotes reasonable coordination and communications among the various offices and throughout the institution.

■ Directors, coordinators, counselors, and support staff are well qualified and experienced; they perform their job assignments with minimal direction from the dean.

■ Student policies, procedures, and regulations are well defined and disseminated.

■ The loss of grant monies and the resulting loss in personnel overload existing personnel and deter providing high quality services and programs to students.

■ The College and the division need to review the areas of advisement, job placement, and student retention to determine how best to improve services for students.

■ The College needs to work with the System to fully implement recommended staffing formulas in the legislative budget.

■ The Student Services Division needs to continue developing a short- and long-range strategic plan with a comprehensive listing of specific division objectives that can be achieved within realistic funding expectations.

STRENGTHS

WEAKNESSES

■ All Student Services areas need to refine their methods of evaluation of services and programs and include qualitative as well as quantitative analyses.

FUTURE PLANS

The division is developing a strategic plan stating the specific objectives and addressing the future needs of each program area to improve short- and long-range strategic planning.

In addition to the Phase VI-A expansion into the old LRC space, Student Services is planning another major expansion in connection with College plans to renovate the automotive compound, which includes a Student Union.

TABLE IX-1
ADMISSION REPORT

	1994-95 ¹	1993-94	1992-93	1991-92 ²
First-time Freshmen Applications Rec'd	2464	3057	3065	5815
Admitted	2464	3057	3065	5815
Denied ³	n/a	n/a	n/a	n/a
Enrolled	2299	2611	2803	5552
Transfer Applications Received	3046	3946	3714	418
Admitted	3046	3946	3714	418
Denied	n/a	n/a	n/a	n/a
Enrolled	2757	3213	3428	268
Readmission Applic.	n/a	n/a	n/a	n/a
Graduate Applications	n/a	n/a	n/a	n/a
Professional Applic.	n/a	n/a	n/a	n/a
Non-Degree Applic.	n/a	n/a	n/a	n/a

¹ Includes Fall 1994 and Spring 1995 data only

² New students with transfer credit were not separated out until summer 1992

³ Only applications which are approved and processed are maintained; incomplete applications are returned

TABLE IX-2
STUDENT AFFAIRS STAFF PROFILE

	PROFESS	SUPPORT	STUDENT	OTHER
ETHNIC: AMER INDIAN	1	1		
ASIAN		1	1	
BLACK		2	1	
HISPANIC	3	4	6	1
WHITE	24	15	10	5
UNSPECIFIED				
FEMALE:	19	21	12	5
MALE:	9	2	6	1
DEGREES: PHD, EDD	3			
MD, JD, MSW				
MA, MS	19	1		
BA, BS	5	4		
AA, AAS, CERT	1	9	1	
YEARS EXP IN FIELD: NONE				
LESS THAN 5	4	12	18	3
5-10	8	7		
11-15	11	2		3
16-20	2	2		
MORE THAN 20	3			
FULL-TIME: 9/10 MOS.	12			
12 MONTHS	9	20		
PART-TIME: 9/10 MOS.	3	2	11	2
12 MONTHS	4	1	7	4
TOTALS	28	23	18	6

**Truckee Meadows Community College
Student Services
Organizational Chart
Table IX-3**

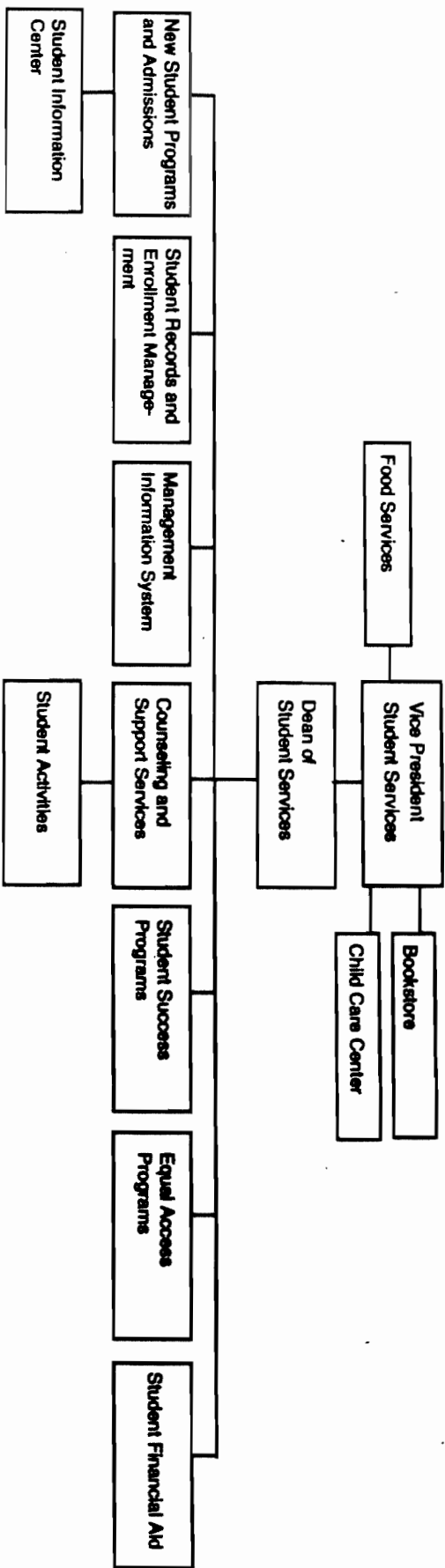


TABLE IX-4
FULL-TIME AND PART-TIME STUDENT CHARACTERISTICS

Characteristics	Fall, 1993			
	Full-Time		Part-Time	
	(12 or more credits)	(less than 12 credits)	(12 or more credits)	(less than 12 credits)
Female	868	53 %	4709	58 %
Male	764	47 %	3410	42 %
Total Enrollment	1632	100 %	8119	100 %
New Students	473	29 %	2058	25 %
Continuing Students	1159	71 %	6061	75 %
Resident/Unspecified	1475	90 %	7222	87 %
Non-Resident	76	5 %	533	7 %
Non-Resident, Good Neighbor	81	5 %	138	1 %
Undetermined			226	5 %
Alien	30	2 %	96	1 %
Asian	82	5 %	414	5 %
Black	42	3 %	148	2 %
Caucasian	1208	74 %	6353	78 %
Hispanic	98	6 %	417	5 %
Native American	72	4 %	223	3 %
Unknown	100	6 %	468	6 %
			Spring, 1994	
	Full-Time		Part-Time	
	(12 or more credits)	(less than 12 credits)	(12 or more credits)	(less than 12 credits)
Female	793	53 %	4745	57 %
Male	707	47 %	3612	43 %
Total Enrollment	1500	100 %	8357	100 %
New Students	255	17 %	1926	23 %
Continuing Students	1245	83 %	6431	77 %
Resident/Not Specified	1360	91 %	7346	88 %
Non-Resident	72	5 %	598	7 %
Non-Resident, Good Neighbor	66	4 %	144	2 %
Undetermined	2	0 %	269	3 %
Alien	24	2 %	123	2 %
Asian	85	6 %	358	4 %
Black	36	2 %	153	2 %
Caucasian	1089	73 %	6542	78 %
Hispanic	110	7 %	427	5 %
Native American	67	4 %	234	3 %
Unknown	89	6 %	520	6 %

Source: American Association of Community Colleges Report, at the end of the semester Admissions and Records Office

TABLE IX-5
STUDENT SERVICES PERSONNEL

Professionals

Susan Bixler	Veterans Upward Bound Counselor (1993) San Jose State University, San Jose, CA, B.S. California Poly State U., San Louis Obispo, CA, M.A. Ed.
Char Bowen	Counselor (1973) University of Nevada, Reno, B.A., M.A.
Mona Buckheart	Director of Financial Aid (1898) University of Nevada, Reno, B.A, M.Ed.
Jim Claybrook	Financial Aid Counselor (1974) University of Nevada, Reno, B.A, M.A.
John Coles	Counselor (1984) Arizona State University, Phoenix, AZ, M.C., B.S. Oregon State University, Corvallis, OR, PhD.
Michelle Cornelius (Maupin-Cornelius)	Counselor, Re-Entry Center (1991) University of California, Davis, CA, B.A. University of Nevada, Reno, M.S.
Lisa Costa	Coordinator MIS (1994) Santa Clara University, Santa Clara, CA, B.S., M.A.
Charlotte Cox	Tutoring/Enabling (Accommodations) Specialist (1987) California State University, Sacramento, CA, B.A. University of Nevada, Reno, M.A.P.
Michelle Glazier (Mich)	Coordinator, Re-Entry Center (1990) San Joaquin Delta College, Stockton, CA, A.A. Stanislaus State College, Turlock, CA, B.A. University of Nevada, Reno, M.A.
Kurt Hall State, Chico, CA, B.A.	Interim Director of Counseling, Testing & Special Programs Chico University of Nevada, Reno, M.A.
Robert Hernandez	Project Coordinator, Veterans Upward Bound (1989) University of Nevada, Reno, B.A., M.P.A.

- Jackie Kirkland
Dean of Student Services (1983)
University of Nevada, Reno, B.A., B.S., M.A., Ed.Spec., Ed.D.
- Estella LeVario
Specialist, New & Minority Students (1992)
California State University, Fresno, CA, B.A.
National University, San Diego, CA, M.S.
- Kathy Lucchesi
Director of Admissions & Records (1991)
Portland State University, Portland, OR, B.A.
University of Nevada, Reno, MPA
- Dan McClure
Counselor (1987)
Macalester College, St. Paul MN, B.A.
College of Idaho, Cladwell, ID, M.Ed.
- Ken Mela
Veterans Upward Bound, Program Specialist (1993)
University of Nevada, Reno, B.S.
- Ohne Mulder
International Advisor/Student Activities (1994)
San Francisco State University, B.A.
University of Nevada, Reno (grad program)
- Jocelyn Ray
Testing Specialist/Counselor (1983)
Allegheny College, Meadville, PA, A.B.
University of Nevada, Reno, M.A.
- Gordon Stennes
(retired 1994)
Financial Aid Counselor (1991)
North Dakota State University, Fargo, ND, B.S., M.S.
- Tom Tooke
Counselor (1989)
Montana State University, Bozeman, MT, B.S., M.Ed.
University of Nevada, Reno, Ed.S.
- Judy Turner
Outreach Counselor, Veterans Upward Bound (1989)
California State University, Chico, CA, B.A.
University of Nevada, Reno, M.A.
- Barbara Twitchell
Counselor/Job Developer
St. Johns University, Jamaica, NY, B.A.
Northern Arizona University, Flagstaff, AZ, M.A.
- Wirt Twitchell
Director of Counseling, Testing & Special Programs (1988)
Northern Arizona University, Flagstaff, AZ, B.S., M.A., M.A.Ed.

Anna Veltri

Counselor (1984)
University of Utah, Salt Lake City, UT, B.S.
University of Nevada, Reno, M.A., Ed.S

Laura Williams

Coordinator of New Student Programs (1988)
Elmira College, Elmira, NY, NY, B.S.
University of Nevada, Reno, M.A.

Cheryl Woehr

Counselor (1985)
California State University, Chico, CA, B.A., M.A.

TABLE IX-6
Financial Aid Report 1977-1993

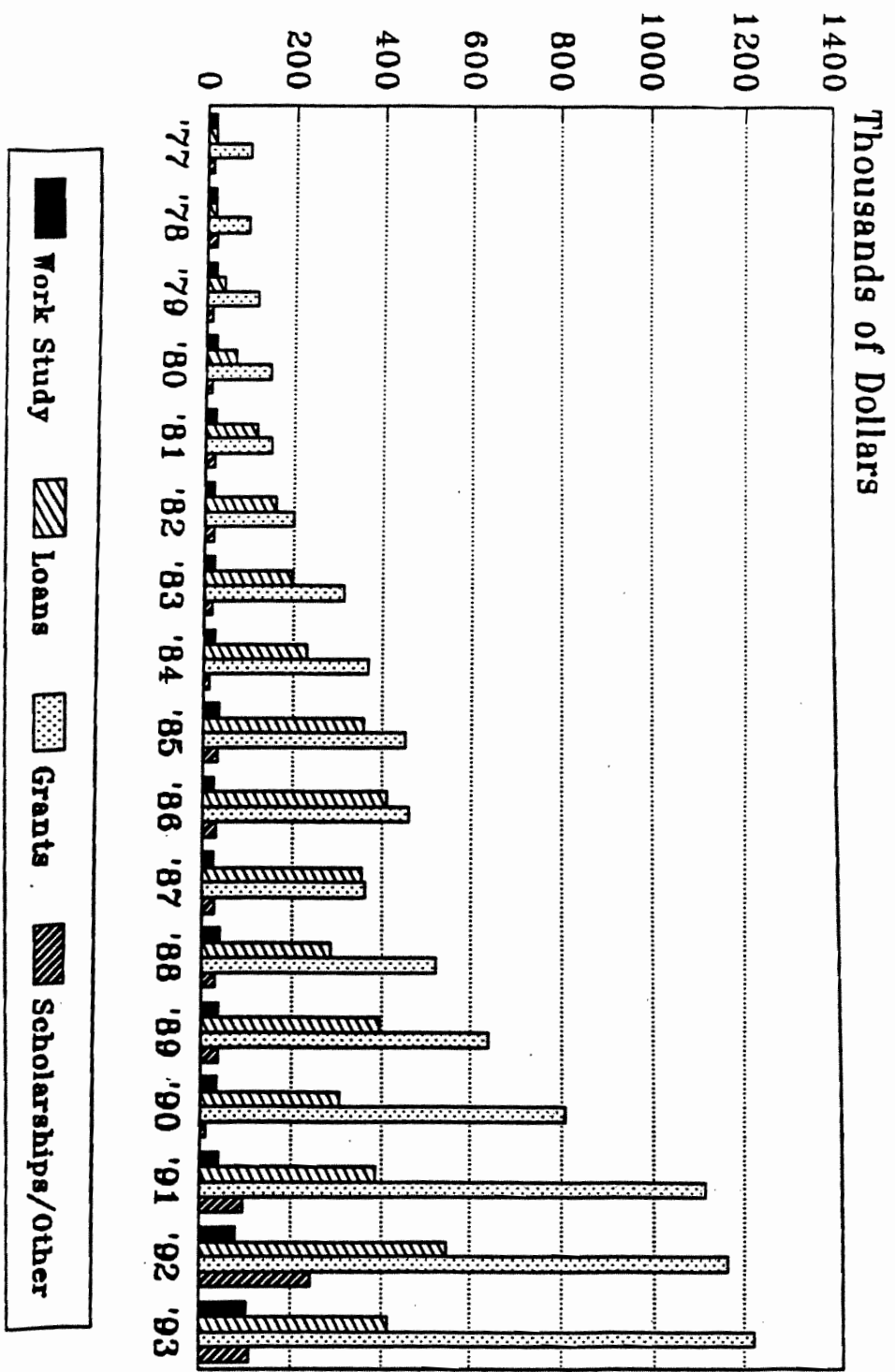
YEAR	1993-94	1992-93	1991-92
WORK STUDY	\$ 104,108.00	\$ 79,760.00	\$ 42,585.00
LOANS	\$ 413,321.00	\$ 547,158.00	\$ 386,000.00
GRANTS	\$1,220,254.00	\$1,160,968.00	\$1,109,613.00
SCHOLARSHIPS /OTHER	\$ 108,552.00	\$ 143,062.00	\$ 94,499.59
TOTAL	\$1,846,235.00	\$1,930,948.00	\$1,632,697.59

YEAR	1990-91	1989-90
WORK STUDY	\$ 37,140.00	\$ 40,259.00
LOANS	\$ 305,159.00	\$ 393,395.00
GRANTS	\$ 807,658.00	\$ 642,088.00
SCHOLARSHIP S/OTHER	\$ 13,174.00	\$ 40,156.00
TOTAL	\$1,163,131.00	\$1,115,898.00

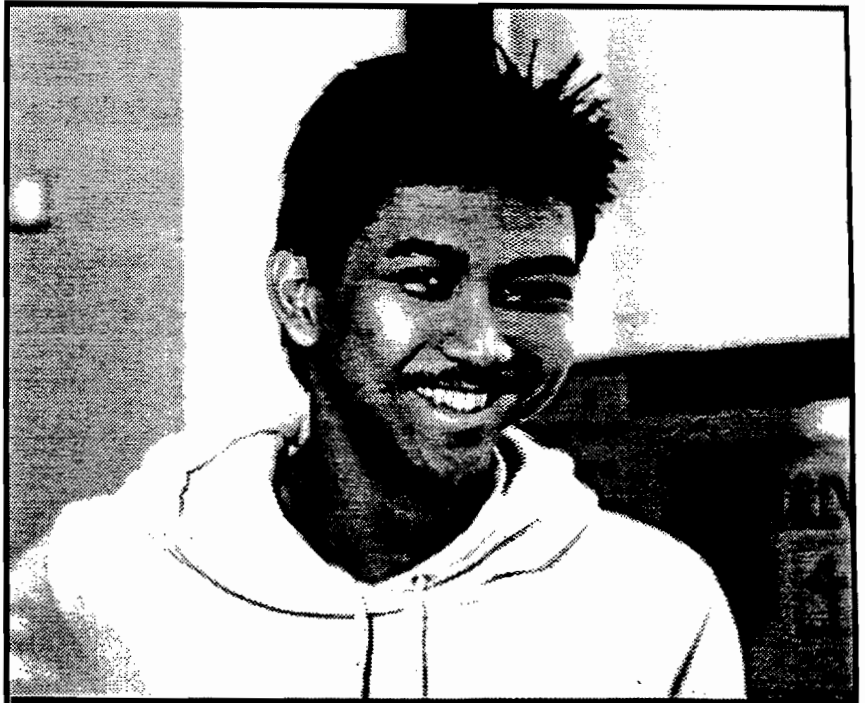
1988-89	\$882,656.00
1987-88	\$773,425.00
1986-87	\$924,688.00
1985-86	\$880,358.00
1984-85	\$636,424.00
1983-84	\$549,092.00
1982-83	\$404,780.00
1981-82	\$312,676.00
1980-81	\$251,961.00
1979-80	\$191,864.00
1978-79	\$154,958.00
1977-78	\$147,860.00

Source: Financial Aid Office

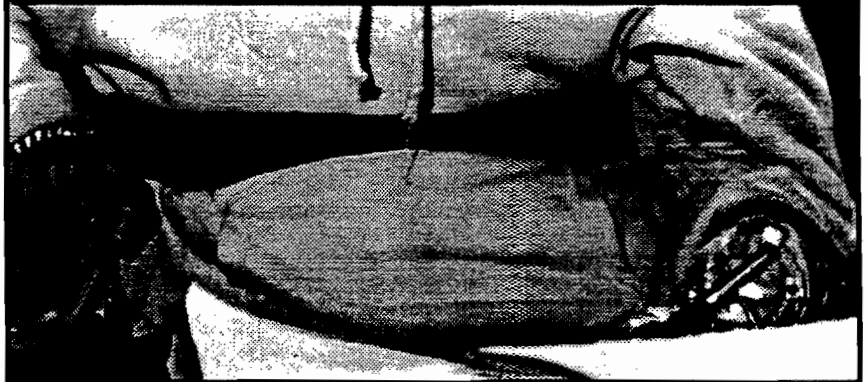
Truckee Meadows Community College Financial Aid Report 1977-1993



Source: Financial Aid Office



X. RESEARCH AND PUBLICATIONS



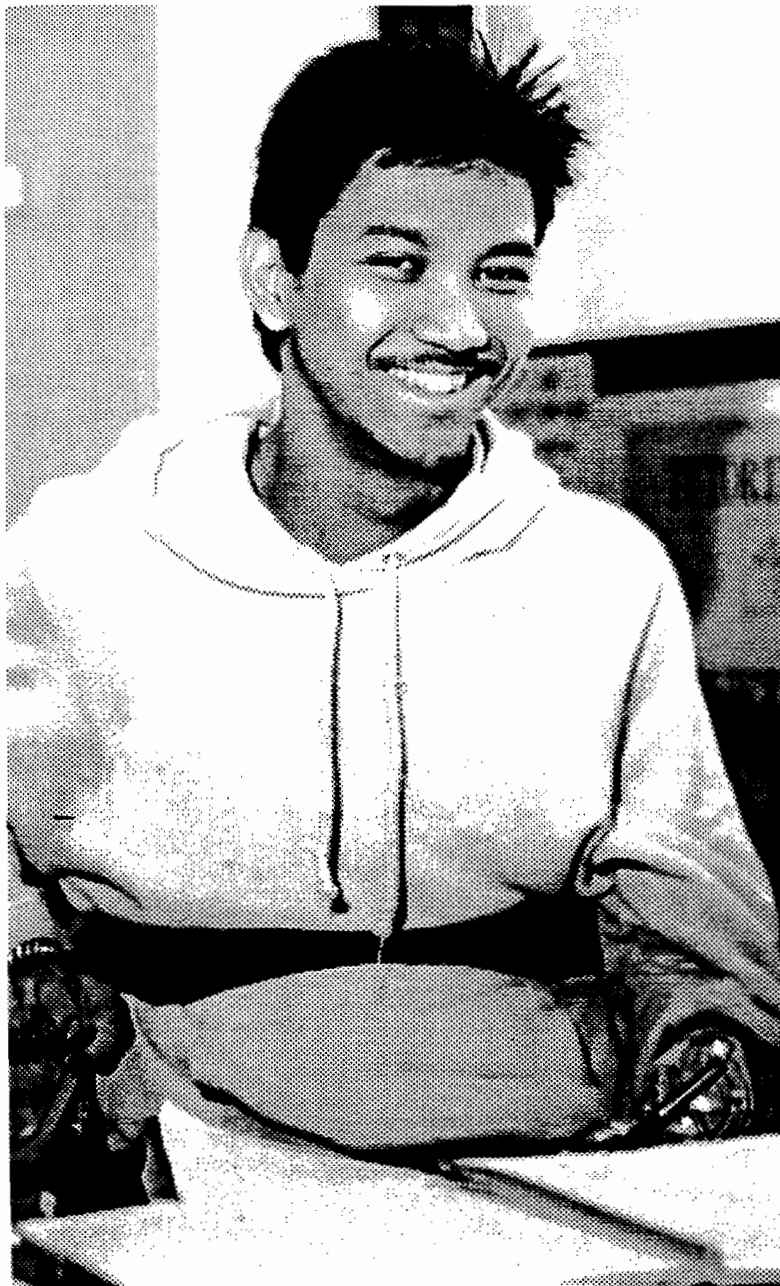
X. RESEARCH AND PUBLICATIONS

Research and scholarship activities at TMCC enhance teaching effectiveness in transfer programs, technical education, lifelong learning, and public outreach; we are very proud of our faculty's scholarship and their continual pursuit of excellence. An overview of funding for professional development, research, and scholarship is found in Table VII-7.

Faculty are involved in formal research as well as a wide range of scholarly activities including the development of instructional materials for the classroom such as textbooks, learning guides, exhibits, and technical innovations. Several faculty members engage in significant research and incorporate the results into their courses, enhancing the academic and scholarly atmosphere at the College.

Faculty also conduct research projects working in collaboration with faculty from the University of Nevada, Reno.

■ John Adlish is involved in virology research at the UNR School of Medicine. He has been actively involved in other projects prior to this commitment with the School of Medicine.



OVERVIEW AND DESCRIPTION

VIROLOGY RESEARCH

LAB IMPROVEMENT

- James Collier submitted an NSF Instrumentation and Laboratory Improvement Grant.

AIDS EDUCATION

- James Conkey studies the effects of AIDS education for teenagers using chlamydia and gonorrhea to measure success.

FOREST ECOSYSTEMS

- Phyllis Henderson has been involved in research projects with Desert Research Institute, Duke University, E.P.A., and the U.S. Forest Service. Currently she is examining the effect of elevated oxygen on microbial decomposition in forest ecosystems.

BUTTERFLY POPULATIONS

- Virginia Rivers worked with Biodiversity Center at UNR on in an analysis of ecosystems in the Sierra Nevadas. Currently she is involved in a research project on butterfly populations with UNR faculty.

The UCCSN Board of Regents Handbook contains guidelines for scholarship and research activities including sabbaticals (Title 4, Chapter 3, Section 9); Fee Waivers (Title 4, Chapter 18, Section 5.); Salary Schedule (Title 4, Chapter 3, Section 20). In addition to funds available through Board policies, grant money budgeted for travel and professional development encourages faculty to pursue scholarly and research activities.

The following research projects were completed by faculty in conjunction with graduate programs:

RESEARCH PROJECTS

- Richard Brand, UNR, Ed.D 1993, validated the criminal justice programs in Nevada.
- Patricia Durham-Taylor, UNR, Education Specialist 1991, completed a study of learning strategies of adult learners.
- Sandi Emerson, UNR, MS 1992, investigated patterns and rhythms of sound in adults.
- Paula Funkhouser, MA 1993, studied responsive management styles in changes in occupational opportunities.
- Rita Gubanich, University of San Francisco, Ed.D. 1991, examined presidential leadership styles in community colleges.
- Carol Metcalf, Oregon State University, Ph.D 1995, completed a study of nursing students' competency.

The UCCSN System's Experimental Program to Stimulate Competitive Research (EPSCOR) has developed a companion program entitled Teaching and Research-Enhancement and Collaboration (TREC). The TREC program stimulates a broad spectrum of professional interaction between community college teaching faculty and University/Desert Research Institute faculty. Results from the 1994 pilot TREC programs evidence the benefits of these collaborations. This program offers a mechanism to improve, expand, and institutionalize the concepts demonstrated in the pilot program. TMCC faculty participating in the pilot program were Dr. John Clevenger and Virginia Rivers

Although these are some of the more visible faculty research projects, many other faculty quietly and routinely hone their expertise and improve curriculum, services, and programs through ongoing scholarship and research.

TMCC is eligible for sabbaticals each year. A wide variety of activities have been pursued. Examples include:

Name and Leave Term

Baines, William

07/94-06/95

Project

To implement an advanced writing curriculum as flagship or foundation for an advanced writing center and/or program, ideally, though not necessarily, leading to a degree. This would include advanced fiction writing, advanced feature story writing, scientific writing, technical writing, screenplay writing, script writing, and so on.

**ANNUAL
SABBATICALS**

Boulton, Bridgett

07/92-06/93

Attended Mills College, Oakland, CA to study critical literary techniques. Review and select materials regarding restructuring of the literary canon.

Chism, Barbara

07/94-06/95

Successful education must include more innovative and creative techniques. Research has typically been conducted in a laboratory setting, but the real laboratory is the classroom and the teacher should be the researcher. The new concept of classroom research, when paired with assessment techniques, proves to have real possibilities for results-oriented education. This sabbatical is designed to investigate this concept and its application in classes such as business English and/or business communication.

Durham-Taylor, -

07/93-06/94

Examine and research learning styles and adult Patricia learning theories. These principles would then be applied to nursing education. To develop a system on methodology for nursing students and faculty to use to individually determine how students can best transfer their learning from theory to clinical practice.

Embry, Ray

07/92-06/93

Research in composition theory to develop a writing textbook and instructional materials focused on a community college audience.

RESEARCH AND PUBLICATIONS

Frandsen, Jerald
08/92-01/93

To write a book on Nevada real estate law. The book clarifies, amplifies, and simplifies the Nevada Revised Statutes and The Administrative Codes that are related to the world of real estate.

Henderson, Phyllis
07/93-06/94

To identify those elementary schools within the Washoe County School District with the largest number of minority and female students who might benefit from an introductory, hands-on science curriculum. To provide those students with a rewarding scientific experience; to introduce science as a comprehensive subject; to present the students with a positive female role model; to introduce the students to the kind of education available at TMCC; and to capture the interest of students who may someday choose to make science a career.

Oriard, Susan
01/94-06/94

To develop a multicultural curriculum with accompanying lesson plans. This curriculum will be used as a model for other child care centers and college early childhood education programs. The project will also be used in several ECE courses taught at TMCC. Development of a workshop for early childhood educators so they can implement this multicultural program in their current curriculum.

Phinney, Nadine
07/93-06/94

To train in archival management and preservation techniques through a review of the literature and through an eight-week internship. To study archival organizational structures and retrieval systems used by other colleges in northern California and Oregon.

Septien, John
08/93-01/95

To help in the design of the new Applied Industrial Technology building. The sabbatical was spent gathering information from other community college facilities that have technical programs equal in size and projected enrollment to TMCC; designing the best layout for lab areas for equipment and material storage, tools, demonstration areas and access to the building; and assessing the best use of space.

Copies of the faculty's applications and reports can be found in the office of the Vice President of Academic Affairs.

Control of sabbaticals resides with the Faculty Senate. The criteria for receiving a sabbatical were established by the Faculty Senate. Faculty members petition for sabbatical leave to the Senate. A committee reviews the applications; the Senate then votes on the committee's recommendation.

In addition to sabbatical leaves, the College commits approximately \$7,400 each year to faculty professional development. These funds are used primarily for out-of-state travel to attend conferences, seminars, and workshops. Travel money enables faculty to maintain contacts with their colleagues and stay current in their fields.

Additional funding for professional development activities has been available through TMCC's Foundation, Carl Perkins funds, various other grants, and an annual special projects budget. The TMCC Foundation recently contributed to 20 art shows, 14 faculty scholarships, to a student-retention workshop, and to equipment purchases for two instructional programs. Special project funds enabled William Doherty to attend special training with Novell Inc. resulting in his certification in networking technology and giving him access to current information from Novell.

The College initiated the Return-to-Industry program six years ago to give faculty the opportunity to bring the latest developments in their fields back to the classroom and share them with their students. Faculty members upgrade their real-world experience working with companies throughout the area. They receive a \$1,000 stipend for the two-week experience. The program is supported by a Perkins Grant and other non-state sources. Fred Lokken, Political Science, used the information gained from his experience to produce a handbook which highlights people, places, and events that are a part of the Nevada state government system. Leon Lucchesi, Engineering Technology, visited ten companies surveying their operations and monitoring developing trends in the electronic field. Bobbeye Bowes, Nursing, gained the experience necessary to implement a pilot program creating an interdisciplinary team to learn more about caring for older adults. Linda Stetter, Business Communication, was seeking first-hand experience in railroad operations including rate calculation and sales strategies. Nineteen faculty participated in the program prior to 1994, five participated in 1994, and five received funding in 1995. Copies of their reports are available in the office of the Dean of Planning and Development.

Fee waivers for any faculty member taking courses within the UCCSN system are used primarily by faculty taking upper division and graduate classes. The waivers also help fund further education for some faculty members while on sabbatical.

A partial list of faculty works published within the past year:

- "Patient Advocacy at the End of Life," Mary Love Nursing Ethics 3-95.
- "The PR-Development Partnership: Striking the Balance," Ann Louise Pacheco ACAPP 1-95.
- Partners In Progress American Association for Advancement of Science report to the membership, John Clevenger and others.

PROFESSIONAL DEVELOPMENT**PUBLISHED WORKS**

CONFERENCE PRESENTATIONS

• Justice Professional Assessing Police Training Curricula: "Consumer Reports," Richard F. Brand 4-95.

A partial list of conference presentations made within the last year include:

• "Peer Responses: Is It Worth the Effort?" Ann Louise Pacheco at the CCCC National conference in March 1994.

• "Industry Partnership," Scott Macdonald, NCOE 1994 National Conference.

• "A Campus Child Care Center Perspective: To Contract or Not to Contract", Betty Elliott and Sue Oriard, National Coalition of Campus Child Care Conference in April 1995.

• "Technology Education Issues in the U.S.," Elsie Doser, College Electronics Teachers Association, May 1995.

• "Collaborations: Business, Industry, Education," Scott Macdonald, Leon Lucchesi and Elsie Doser, National Council on Occupational Education, October 1994.

• "Scanning & Forecasting," "Electronics Computer Assisted Instruction", "Faculty Exchange," Leon Lucchesi, College Electronics Teachers Association, May 1995.

• "PACE Certification Program," "PACE Demonstration Workshop," Scott Macdonald, College Electronics Teachers Association, May 1995.

In addition to funded programs and projects, faculty are routinely involved in projects and programs contributing to professional growth at their own expense. Rosemary Rinaldi, Nursing, utilizing independent study, achieved Advanced National Certification in Nursing. Carolyn Wray, Speech/Theater, has guided her students through discovery of special topics such as women's history and then facilitated her students' productions. Presentations for the public have been staged in a variety of local theaters and special presentations for community groups such as Soroptimists and AAUW display the students' talents. The more visible faculty endeavors both directly benefit students and attract favorable attention to TMCC as a contributor to the local community and to the larger academic community.

ANALYSIS

Faculty scholarship and research policies and practices support institutional progress and growth in accord with TMCC institutional objectives. Faculty scholarship and research enhance the effectiveness of individual courses and motivate restructuring of some courses and programs. Faculty scholarship and research promote active articulation with other UCCSN institutions as well as building partnerships and linkages with the secondary schools in the region.

There have been significant efforts to incorporate computer technology into instruction. There is immediate access to audio-visual technical support avail-

able and strong support systems assist faculty in acquiring the skills necessary to facilitate quality student learning.

For several years, TMCC faculty were on a merit-based salary schedule. During these years, personal goals that included further education or individual research in specific areas were rewarded with extra merit points. Current policy encourages scholarship by providing movement on a salary schedule as faculty earn higher degrees or accumulate hours toward advanced degrees.

Future plans are directed toward increasing faculty access to individual and group professional development activities. Further opportunities for faculty involvement in community projects, research, and faculty exchanges will continue to be investigated.

Applied research utilizing careful collection and interpretation of data influencing course improvement, curriculum reform, and instructional innovation will be explored. The goals of excellence and student success can be best achieved if faculty research efforts are continued and increased.

**FUTURE
DIRECTIONS**