
TRUCKEE MEADOWS COMMUNITY COLLEGE

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FOCUSED INTERIM REPORT

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PREPARED FOR THE

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

Truckee Meadows Community College
Focused Interim Report

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BACKGROUND

Truckee Meadows Community College had its reaccreditation site visit October 11 - 13, 1995. The Northwest Evaluation Committee Report provided the College with five general recommendations in addition to 32 smaller suggestions and 16 area/program recommendations related to each area of the Self-Study. TMCC addressed all the suggestions and the five general recommendations through its Accreditation Committee that has continued to meet on a regular basis since the Self-Study was completed and the site visit occurred.

The Accreditation Committee, originally established to prepare the Self-Study, is comprised of key administrative personnel, faculty, and classified. The Accreditation Committee reviewed thoroughly the Northwest Evaluation Committee Report. All recommendations and suggestions were assigned to one or more vice president to oversee. The vice presidents identified specific faculty and administrators to address each suggestion or recommendation. Regular quarterly progress reports were made to the Accreditation Committee based on a completion timeline. All 48 area/program recommendations and suggestions were reviewed, addressed, and resolved. They constitute a separate internal report; many actions taken because of these lessor recommendations and suggestions are now integrated into the College's programs and activities. TMCC's Liaison Officer provided college-wide updates to faculty and staff on a regular basis. Minutes of meetings and progress reports are available in her office.

TMCC's newly appointed president was on campus approximately six weeks at the time of the 1995 site visit. National searches were underway for two vice presidents; one senior vice president became the Vice President of Planning and Development. Sixteen months later TMCC obtained two new administrators, an Acting President and an Acting Vice President of Academic and Student Affairs. The vice presidents and the Acting President continued with the campus reorganization. These organizational changes and the strengthening of communications are addressed in general recommendations two and five.

This report addresses each major recommendation separately. The actions taken, the activities still in progress, and a timeline for completion if appropriate, are followed by evidence of change and supporting documentation for each recommendation. TMCC responded to each general recommendation in the order in which it was listed in the report. Because the sequences of internal events and action steps don't necessarily follow the sequence of the general recommendations, some action steps may appear to be out of order. For each of the major recommendations there is an appendix that provides documentation. In some instances, an executive summary for larger documents not easily included in the appendices is included. The complete documents will be provided to the focused site visiting team.

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**1.0 GENERAL EDUCATION/RELATED INSTRUCTION
(RESPONSE TO GENERAL RECOMMENDATION ONE)**

The first general recommendation is as follows: *One degree program and several certificate programs identified in the body of this report lack a component of general education or other related education, resulting in noncompliance with Commission Policy 15 and Eligibility Requirement 10. The Committee recommends that the College incorporate the missing components into those programs no later than the fall term 1996.*

Policy 15 states that: **The Commission on Colleges will maintain a policy statement as to required general education and related instruction components of certificate and degree programs.**

Related Instruction. Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Instruction in the related instruction areas may be either embedded within the program curriculum or taught in blocks of specialized instruction. Each approach however, must have clearly identified content that is pertinent to the general program of study.

Accreditation Handbook, 1994 edition,
Commission on Colleges, Northwest Association
of Schools and Colleges, pp. 148, 149.

1.1 Background

1.1.1 Certificate and Degree Requirements

The University and Community College System of Nevada (UCCSN) establishes the minimum requirements for all degrees and certificates for Nevada's post secondary educational institutions. These requirements reflect the requirements of the Northwest Association for general education and related instruction. The UCCSN and TMCC identify related instruction courses as "general education" in the general catalogs and other places that describe degree and certificate programs. In the program descriptions from our 1997-98 catalog that are in Appendix A, "related instruction" courses are a part of the general education requirements. In most instances faculty use the terms interchangeably.

UCCSN's and TMCC's requirements for all one year certificates consist of the following: Communications, 3 credits; Emphasis, 24 credits; Additional Program credits, 3; for a

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total of 30 semester credits. Computation and Human Relations must be included as courses or be clearly identified as content embedded in other required courses. To address the embedded curriculum, TMCC uses a worksheet that identifies how much embedded material is presented in each course within a particular program. The program faculty forward this compiled information for assessment to the appropriate content department. The content evaluators certify that the amount and the degree of difficulty of the area is equivalent to a three credit, college level course. A copy of the form is in Appendix A.

Instructors' qualifications for the related instruction courses are also closely monitored. The College addressed the qualifications for related instruction as well as for transfer courses with a consolidated faculty qualifications policy. Faculty teaching related instruction are required to hold a Master's degree or a Bachelor's degree with a concentration of at least 15 semester hours in the related field. Faculty teaching embedded curriculum are expected to meet this standard. The policy statement is included in Appendix A.

UCCSN's and TMCC's general education requirements for all the Associate of Applied Science degrees consist of the following content areas: English, 3 credits; Communications, 3 credits; Science, 6 credits; Quantitative Reasoning, 3 credits; Social Science/Humanities, 3 credits; U. S. and Nevada Constitutions, 3 credits; Human Relations, 3 credits. Students have options within the general education requirements as long as the number of required hours are met. Those options are described in the 1997-98 Catalog, and a copy of that page is in Appendix A. The minimum number of semester credits needed for an AAS degree is 60.

1.2 Corrective Action Taken for General Recommendation One

TMCC addressed and corrected the related instruction/general education deficiencies in the following academic areas: Automotive, Diesel (under revision at the time of the 1995 site visit), and Environmental Controls Technology within the Applied Industrial Technology Division; Architecture Design and Early Childhood Education within the Public Service Division; and Dental Assisting within the Health Sciences Division. When the program administrators and faculty examined how effectively they were embedding the related instruction content, they decided to add stand alone courses except for one certificate program, Dental Assisting.

1.2.1 Applied Industrial Technology Division

Overview: Two certificate programs within the Applied Industrial Technology Division contained embedded mathematics at the time of our 1995 site visit. Those two were Automotive and Environmental Controls Technology. The proposed changes in the Diesel Program were under development at the time of the 1995 accreditation visit and still lacked Board of Regents approval. The Board of Regents approved the Diesel format

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and curriculum update with appropriate related instruction/general education identified in the AAS degree and one year certificate. These three program areas contain three credit courses in communications, mathematics and human relations; all Northwest Association of Schools and College's degree requirements are met.

1. Automotive Technology Education Cooperative Program

At the time of our 1995 Northwest visit, TMCC had two automotive programs—Automotive Technician Education Cooperative and Automotive Technician Career Program. The curriculum for the two covered almost the same competencies but in a different format or sequence. One required block instruction with an internship requirement; the other offered the courses in the traditional semester format. When the faculty and advisory boards reviewed the programs, it became apparent that TMCC could provide a better Automotive Program by combining the two. With input from strong advisory boards, businesses hiring the interns, and recommendations by others outside of TMCC, the College merged the two automotive programs. Spring 1997 the Board of Regents approved the revised Automotive Program at the same time it approved the curricular changes to the Diesel Program. Copies of the revised programs approved by the Board of Regents for the AAS degree and the Certificate of Achievement in the Automotive Technology Education Cooperative Program are in Appendix A.

2. Diesel Technician Educational Cooperative Program

The Diesel Program under review at the time of the 1995 site visit was traditional in structure. In order to expand the technical components to meet industry demand, the College utilized its technical skills committee to evaluate and recommend curricular changes. A very dedicated group of skilled technicians, mid level management, and owners worked with TMCC faculty to refine the competency-based curriculum. Smaller modules or units were developed and 560 hours of paid internship components were incorporated between stages of instruction. The curriculum consists of lecture/lab time in addition to the internships; the program takes approximately 18 months to complete. The one year certificate of achievement contains three credits each of English, mathematics/quantitative reasoning, and human relations. The AAS degree includes 24 semester hours of general education.

3. Environmental Control Technology

The changes that were made in the degree and certificate programs for the Environmental Control Technology Program include the addition of a mathematics course in the certificate and the enforcement of the science requirement within the AAS degree. The program requirements for general education/related instruction meet the UCCSN and Northwest Commission guidelines. The specific courses added are reflected in the outline found in Appendix A. Students have the option of

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selecting courses from the of approved science and mathematics courses for the AAS degree.

4. Other Significant Changes for Applied Technology Programs

The 1995 accreditation site visit pointed out a shortage of space for space-intensive technical programs; TMCC was seeking a solution at the time. The College just completed the purchase of an 83,000 square foot facility in the industrial area of Sparks in 1996 to relocate a number of its space - intensive programs such as Automotive, Diesel, Environmental Controls Technology, Welding, Electronics and Manufacturing. The 1997 legislature approved a \$2.8 million renovation and equipment allocation. The College is working with architects for the necessary changes. The targeted date for occupying at least part of the facility for classrooms is late Spring Semester 1998. Acquiring this space allows the College to meet Standard 3.A.1 "Institutional facilities are sufficient to achieve an institution's mission and goals," and Standard 3.B.1, "Suitable equipment (including computing and laboratory equipment) is provided and is readily accessible at on- and off- campus sites to meet educational and administrative requirements."

1.2.2 Public Service Division

Overview: Two program computational skills deficiencies were identified in this instructional division. One of those programs, Architectural Design Technology, now a part of the Visual Communications unit, was reviewed, updated, and articulated with one of our universities. All necessary requirements for general education/related instruction were added. For the other, Early Childhood Education, TMCC added a mathematics course to replace the inadequate embedded curriculum.

1. Architectural Design

In 1995, the Certificate of Achievement for Architectural Design did not require computational skills as a separate course. The College added a mathematics course. The current degree and certificate requirements are as shown in Appendix A.

Since our 1995 site visit, not only was the program reviewed and revised to meet the local needs, but also the program was articulated with the University of Nevada, Las Vegas with the assistance of an active, local technical skills advisory board. The instructor and the unit administrator spent a considerable amount of time working directly with the faculty at the University. Several brainstorming sessions occurred with the local advisory board that is comprised of leading firms and employers of TMCC's graduates. TMCC revised or added some courses, and in a couple of instances, adopted the University lower division courses taught as part of the program in Las Vegas. The agreement was finalized with a combined meeting of the technical skills advisory board, TMCC and the University faculty and administration on the TMCC campus. After UCCSN approval for the transfer of TMCC courses to the

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University, TMCC listed the revised program and all program information in the current catalog. The Architectural Design program requirements for the AAS degree are cited in Appendix A.

2. Early Childhood Education

The Northwest Report contained the following program recommendation: "Include computation in the Early Childhood Education and Architectural Design Certificates." At the time of our accreditation visit, mathematics was embedded in the curriculum for Early Childhood Education. However, upon closer evaluation, the College determined that the amount of mathematics did not equate to a three credit course nor were the mathematics concepts easily identifiable. The faculty, the division administrator, and the advisory board discussed the solutions available. The decision was to have students select an appropriate mathematics course from the approved list for AAS degrees. The list of options cited earlier and the current course requirements for the Early Childhood degree and certificate are cited in Appendix A.

1.2.3 Health Sciences Division

Overview: At the time of TMCC's 1995 site visit, the Dental Assisting Program had embedded human relations and mathematics. The College had not clearly identified where the embedded components were in the courses nor had the College officially assessed if the amount of embedded curriculum equated to a college level three-credit course. The embedded mathematics related instruction is now more carefully identified and monitored.

1. Dental Assisting

The recommendation was that "The Dental Assisting Certificate Program should develop a recognizable body of instruction in the program-related area of computation." To address this deficiency, TMCC identified the computational assignments and the amount of time spent on the competencies. After careful evaluation of the amount of embedded mathematics and the options available, the program faculty and administration decided to continue to have embedded mathematics. However, all components or competencies of the mathematics included were to be clearly identified in the course outlines/syllabi. The amount of the mathematics was identified using TMCC's newly adopted format; the mathematics department concurred that the amount of mathematics was equivalent to a three credit college level course. The embedded curriculum is now clearly identified and monitored. The identification of the embedded curriculum is in Appendix A. The time spent teaching these elements equates to a three credit mathematics course.

The human relations component for Dental Assisting was strengthened by having the students take courses approved by the College as being human relations focused.

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These appear in the references for general education options cited earlier and included in Appendix A.

1.3 Summary

TMCC took immediate action to correct the existing problem areas and to establish a monitoring process for its related instruction and general education components of one year certificates and associate degrees. For each of the changes cited in this report, a copy of the revised program requirements is included in Appendix A and is on file in the Northwest Accreditation Liaison Officer's office. For all future certificates and degrees, instructional deans overseeing their respective areas have the responsibility of determining that Northwest standards are met prior to the new degree or certificate being introduced to TMCC's internal approval committees and administration. The Liaison Officer will also monitor closely the inclusion of related instruction in new program proposals. The faculty involved with the new program proposal will be required to submit a detailed list of the related instruction elements embedded using the form included in Appendix A. The monitoring process TMCC now has in place will assure compliance with Commission Policy 15 and Eligibility Requirement 10.

Note: The changes for General Recommendation One were submitted October 15, 1996, and approved by the Commission at the December 1996 meeting. - TMCC was asked to include this recommendation in its fall 1997 report because of the briefness of the report. Expanded narrative and attachments now support the changes made to the programs with deficiencies.

2.0 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT (RESPONSE TO GENERAL RECOMMENDATION TWO)

General recommendation two: *Documents exist which identify criteria, indicators of institutional effectiveness, and assessment processes. However, there is little evidence that planning; assessment of student learning outcomes; and relevant data retrieval, interpretation, and application actually take place. Also, sufficient supporting data for institutional program review and evaluation could not be found. There is not a conceptual framework or scheme which links data/information to a planning process which would provide the institution a sense of direction or purpose. Many of the basic components are present, but they are not focused. In fact, most employees freely admit there is no general sense of where the institution is going or a shared vision. It is recommended that the College immediately implement energetic efforts to correct this situation. These efforts should be clearly delineated, have specific time lines, and involve all constituencies (Standard I - Institutional Mission and Objectives; Standard V - Educational Program and Its Effectiveness; Commission Policy 25 - Educational Assessment).*

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Standard I: Mission, Goals, Planning and Effectiveness states the following:

The institution's mission and goals define the institution, including its educational activities, its student body and its role within the higher education community. The evaluation proceeds from the institution's own definition of its mission and goals. Such evaluation is to determine the extent to which the mission and goals are achieved and are consistent with the Commission's eligibility requirements and standards.

NWASC Revised December 1995, and printed
May 13, 1996, for Approval for Member
Institutions

Standard V: Educational Program and Its Effectiveness reads as follows:

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

NWASC Revised March 1996, and printed May
13, 1996, for Approval by Member Institutions

2.1 Institutional Effectiveness Planning and Re-Organizational Activities

2.1.1 Background for Organizational Changes

Following TMCC's reaccreditation site visit in October 1995, and the receipt of the Northwest Commission's Report regarding the visit, the College focused on strengthening its planning processes as well as its evaluative measures related to institutional effectiveness and the assessment of students. College-wide effective planning requires time and processes in order to develop a focus; this step was undertaken simultaneously with the refinement of the assessment functions. In addition to these two major undertakings, TMCC was experiencing internal reorganization.

TMCC experienced substantial administrative changes in the past two years. Several occurrences, one of which was accreditation, prompted internal changes. A second major thrust occurred with the establishment of a vice presidential position for Planning and Development. Having three vice presidents altered the internal focus and allowed the institution to strengthen its external partnerships and expand the programs and services provided to its service area. A third major change occurred during Fall Semester 1996 when TMCC turned around a slowly declining enrollment to show an FTE increase of

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more than 10 percent. In spring 1997 Dr. John Richardson became the Acting President. Internally, changes in the reorganization regarding planning and budgeting procedures also impacted the 1997-99 biennial program planning activities.

2.1.2 Institutional Effectiveness Processes

When TMCC undertook its planning processes, the College looked internally first through its Planning and Development Division.

The Vice President of Planning and Development approached the planning processes internally by using open, college-wide forums to encourage participation by all faculty and staff. Topics for these open meetings included a full-scale agenda of the most important functions the College needed to address. Among them were the following:

- Mission, vision, and strategic college goals
- Strategic planning, including short-term and long-term facilities planning
- Enrollment planning
- Integration of administrative and instructional technologies
- New and future instructional programs, continuing education, and job training consolidation
- Accreditation needs
- Institutional effectiveness strategies
- Provision for college-wide staff development activities
- Development of a comprehensive career center
- Development of a global ethnic studies
- Focus on economic development

TMCC addressed these needs through six major planning activities that resulted in a new mission, vision, strategic college goals, and the College's first comprehensive strategic plan. In several instances planning activities involved both internal and external participants; all activities were coordinated through the Planning and Development Division and supported by the Leadership Team consisting of the Acting President and the three vice presidents. TMCC's planning process follows what 1.B.3 of Standard One states, "The planning process is participatory involving consistencies appropriate to the institution such as board members, administrators, faculty, students and other interested parties. This proactive planning process is reflected in the brief summaries of the outcomes of six major undertakings between 1995 and 1997.

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2.2 Outcomes of Major Planning Processes

2.2.1 Future Search

Ken Wright, the President in 1995, brought the Future Search planning concept to campus. The planning process is used widely by private industry, city and county governments, and educational institutions. The process involved internal and external "stakeholders" who possessed information about the College and the community. The two primary reasons for TMCC to undertake the conference were: (1) to develop a more coherent and comprehensive campus planning process, and (2) to focus on common ground rather than the differences that had traditionally proven contentious.

Sixty-four community, faculty, classified and administrative personnel were invited to participate in a three day activity to assess what the community and the College needs were. The very successful event resulted in TMCC's "Ten Points of Common Ground." These, by the consensus of the group, are the most important concepts for TMCC to address:

- A commitment of technology
- Ethics-based education
- Improve child care opportunities
- Provide a bridge to better prepare our students to be functionally literate
- Expand instructional opportunities
- Greater connection with the community
- Student success IS our mission
- Create more opportunities to broaden the education experience and produce well-rounded individuals
- Promote change rather than reacting to it
- Promote a greater role for the College in the community

The efforts of the Future Search participants continues; the business group held several meetings to address the components where they can make the greatest contribution. Other activities for the entire Future Search group are planned for the 1997-98 academic year. The Future Search Conference Report is in Appendix B.

In addition to the successful Future Search Conference, TMCC undertook another planning activity that brought into focus the environmental external factors, both locally and nationally, that impact decision-making planning and budgeting. That activity was a college-wide effort for environmental scanning and forecasting.

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2.2.2 *Environmental Scanning*

In order to provide the institution with a more formal planning process and a means to shape its future more accurately, TMCC opted to train faculty and staff to become environmental scanners. Environmental scanning is the systematic collection and monitoring of information describing changes in the environment in order to identify and assess emerging development, trends, and the precursor events that may affect the strategic directions and objectives of the institution. The College identified the following areas as those that could have the greatest impact on the direction of the College: Education; Technology; Gaming and Tourism; Political; Labor Force and the Economy; Social and Lifestyles; and Demographics. Environmental scanning teams were formed from the 40 trained scanners. The nine core trends are the result of an extensive eight month scanning activity and a one day retreat that brought together community leaders and TMCC personnel.

The core trends are:

- Communication and information technologies and distance learning will require community colleges to make changes.
- The need for remedial and developmental skills for students will continue in the future.
- Gaming interests will continue to be the most powerful economic and political force in our community generating the largest number of jobs.
- Washoe County has a high employment rate which will continue.
- The contingency labor force will continue in the future.
- Working and single-parents are a large and growing part of the population.
- There is a continuing shift in roles, responsibilities, and relationships—from centralized to decentralized, from institution to individual, from federal to state.
- Washoe County's population will grow through 2015 with increased diversity and growth concentrated in school age children and those over 50 years of age.
- Nevada population shifts will lead to greater competition for educational resources.

2.2.3 *Institutional Effectiveness Chart*

Besides the Future Search Conference and the Environmental Scanning Retreat functions, TMCC undertook a third major planning activity that ties very closely to the development of the mission, vision, and strategic goals in addition to accountability measures closely linked to the Northwest Association of Schools and Colleges accreditation. That is the accountability measures that relate to institutional effectiveness. TMCC selected the Indicators of Institutional Effectiveness: A Guide for Assessing Two Year Colleges and the "Chart for Institutional Effectiveness" developed by the National Alliance of

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Community and Technical Colleges; the College added internal inquiries for accountability, and modified the performance indicators to fit TMCC. The format of the chart identifies eight major areas of inquiry with relevant performance indicators for each area. TMCC's areas of inquiry are:

- Access and Equity
- Employment Preparation and Placement
- College/University Transfer
- Workforce Development
- College/Community Partnerships
- Cultural and Cross-Cultural Development
- Instructional Effectiveness
- Resource Effectiveness

The number of performance indicators for each area of inquiry varies from as few as three to as many as ten. The performance indicators are on a three-year timeline for implementation since it was not possible to fully implement them in a shorter period of time. The Institutional Effectiveness Chart is available in all administrative offices and in Appendix B.

The results of these three planning functions, the Future Search Report, the Environmental Scanning Report, and the Institutional Effectiveness Chart, constitute the major resources for data gathering and decision making for TMCC's planning and budgeting process. TMCC's internal planning occurs through the team leadership of the president and three vice presidents. The next three components of TMCC's institutional effectiveness involved planning to budget, developing a College Strategic Plan, and preparing an Academic Master Plan from the College Strategic Plan.

2.2.4 Budget Planning Activities

The College developed and adopted an inclusive planning/budgeting process. Three basic underlying principles are:

- All members of the College will understand how budgets are developed based on participatory strategic planning.
- Budgets will document the strategic planning decisions of the College.
- Governance and administrative decisions will be defined.

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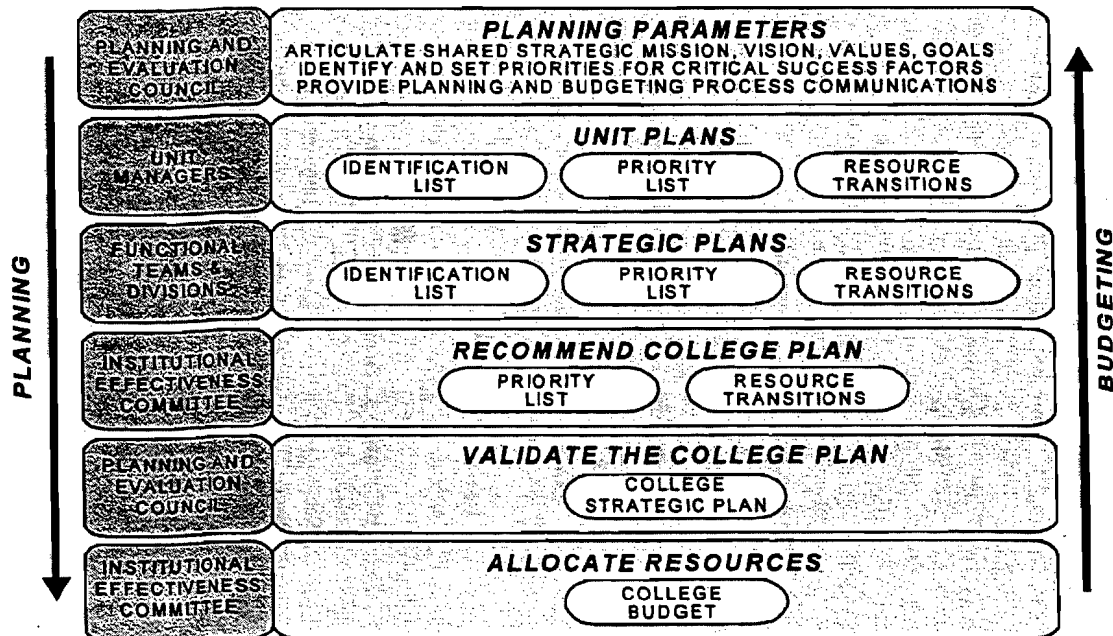
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The planning process is a six-phase process.

- Phase I involves establishing the planning parameters. The Planning and Evaluation Council defines the shared strategic mission, vision, values, goals and initiatives.
- Phase II consists of unit plans (vertical planning) where all unit managers meet with their staff and develop a unit master plan with unit goals listed in priority order.
- Phase III is the strategic planning (horizontal planning) that involves strategic committees, directors, deans, and vice presidents identifying needs not represented by the unit plans. All projects are prioritized and consolidated plans are submitted to the Institutional Effectiveness Committee.
- Phase IV results in the College Plan. The Institutional Effectiveness Committee reviews all consolidated plans, recommends strategic budgeting allocations, and recommends a priority for funding new projects or reallocating existing resources.
- Phase V ensures process validation. The Planning and Evaluation Council reviews the process of planning and endorses the College Plan.
- Phase VI is resource allocation. The Institutional Effectiveness Committee allocates resources to the prioritized initiatives in the College plan which will be included in the fiscal year budget.

The planning process started Spring Semester 1997 and is close to being fully implemented as of the end of September. Unit plans or initiatives are being put in priority order for funding consideration by the Institutional Effectiveness Committee. The initiatives submitted for the College Strategic Plan are in Appendix B.

PLANNING/BUDGETING STRATEGY



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2.2.5 College Strategic Plan

When TMCC decided to change its planning processes, the College chose to look at where we should be in five to seven years. Information from the Environmental Scanning Retreat provided the College with both short-term and long-term trends that needed to be addressed. The Future Search Conference brought together sections of the community with college faculty and staff to identify areas of common concern. In addition, other groups such as the TMCC Advisory Board and the occupational technical skills advisory boards were invited to participate in assessing the validity of our curriculum and determining where TMCC should be in providing comprehensive programs and services to our Washoe County service area.

The all-encompassing College Strategic Plan incorporates the short-term and long-term college strategic goals as well as the two-year planning cycle of the Academic Master Plan and is the College's first comprehensive plan. The College Strategic Plan consists of four major divisions: (1) Perspective, (2) Direction, (3) Analyses, (4) Action Plan Initiatives. The Action Plan Initiatives Chapter contains all of the College's unit goals by funding period. The initiatives targeted for the 1997-99 funding period are being put in priority by the Institutional Effectiveness Committee. The Committee's priority list will be funded as fully as possible after the Planning and Evaluation Council validates the planning process and recommends that the priorities be funded. The College Strategic Plan document is in all administrative offices and is readily available to faculty and staff. The Executive Summary is in Appendix B along with the unit initiatives from the fourth division of the College Strategic Plan, Action Plan Initiatives.

The College Strategic Plan and the Academic Master Plan are the guidelines for all college action. The College Strategic Plan document will be reviewed on an annual basis. Progress will be identified, changes will be noted and a report will be prepared beginning with the 1997-98 year. The purpose is to utilize the data for assessing institutional effectiveness. TMCC will follow the Standard 1.8.9 guideline that states, "The institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public."

2.2.6 Academic Master Planning—A Subset of the College Strategic Plan

TMCC used a formal Academic Master Plan since 1990 when the UCCSN required that all institutions submit their academic plans that reflected goals to achieve the UCCSN's missions. A specific six-fold mission for community colleges standardized the thrust of all four of Nevada's community colleges. TMCC submitted its plan, and updated the plan as required every two years. TMCC completed extensive external needs assessments to have input from the community on the direction of the College.

The 1997-99 Academic Master Plan complies with the UCCSN's mission. However, TMCC's expanded its approach for 1997-99, and analyzed what differences existed between "what should be" and what currently "exists" in relation to the UCCSN's

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mission for community colleges. This analytical approach reflected TMCC's input from its planning activities and internal changes. Although the Academic Master Plan is a stand alone document, it is taken from and reflects the bigger college-wide planning functions. The College will be preparing quarterly reports on its progress for the Board of Regents. Information for this report will be incorporated in the annual Institutional Effectiveness Report prepared by the Dean of Institutional Effectiveness and Research. A copy of the Academic Master Plan Executive Summary is in Appendix B.

2.3 Assessment Activities

2.3.1 College Assessment Plan Summary

TMCC began reviewing its assessment activities and ways to consolidate its data gathering to focus on outcomes evaluation and program improvement. Basic to this process is the Commission's Policy 25 on Educational Assessment.

Policy: The Commission on Colleges expects each institution and program to adopt an assessment scheme responsive to its mission and its needs. In so doing, the Commission urges the necessity of a continuing process of academic planning, the carrying out of those plans, the assessment of the outcomes, and the influencing of the planning process by the assessment activities.

Accreditation Handbook, 1994 edition,
Commission on Colleges, Northwest Association
of Schools and Colleges, p. 178

At the time of the 1995 accreditation site visit, TMCC's assessment efforts consisted of the following components:

- An Institutional Effectiveness/Learning Outcomes Plan that consisted of these elements:
 - * Academic Master Plan with objectives for each of the six folds of the mission.
 - * UCCSN Assessment Reports.
 - * Measurable standards for "outcomes" (discussion stage).
 - * Competency-based curriculum (well underway in most program areas).
 - * Staff Development (substantial allocation of \$100,000 for the 1995-96 year).
 - * Selection of core indicators to measure institutional effectiveness (two plans were being discussed).
 - * Timeline existed that covered fall 1995 through the 1998-99 academic year.

- Proposed College-wide assessment of learning outcomes by program area.

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- Development of an outcomes matrix identifying for each program the program standards, assessment methods, and use of results.
- Learning outcomes just approved the previous year by Senate in these areas:
 - * skills (communication, quantitative reasoning, and general intellectual abilities, social functioning)
 - * knowledge
 - * attitudes
 - * values to be included in all new courses proposed
- Program reviews conducted on a four-year cycle.
- Numerous surveys conducted on a regular basis to provide information about the college climate, students' assessment of their TMCC learning experiences, employers' feedback about student skills, community needs assessments, and other topics related to the needs of our service area.

The Northwest Report pointed out that the College had a considerable amount of information but was not using it effectively. The planning functions lacked key elements. The College needed to analyze the data collected and use the results for planning, budgeting, and program and college improvement. The institutional effectiveness efforts lacked focus.

TMCC began working on this area immediately.

The Student Assessment Plan consists of these measures:

1. Assessment of entering students in order to advise students of appropriate English and mathematics courses.
2. Pre- and post- tests of a random sample of students to determine growth in general educational areas compared to national results of the first two years of other college students. The growth is measuring the changes occurring because of the general education learning outcomes linked to all new TMCC courses.
3. The success rate of students taking national or regional licensure or certification tests.
4. Program and learner outcomes. Faculty committees began addressing these areas in 1994-95. The seven step standardized format was adopted Spring Semester 1997.
5. Learner outcomes assessed through licensing and certification where appropriate and through follow-up studies of employers of TMCC students.

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6. Placement of program completers. This step is in the process of being implemented. A Career Center for placement had to be established first. The first steps for a comprehensive Career Center were undertaken during the 1996-97 academic year.
7. Analysis, planning, and budgeting. An annual student assessment report will be developed beginning with 1997-98 to incorporate data gathered from these measures to summarize the activities of the academic year, identify areas where improvement is needed – college-wide or by academic area – and encourage deans to request funding for deficiencies through the unit initiatives process. This internal report will be in addition to any UCCSN assessment reports. In addition, funding for assessment activities is receiving college support.

Assessment Timelines. A considerable amount of work has been done for assessment. Steps that are still in progress for 1997-98 are these:

- November 4, 1997 Learner outcomes from program areas for employer surveys (eight to twelve competencies a program completer should perform well)
- November 15, 1997 Refined program review process
- December 3, 1997 Report to Accreditation Committee and Institutional Effectiveness
- January 20, 1998 Refinement of program improvement format (if needed)
- March 15, 1998 Update to Faculty Senate, Institutional Effectiveness Team
- May 15, 1998 Completion of the seven step outline for program outcomes
- May 15, 1998 Completion of the second year of general education assessment using the ETS short form
- June 1, 1998 Report on general assessment testing - accreditation, functions
- June 30, 1998 Completion of Assessment Report - accreditation and functional teams and Institutional Effectiveness Team - College-wide distribution
- June 30, 1998 Completion of the Institutional Effectiveness Report - College-wide distribution

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- July 1, 1998 Budget initiatives for assessment
- September 1, 1998 Program areas review and analyze data from program outcomes and begin assessment, planning

The seven measures described earlier and the timelines cited here will be monitored by the Dean of Institutional Effectiveness and Research for the Institutional Effectiveness Team. The Dean's office will be the central location for data collection; data analyses will be compiled by the Research Coordinator from the Dean's office.

Activities related to these assessment measures are:

◆ Assessment/Research Support

Action: A professional researcher position was funded in order to assist the College in the collection and analysis of data. (1996)

Results: The research analyst position was filled August 1996. For unanticipated reasons, the individual was reassigned. A new researcher reported to campus September 2, 1997. This position will provide TMCC with the support needed to meet Standard 1.B.7, "Institutional research is integrated with and supportive of institutional evaluation and planning." The individual collects data and provides analysis, and assists with institutional effectiveness measures.

◆ Additional Assessment Support

Action: TMCC continued to provide a faculty stipend for overseeing the general education assessment and provide the College with reports. The College added a new faculty stipend to provide support for program areas to complete the seven-phase program/learner outcomes assessment outline and refine the use of learner outcomes. (1997-1998)

Results: General education pre-test assessment for fall semester is underway. Program/learner outcomes using the standardized format are started; the new faculty coordinator stipend position advertising just closed. The new coordinator should be identified before the end of September.

◆ College-Wide Assessment Committees

Action: Two faculty committees were formed to address assessment. One studied the tests used for entering students (1997); the other addressed program/learner outcomes. (1995-97)

Results: The committee addressing entering students assessment made recommendations for change and proposed a budget to support their plan. The Learner/Program Outcomes Assessment Committee accomplished two major goals:

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(1) undertook a pilot testing program to address general education assessment in the areas of communications, problem solving and critical thinking; and (2) developed a standardized seven step process for determining program/learner outcomes and program improvement for all AAS degrees. This plan is also linked to planning and budgeting. Both committees' recommendations were adopted and implemented. A copy of the initial assessment budget is in Appendix B.

◆ Comprehensive Career Center

Action: Reviewed what TMCC had for helping students find employment through the instructional units and assessed what was needed to develop a centralized placement center. (1996)

Results: The College worked with the Washoe County School District and the University of Nevada, Reno to include partial funding through a school-to-careers grant for a comprehensive Career Placement Center. Funding was received from the grant and from TMCC's other funding sources to accomplish the following: hire technicians to assist with the computerized functions of job searches and career information; and provide space for the students to go for assistance. Students and employers are encouraged to use the centralized services available. The College developed a "one stop" career center concept for the convenience of students.

◆ Retention Issues

Action: As a part of the introspection of assessment and program improvement, faculty and administration felt that the learning/teaching process needed reinforcement to better utilize technology, the library, and a variety of teaching methodologies for improving student retention. (1996-97)

Results: Funded and encouraged faculty to participate in staff development projects such as technology/computer seminars, learning/teaching workshops, methodology courses such as 4Mat, externships, sabbaticals, and applied research to improve retention.

2.3.2 *Program Level*

Although these five activities are college-wide in scope, information obtained from them will be compiled and forwarded to the individual program units for their planning activities. These areas will also be linked to assessment and institutional effectiveness and reported upon to the appropriate functional design teams as well as the Institutional Effectiveness Team and Planning and Evaluation Council. Initiatives from the College units will address improvement or strengthening areas that don't meet the College performance indicators standards.

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2.3.3 Program Level Outcomes Assessment Outline

The standardized format for program outcomes adopted by the College Spring 1997 applies to all Associate of Applied Science degrees. The outline consists of these steps:

- I. Program Name:
- II. Brief Description of Program: Describe the skills and/or content that your program is attempting to teach. This description may be entirely conceptual. You should include an organizational chart of the program if you feel that such a chart will help the reader better understand your program.
- III. Operational Definition: Include your program's definition of "outcomes." Outcomes must be defined using a method that allows for quantitative measurement (i.e., they need to become numbers). Some areas already have established, standardized assessment instruments that measure outcomes (e.g., Nursing, Welding). Areas that do not have available standardized assessment instruments will need to develop an assessment approach that can be used over time.
- IV. Methods of Data Collection: Describe in detail the procedures utilized for collection of your assessment data. The goal of this section is to allow the reader to understand fully the approach you have taken.
- V. Results: Present summaries of your data (e.g., mean, median, mode, standard deviation, frequency tables). Reserve subjective interpretation and discussion for following sections.
- VI. Discussion: Provide conclusions and implications. Note: this segment should be the most detailed and comprehensive section of the report. It should be divided into two major sections: A) Analysis of results: How does your program interpret the meaning of the data you have collected, and what conclusions do you draw from the data you have collected? Using your program's operational definition of "outcomes," summarize the competency levels of the students who have completed your program. Summarize the strengths and weaknesses of your program. B) Goals and recommendations: How does your program intend to use the results and conclusions? Include description of any planned changes in either curriculum or approach.
- VII. Connection with College-Wide Budget and Planning: Provide description of the college-wide budget and planning recommendations and initiatives that your program will be generating as a result of the information obtained from this round of the assessment process.

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These seven steps are assisting the College in its endeavors to meet Standard 5.B.2. That statements is, "The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it demonstrates that the students who complete their programs, no matter where or how offered, have achieved these outcomes." TMCC initiated this process and is refining its timeline Fall Semester 1997.

2.3.4 *General Education Outcomes Assessment Plan*

The faculty coordinator of the general education assessment proposed to the Program/Learning Outcomes Assessment Committee that TMCC use a standardized pre- and post-test assessment of learning outcomes for the areas previously agreed upon by the campus—communications, problem solving, and critical thinking. These three components are linked to the learning outcomes required for all new courses. The committee reviewed numerous standardized tests and selected the Educational Testing Service (ETS) 40 minute short form as being the most appropriate for our campus. The ETS test provides three levels for each of these skill dimensions: writing, mathematics, and reading/critical thinking. The 1996-97 pilot project consisted of the following components:

1. Six classes in the "general education" area have been selected. (i.e., Psy 101, D02; Psy 101, D07; Psy 210, D01; Math 112, D04; Math 127, D01; Phil 110, D03; and WT 202, D03).
2. In each of the classes above, 2/3 will take the *Academic Profile* and 1/3 (serving as a control, comparison group) will take some other basic skills test. All students will also take the Learning and Study Skills Inventory (LASSI) that measures 10 different student development characteristics (e.g., motivation, study skills, goal directedness, etc.)
3. At the end of the semester, all students in the classes selected will take the *Academic Profile* and the LASSI.
4. Difference scores will be computed for the pre-post group, and only the final semester scores will obviously be computed for the comparison group. This design should allow for estimates about the variance due to testing effects to be computer and statistically controlled.
5. The LASSI, final grade in the class, and overall GPA for the participating students will be interesting co-variables to measure and study. For example, we may find that students who perform well at the end of the semester on the *Academic Profile* score higher on "goal directedness" on the LASSI than those students who don't score well.

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Overall, this pilot will get us moving on the "general education" component of the outcomes assessment objectives of the accreditation effort. Also, the project will help us to determine if the standardized test method is viable for TMCC.

2.3.5 Results of General Education Outcomes Assessment Pilot Project

The results of the 1996-97 pilot project were presented to the Program/Outcomes Assessment Committee in September 1997. The Coordinator of the pilot project compiled all the data into SPSS (software) and conducted several analyses on the general education concepts covered by the ETS test. The actual analysis performed and the accompanying conclusion for each test is described below.

1. Comparing Combined (both Spring and Summer) sample with 2 year college freshman norm: TMCC Mean: 442.29; Normative Mean: 436. T test concluded significance at $p < .0001$.
2. Comparing Combined sample with 2 year Sophomore norm (and Sophomore Liberal College norm). TMCC Mean: 442.29; Normative Mean: 444. T test showed no significant differences.

Conclusion: TMCC scored as being no different from national 2 year college sophomore norm.

3. Comparing the pretest and posttest scores of the Academic Profile for the Spring 1997 sample. Pretest Mean: 440.7; Posttest Mean: 445.11. Repeated Measures T test showed no significant difference between pretest and posttest scores.

Conclusion: the increase in scores from the pretest and posttest was due to chance, or confounding variables such as practice effects or test familiarity. Also, the repeated measures design used only a 1 semester period is not a viable method for assessing improvement. A large time period is probably called for.

4. Comparing students who have completed 0-30 units with students completing 31 or more units on Academic Profile scores. Freshman Mean: 439.67; Sophomore Mean: 440.77. ANOVA showed no significant difference.

Conclusion: Students in these two groups scored no differently on Academic Profile.

5. In the Spring 1997 sample, classes were ranked as having three levels of difficulty: beginning, moderate, and advanced. Comparing these three groups on the Academic Profile using ANOVA showed a significant difference ($p < .027$). Scheffe post hoc analysis showed the significant difference to lie specifically between the beginning and advanced groups ($p < .036$). Beginning Mean: 436.94; Moderate Mean: 444.35; Advanced Mean: 445.6.

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Conclusion: Students in the advanced classes score significantly higher on the Academic Profile than students in beginning curriculum. Students in moderate difficulty courses are no different from either the beginning or advanced groups.

6. Correlations were run between Academic Profile scores and final grades earned in classes for the spring, summer, and combined samples. As were significant as follows: Spring: $r = .345$; Combined: $r = .408$; Summer: $r = .555$. All were significant at the $p < .05$ level.

Conclusion: The relationship between final grade earned and the Academic Profile is significant. However, this result has limited value. Upon squaring the r values to attain how much variance in final grade score can be accounted for by the Academic Profile (Spring: $r^2 = .12$; Combined: $r^2 = .17$; Summer: $r^2 = .31$), one finds that fairly small amounts of the variance of final grade scores can be accounted for by the Academic Profile.

Overall Conclusions and Discussion:

The Academic Profile Test seems to be a good instrument for TMCC to use as an assessment of general education outcomes. It is easy to order and administer, is judicious with respect to student time and classroom inconvenience, and holds us accountable to being statistically compared to national norms. As can be seen above, TMCC students scores are at levels equal to or exceeding our respective national norms. Moreover, the Academic Profile is reasonably priced, making it a cost-effective tools.

TMCC plans to repeat the data collection process the fall semester, and will gain entry into various classes by the end of September, 1997.

Regular reports were made to the Accreditation Committee and others on campus. The most recent report is included in Appendix B.

Other factors and activities closely linked to assessment and institutional effectiveness undertaken by TMCC include the following:

◆ Institutional Effectiveness Measures

Action: Refined and finalized key components of institutional effectiveness. (1995-96)

Results: The Chart of Institutional Effectiveness with its areas of inquiry was adopted. Began discussion of performance indicators; used a small task force of faculty and administration to refine and rank indicators during fall 1996.

◆ Performance Indicators

Action: The College finalized and adopted the performance indicators for the areas of inquiry for the Institutional Effectiveness Chart. (1996)

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Results: (1) Developed a three-year time line for full implementation after identifying the sources of data for each indicator, (2) identified eleven key indicators that would be analyzed at the conclusion of the 1996-97 academic year. The eight areas of inquiry and their respective performance indicators are linked to the College's eleven strategic goals. (3) Identified how assessment of the indicators and any changes deemed necessary would be planned and budgeted for program improvement through unit goals/initiatives. These steps will provide, "Evidence that demonstrates the analysis and appraised of institutional outcomes." (Standard One documentation) Action steps will result from the analysis.

◆ Program Review Materials

Action: At the time of the 1995 visit, not all program reviews were kept in the unit offices after the summaries were forwarded for reporting purposes. Full program reviews are now kept in the program unit office a minimum of four years, or until the next review is due. (1996)

Results: Program units have greater responsibility for gathering information for their program reviews, maintaining complete program review files, and using the information for planning, budgeting, and program improvement. Copies of all documentation reside in the program area; summaries are maintained in the Liaison Officer's office and other administrative offices.

◆ Unit Goals/Initiative Planning

Action: Unit plans were developed by all units in order to begin the planning and budgeting cycle at the lowest level. (1996-1997)

Results: All units submitted their goals or initiatives to their respective vice president. Unit goals were linked to the eleven college strategic goals and assigned to the appropriate functional design team. All unit initiatives will be ranked and funded to the greatest extent possible. All initiatives are in the College Strategic Plan, and a copy is in Appendix B.

◆ Program Improvement

Action: Revising the program review process, expanding criteria. (1997-98)

Results: Administrators met with the Faculty Senate Chair, and planned for a small task force to work with the Dean of Institutional Effectiveness and Research to expand the information required for program reviews and to establish the process for linking program assessments to planning and budgeting through the unit initiatives (goals). The new plan will be finalized fall semester and implemented by January 1998.

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◆ Global Ethnic Studies

Action: Empowered the Director of Multi-Cultural Diversification to develop a comprehensive plan to expand the concepts of ethnic studies throughout the curriculum. (1996)

Results: The Director of undertook an extensive study to identify how much multi-cultural/ethnic studies currently existed across the curriculum, developed a comprehensive plan to increase awareness of ethnic differences and diversity, and is also preparing one or two courses to be presented to the College as possible required courses.

◆ Economic Development

Action: Encouraged the Director of Business and Industry to expand the role of Business and Industry to support economic development within the service area. (1996)

Results: Customized curriculum and expanded the number and variety of short intensive workshops. College participation in community planning for current and potential businesses provides services for approximately 10,000 non-traditional students annually and gives the College a presence in external economic circles. The College will measure the effectiveness of this training as a performance indicator during the second year of the three year cycle.

◆ New and Future Instructional Programs

Action: Reviewed TMCC's new degrees developed over the past two years and identified only one new AAS degree, several new emphases, and some program updates. (1997)

Results: Requested program faculty and instructional administrators to work more closely with their advisory boards and the community, and to utilize the data gathered from the environmental scanning to plan new programs. The result is that seven new programs are under development as a part of the 1997-99 Academic Master Plan.

◆ Enrollment Planning

Action: Appointed an Enrollment Manager to establish internal committees to address the internal strengths and weaknesses of the registration process. (1996)

Results: Eight separate teams were formed to address these areas: marketing, institutional planning, retention, customer service, class offerings/schedule/program, recruitment, registration, financial aid. This focus, plus college-wide efforts to increase enrollment, resulted in more than a 10 percent growth in FTE Fall Semester 1996.

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◆ Library and Information Technologies

Action: In addition to addressing the use of the library and technologies, the College appointed an Acting Director of the library who has excellent facilitator skills to establish a good working relationship between the library staff and teaching faculty. (1996)

Results: Developed a healthy working partnership between librarians and faculty. One example was greater library use by faculty and students. More technology was added to the library for student use, additional class tours and workshops on technology were made available, workbooks for specific content areas such as English and business were developed by library staff in conjunction with the classroom professors. Dramatic changes occurred in the climate of the library itself; student usage doubled and tripled; faculty and library staff began working as partners in the learning/teaching process. Details of these changes are fully addressed in the General Recommendation Three section.

◆ Planning and Budgeting Processes

Action: Changed the budgeting process through the reorganization to encompass unit initiatives that are put in priority and funded as fully as possible. The planning steps for budgeting are described in this section. (Finalized June 1997)

Results: The newly appointed deans are working with their units to refine their college initiatives. The Institutional Effectiveness Committee meets in September to address the funding priorities of the initiatives. The Planning and Evaluation Council will review the procedures followed and recommend funding. The steps taken to initiate these changes are addressed in two sections of this report.

2.3.6 Results of Institutional Effectiveness Key Performance Indicators

TMCC's Institutional Effectiveness Chart identifies eight Areas of Inquiry and 48 Performance indicators that are linked to the institution's eleven college strategic goals. A copy of the Chart is included in Appendix B. The College's three-year time frame for full implementation showed 11 Performance indicators would be targeted for analysis or bench marking for the 1996-97 year. The format selected for reporting the findings includes these elements: college strategic goal, the indicator, rationale, definition, source of data, outcome analysis, and a proposed standard. One example of the format is included in Appendix B; all performance indicators data are included in the Institutional Effectiveness Performance Report. Initiatives from the College Strategic Plan support the performance indicators selected. The relationship is cited in the Institutional Effectiveness Performance Report. Those 11 Performance Indicators used for the first report are as follows:

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<u>AREAS OF INQUIRY</u>	<u>INDICATORS</u>	<u>COLLEGE GOAL(S)</u>
Access and Equity	A-3 Student tuition and fee increase vs. growth of personal income in service area.	Diversity and Programs
	A-4 Faculty, staff and administrative population mix vs. service area population mix (gender and ethnicity).	
	A-5 Transfer rate and enrollment of local high school graduates in semester following graduation.	
	A-8 Full and part-time student enrollment per 1,000 area inhabitants.	
Employment Preparation and Placement	B-1 Placement of program completers in work-related jobs within six months of graduation.	Programs and Measures
	B-2 Completion of required licensure/certificate exams by program completers.	
	B-6 Program completers' satisfaction with general education preparation.	
College University Transfer	C-1 TMCC graduates who actually transfer to UNR and UNLV vs. those who plan to transfer.	Programs
Workforce Development	D-2 Placement of displaced and unemployed/under-employed workers who complete regular classroom or customized training.	Programs and Measures
Resource Effectiveness	H-1 Efficiency measure: FTE ratios.	Quality, Infrastructure
	H-3 Efficiency measures: space utilization	Infrastructure

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2.3.7 *Role of Accreditation Committee*

TMCC's Accreditation Committee continued to meet on a regular basis after the 1995 accreditation site visit. The Committee addressed the five major recommendations and all minor recommendations and suggestions by developing a timeline for corrective action and assigning appropriate administrators and faculty to work on the solutions. The Committee also serves as a college sounding board for the assessment plans and other issues related to college improvement and accreditation. Examples of the format used by the Committee to address the five general recommendations and numerous suggestions and program recommendations can be found in Appendix B.

2.4 Mission and Strategic Goals

TMCC reflected upon its needs, its students' needs, and the community it serves. Interaction with community leaders helped the College to develop a new, broader perspective of TMCC's role and responsibilities to those internally as well as the community at large. In this light, a new mission, vision and strategic college goals were adopted. These are in addition to the UCCSN six-fold mission that in the umbrella for all four community colleges in Nevada.

2.4.1 *TMCC's Mission*

To develop our communities' diverse human potential.

2.4.2 *Vision*

Truckee Meadows Community College will become the nexus for life-long learning for all members of the community. Truckee Meadows Community College faculty will accredit and guarantee learning, skill acquisition, employability skills and quality. Truckee Meadows Community College will provide lower division transfer curriculum, student services, and continuous training programs for the workforce. With the development and accessibility to information systems and networks (interactive learning), the community college will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments.

2.4.3 *Values*

The values of an institution reflect those principles that are held by the institutional members to be innately important. These values form the basis for decision making because they are cherished and deeply held convictions that are held up as a model for how the institution is to operate. TMCC's values and guiding principles are inherent in the mission and vision of the College.

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Values	Guiding Principles
Responsiveness	immediacy and flexibility in serving
Accountability	validate value-added efforts
Excellence	expect and enable continuous quality improvement
Accessibility	openness to participate
Commitment	authentic pledge to provide or serve
Dignity	affirming personal and community value
Sensitivity	appreciation of and response to attitudes and feelings
Innovation	accepting risk to create solutions
Building Community	working together for a common good
Vitality	focused and sustained energy to attain goals
Individual Judgment	trusting decisions based on these principles

2.4.4 Strategic Goals

TMCC's strategic college goals are the result of the findings of the Future Search Conference and the Environmental Scanning Retreat activities. The Institutional Effectiveness Chart's performance indicators also impacted the goals. From these three sources the following goals were developed.

TMCC will optimize the use of resources available while continuously improving the following areas.

Key Word	Goal
Technologies	Keep pace with changing technologies to ensure student success while expanding the use of technologies to enhance workforce development.
Accountable	Demonstrate evidence of student learning and achievement of educational goals.

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Partnerships	Be the catalyst for strategic alliances with business and industry and expand community partnerships.
Diversity	Expand educational opportunities to meet changing and diverse needs of the community by continuing to seek out and serve populations that are diverse—socially, cognitively, physically, culturally.
Outreach	Enhance the College's outreach efforts to understand the economic, political, social, cultural and environmental climates.
Programs	Deliver the highest quality educational programs and services to upgrade skills and to provide degrees, certificates, transfer credit, and opportunities for lifelong learning.
Planning	Expand environmental scanning and forecasting activities and institutional research techniques to assess more efficiently the training and upgrading needs of a high employment service area.
Quality	Establish effective internal systems and processes to provide excellent educational programs effectively and efficiently.
Measures	Assess instructional effectiveness and student satisfaction.
Participatory	Promote participatory decision-making through shared governance.
Infrastructure	To continuously improve college operations.

The UCCSN Board of Regents accepted these planning statements in June 1996. The implementation began July 1, 1997.

2.5. Summary

Since December 1995, TMCC undertook major changes in its educational assessment, its institutional effectiveness, its organizational structure, and its planning and budget direction. The results of two years of effort are:

1. TMCC reviewed, refined, and adopted an assessment plan that is and will continue to result in improved programs, better employees for our service area, and a means to link assessment needs to the College's planning and budgeting. The proposed budget for assessment is in Appendix B.

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2. TMCC focused its college-wide planning through a pro-active Vice President of Planning and Development. Her energy and that the Leadership Team moved the College from a traditional, autocratic organization to a shared governance "team" organization where decisions are made at the lowest possible level.
3. Planning now comes before budgeting. With the leadership of the Vice President of Resource Management and the Leadership Team, the institution now has a six-phase planning process that responds to vertical and horizontal components. All initiatives are considered, prioritized and funded as fully as possible.
4. With the internal reorganization came the need to plan more efficiently and effectively. Utilizing the business and professional community leaders and TMCC faculty and administration, the College assessed where it was and where it should be. It planned to service its service area more effectively with a new mission, vision, and strategic college goals based on environmental trends and community input.

3.0 LIBRARY AND INFORMATION RESOURCES
(RESPONSE TO GENERAL RECOMMENDATION THREE)

General Recommendation Three states that: *It is recommended that faculty, in concert with appropriate administrators, define opportunities within their curricula to ensure that students acquire the skills associated with accessing, retrieving, and applying information resources and technologies (Standard IV - Library and Information Resources).*

Standard Four covers the Library and Information Resources. Particularly relevant sections are:

Information and Resources Services: Information and services are sufficient in quality, depth, diversity, and currency to support the institution's curricular offerings.

Facilities and Access: The institution provides adequate facilities for library and information resources, equipment, and personnel. These resources, including collections, are readily available for use by the institution's students, faculty and staff on the primary campus and were required off-campus.

Planning and Evaluation: Library and information resources planning activities support the teaching and learning function by facilitating the research and scholarship of students and faculty. Related evaluation processes regularly assess the quality, accessibility and use of libraries and

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other information resource repositories and their services to determine the level of effectiveness in support of the educational program.

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3.1 Planning Goals

The College as a whole addressed ways to improve the use of the library and information resources. Faculty reviewed library assignments and the use of technology in learning assignments. At the same time, the library staff began working more closely with the faculty to provide expanded services for their classes and ways to involve faculty more in library functions. The third thrust for addressing this general recommendation was the creation of a college-wide technology committee. TMCC is following Standard Four that states, "The institution has a planning process that involves users, library and information resource staff, faculty and administrators." (Standard 4.E.1)

Technology planning involves both unit (vertical) and college-wide (horizontal) planning. The technology components of unit plans are forwarded to the Technology Committee. The Technology Committee creates and maintains the Technology Master Plan which includes a list of prioritized technology projects. All new technology initiatives must compete against the priority list.

1. Technology Committee

The Technology Committee has responsibility for examining, analyzing, and recommending, to the Planning and Evaluation Council, technology projects which best meet the needs of the College. The Committee is chaired by the Associate Dean of Information Resources or designee, and includes representation from faculty, support staff, administration, and students.

Committee Membership

Members are appointed to a two-year staggered term. Appointments are made prior to the end of the academic year. Members are appointed according to the following guidelines:

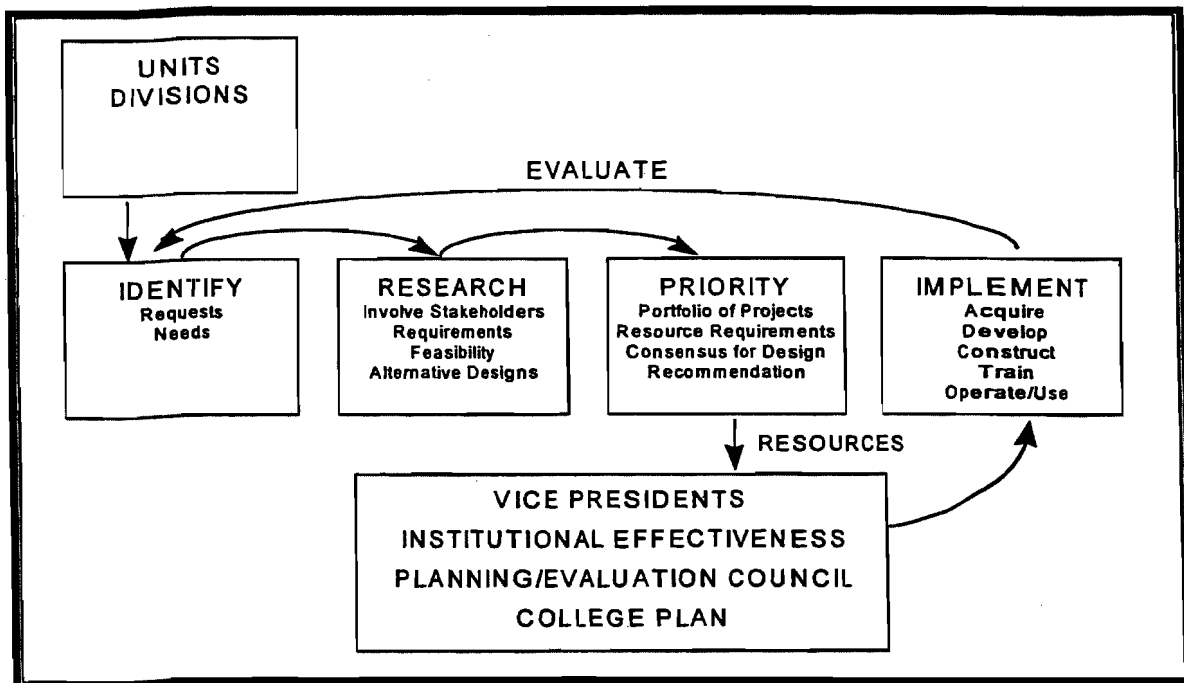
- a) Six faculty names are submitted by the Chair of Faculty Senate.
- b) Four management names are submitted by the vice presidents.
- c) Two support staff names are submitted by the chairperson of the classified staff.

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- d) One student name will be submitted by the President of the Associated Student Body.
- e) Standing members include the Director of Technology Resources, Chair of the Computer Occupation Technology Program, a library representative, and an Office for Students with Disabilities representative.

Member Responsibilities

Members provide representative perspectives to the committee regarding the identification, research and development, prioritization and implementation of computer requests or projects. Members act as liaisons between their representative groups and the instructional computing faculty coordinators or the Associate Dean of Information Resources when preparing, presenting, or implementing computer service requests or projects.



Committee Responsibilities

The Technology Committee's responsibilities are to:

- Develop and recommend policies and procedures for technology resources and services.
- Provide strategic planning for all technology resources through the development and maintenance of a college technology resource master plan.

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- Integrate, optimize, prioritize, and evaluate the technology projects through the identification list, through the research and development list, and through the implementation list.
- May recommend allocation of resources for technology projects. Recommendations include the allocation and reallocation of resources which best meet the need of the College.

Committee's Scope of Authority

- Technology resources (hardware, software, training, etc.) purchased through general funds will be managed, allocated, or reallocated with recommendations from the Technology Committee in accordance with the Technology Master Plan.
- All system categorically funded (specifying a special use) and self-support funded technology resources will be reviewed by the committee and included in the master plan. Self-support technology resources will not be reallocated without the written permission of the fiscal authority.

Committee Meeting Schedule

Standard meetings are held once monthly throughout the year. Additional meetings may be called as necessary. Members may designate substitutes for meetings with prior notification to the chair. Absence from more than two consecutive committee meetings without prior notification to the chair will result in the loss of the member's voting privileges.

2. Requests for Technology Acquisition

The request to purchase new technologies or to reallocated existing technologies is initiated by completing a Technology Acquisition Request form. This request is processed through the department chair, the area director, the vice president, the Associate Dean of Information Resources, the Technology Committee, and the Planning/Evaluation Council. The request becomes an identified request, then by action of the technology, it is researched by the Associate Dean of Information Resources. The research findings are discussed by the committee, which then recommends a priority for implementation (funding). The entire priority list is forwarded to the vice presidents and Institutional Effectiveness Team.

3. Request for Technology Service

Requests for technology services are coordinated through the Technology Resources Office. Time required for requested work is determined and requesters are contacted to schedule service. Scheduling is dependent on existing work loads and resources required for the project.

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Procedures for Computer Service Requests

- A Technology Service Request form is completed by individuals requiring assistance with computers, telephones, software, applications, training, lab scheduling, or other technology-related needs.
- Requests describing desired services are submitted to the Technology Resources Office.
- Requesters are contacted by technology resources to schedule service. If necessary, periodic contacts are made to inform requesters of service status.
- When service has been completed, technicians document the project and the date of completion.

4. Academic Computer Labs

Academic computer laboratories are maintained by Technology Resources for instructional and student open lab use. Both hardware and software support maintenance is offered by Technology Resources personnel.

Schedules for lab use are planned prior to the beginning of each term. Computer labs can also be reserved for instruction during the term by completing a Technology Service Request form.

Technology Committee Summary

TMCC believes that this emphasis on technology through the Technologies Committee brings the significance of technologies into focus for students and faculty. The expansion of technology in the library, the enhancement of computer labs and hours available to students, the upgrading or replacement of computers in faculty offices, and the training available for faculty to learn the popular software for instructional use will improve the use of information resources in the classroom. This, plus the turnaround of the library's philosophy and the larger facility encourage student and faculty usage.

3.1.1 *Organizational Change—Associate Dean Position*

The reporting responsibilities for the Director of the Library was shifted from the Vice President of Academic and Student Affairs to the Associate Dean of Information Resources to enhance the technical support for the Library.

It is TMCC's perspective that having the College library reporting to the Dean responsible for technology would further support the integrating more technology into the library functions and give the library more representation in technology issues. The acting director of the library will remain for the near future; he has a strong technology background and has been instrumental in moving the library toward a more technical approach to information delivery. It is the Dean's intention to replace the acting director

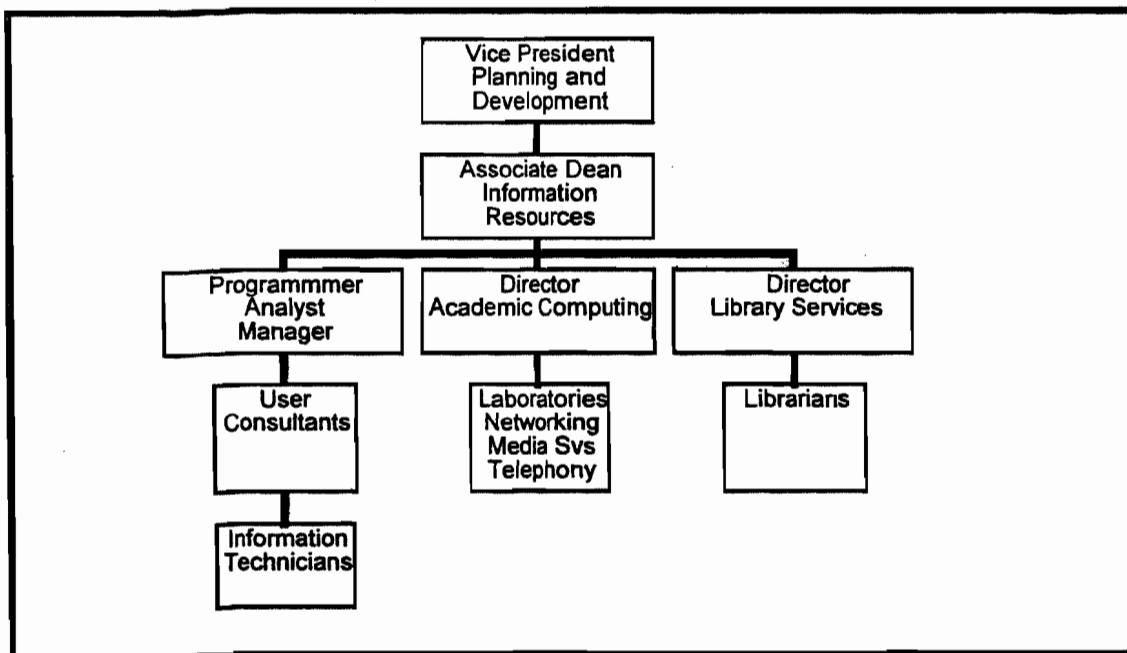
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of the library with a full-time director for the 1998-99 academic year. With the initiative to make the library more proactive in technology, it will be imperative to have someone who can devote a large amount of time to acquiring and applying this technology. The director's responsibilities will include acquiring and installing the equipment and software as well as training the library staff, the College faculty and students as well as keeping the dean and the College administration up-to-date on the cost and impacts of these technological advances.

Another advantage for the library to be represented by the Associate Dean of Information Resources is that he chairs the College Technology Committee. It is this committee's responsibility to oversee the integration all technology into the strategic mission and goals of the College; the library will be a significant part of this process.

The following chart shows the new reporting responsibilities.

Information Resources



3.1.2 Library Initiatives

The library staff met as a unit and developed their unit plans or initiatives to change the image of the library, expand faculty and student use, expand technology, and address recommendations and suggestions from the Northwest Commission report. Their ten initiatives and objectives for the 1997-99 Academic Plan period are in Appendix C. Their goals are:

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1. Continue the development and implementation of electronic and computer technologies within the library.
2. Develop and continue improvement of more effective and efficient interactions between library staff and those being served.
3. Involve the library in community learning projects.
4. Expand the library personnel presence on the second floor.
5. Study the feasibility of teaching library science courses and integrating the library usage curriculum module into existing instructional courses.
6. Investigate the development of library intern programs.
7. Investigate library/private industry cooperative research activities.
8. Develop and implement a continuing donor program for the library.
9. The Arts and the library. Showcase various arts and coordinate them with library collections.
10. Develop a special equipment library that provides customers access to uncommon equipment.

These library unit plans reflect Standard 4.E.2 that states, "The institution, in its planning, recognizes the need for management and technical linkages among information resource bases (e.g., libraries, instructional computing, media production and distribution centers, and telecommunications networks).

3.1.3 *Library Survey and Results*

On action step taken during the 1996-97 academic year was to revisit the instructional mission of the library and identify strategies for expanding and improving the librarians' role as teachers.

A Library-Faculty Survey was provided to all instructors when they picked up their grade sheets in December of 1996. This survey was designed for two specific purposes:

1. To discover what instructors know about library resources and services.
2. To promote our resources via the format of a survey.

One of the survey questions dealt with the issue of: *How valuable would library instruction be for your students?* The survey results indicated that instructors value

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library instruction for their students. Another question addressed an instructors' evaluation of their students' ability to do research. The majority of instructors noted that improvement in student ability would be a plus. Of the instructors who brought their students in for a tour in the Fall of 1996, 76 percent noted that following a tour there was evidence in assignments that greater use of library materials was made. The next question addressed where this module for increasing skills would come from. Seventy six percent of the instructors who assign a library research assignment for their classes felt it should be part of the English and Business 101 classes. Of the 119 instructors who did not assign a library assignment in their class, 63 percent felt that the English 101 classes should incorporate a brief but formal library instruction module. The complete survey results are in Appendix C.

The library created the Library Research Assignment booklet which includes: an introduction to the services provided by the library, a chatty narrative which provides guidelines on how to use the various automated information resources, a map of the library and the assignment. During the Spring 1997 semester librarians completed 60 tours for 1,200 students. Each tour lasts from one hour to an hour and a half. During these tours librarians encourage hands on student use of the library automated and paper based resources. An example of the booklets created is in Appendix C.

The World Wide Web is rapidly becoming an important information resource. A Reference Librarian taught a COT 206 Surfing the Web class in the Spring of 1997 and plans to teach two COT 206 classes in the Fall of 1997. Having a librarian teach a class strengthens students' ties to the library.

3.2 Results of Library Action

The efforts of the library staff and the faculty working together have made a significant impact on student usage. The dedication of the new library was a major factor as was the opening of the Advanced Technology Building. It is the combined effort of faculty and library staff who are responsible for the substantial increase in student usage. The results for 1996 and 1997 are compared in the following chart:

LIBRARY STATISTICS

	<u>July 1, '96 - June 30, '97</u>	<u>July 1, '95 - June 30, '96</u>
Reference Questions	9,720	6,680
Tours	164	88
Tour Participants	2,214	1,210
Reference Books Used In-House	5,344	1,590
Gate Count (entering library)	123,258	55,328

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The library was able to fill one vacant position this fall; however, the additional workload based on service provided indicates that additional part-time or full-time staff should be considered. Other needs are in the technologies areas where CD-ROM Met and PROQUEST are used. One part-time temporary technology support position was added last year to keep the computers and networks running. 1997-98 unit plans or initiatives address this need. The library staff has worked very diligently to provide the services that are now offered students. The attitude that prevails among the personnel in the library is very positive and open, and supportive of student and faculty requests.

Summary

Dramatic changes occurred in the library and information resources areas to positively impact classroom learning, technologies, faculty and librarian collaboration, and student usage. The main accomplishments include these areas:

1. Increased temporary staff support for technologies in the library.
2. Increased technology available to students using the library.
3. Developed rapport between the library staff and teaching professors.
4. Designed library workbooks for instructional divisions requesting additional instruction for students using the library.
5. Realigned the library so that the director reports to the Associate Dean of Information Resources to enhance technology support.
6. Established a Technology Committee to improve the use of computers and software across the campus, including the library.
7. Focused on learning and teaching needs in the library and other information resource areas.
8. Witnessed dramatic usage of the library between 1996 and 1997.

4.0 FACULTY EVALUATIONS
(RESPONSE TO GENERAL RECOMMENDATION FOUR)

General Recommendation 4 states that: *Where there are indicators that there are departments in the College closely following Commission Policy 26 as it relates to faculty evaluation, some are not adhering to the utilization of multiple indices for this process. Therefore, it is recommended that the College achieve consistency in faculty*

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evaluation across campus by adhering to the provisions of Standard VII - Instructional Staff and Commission Policy 26 Faculty Evaluation.

Policy on Faculty Evaluation

...This ongoing evaluation may take several forms, in accordance with the size, complexity, and mission of the institution, including, for example, annual merit salary evaluations of a significant nature, promotions, and/or tenure reviews, periodic post-tenure reviews, or reviews conducted in response to some institutional need.

In establishing a program of continuing faculty evaluation and in supporting a program of faculty development, institutions shall be mindful of the following guidelines:

...implement internal plans and procedures that specify the process and criteria by which faculty members are evaluated on a continuing basis.

Collegial participation in faculty performance evaluation is critical in order to bring subject matter and pedagogical knowledge substantively into the assessment process...

Multiple indices should be utilized by the administration and faculty in the continuing evaluation of faculty performance...

Where deficiencies in a faculty member's performance are identified, the faculty member is responsible for remediating the deficiencies, and the institution is expected to assist through development opportunities. Evaluation cannot be separated from remedial action.

Accreditation Handbook, 1996 edition,
Commission on Colleges, Northwest
Association of Schools and Colleges, p. 65

4.1 Steps Taken to Standardize Evaluations

During the Fall/Spring 1996-97 academic year, teaching faculty members in the six instructional areas (five teaching divisions and courses given by counseling/student development) were evaluated using the criteria as defined on pages 25-27, Standard 7, Faculty Evaluation.

During this period, four of the six division directors were in an acting capacity.

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4.1.1 Full-Time Faculty:

At the close of the previous spring semester, full-time faculty prepared annual, as well as unit, plans and division goals. Faculty self-evaluations were used with an emphasis on achievement of their objectives. One course for each full-time instructor was selected for student evaluation. All new hire tenure track faculty members received at least one classroom evaluation by their respective directors. See Appendix D for forms for Personal Annual Plan, Self-Evaluation form, and Student Appraisal of Instruction.

These reports, along with copies of support letters from colleagues, community or college organizations and advisory boards, evidence of participation of college-wide committees/organizations, new program or grant proposal development, student recruitment efforts, local/state/national organization membership and other accomplishments, were submitted by several of the divisions.

Division directors incorporated all of this information into final yearly evaluations. Evaluations stressed the integration and fulfillment of plans and goals within the division as well as the College. Directors scheduled at least one meeting with each faculty member and discussed/reviewed all elements of the evaluation and made recommendations as to improvements.

If student complaints were received on any full-time faculty, the director made a closer examination of reports, as well as one or more visits to the classrooms.

4.1.2 Part-Time Faculty:

New part-time faculty were observed while teaching by either full-time faculty members, department chairs or division directors. Returning part-time faculty were observed only if there were reasons for concern. Student evaluations were generally used for all continuing faculty (exception was the Professional Business Division - shortage of classified to process the information, unless there was cause to do so). The multiple choice evaluation form is in Appendix D.

4.1.3 Update for 1997-1998 Academic Year

This past July, TMCC instituted a complete reorganization of instruction. We now have four academic divisions, headed by four deans selected from instructional areas and one dean from Student Development. These deans are currently working to establish the criteria for full and part-time evaluations for this college year. Serious consideration is being given to including peer evaluations in this process. It is expected that a comprehensive faculty evaluation process and forms will be available within 30-60 days.

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**5.0 PARTICIPATORY GOVERNANCE
(RESPONSE TO GENERAL RECOMMENDATION FIVE)**

General Recommendation Five states that: *It is recommended that priority be given, particularly in the instructional area, to establishing an organizational structure and accompanying operating procedures which are clearly defined and understandable; allow for responsible participation in decision-making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for effective communication throughout the institution (Standard VIII - Administration).*

Standard Eight Governance and Administration

Governance System: The institution's system of governance facilitates the successful accomplishment of its mission and goals.

Highlights from Standard Eight are as follows:

Governing Board: The governing board is ultimately responsible for the quality and integrity of the institution. . . .

Leadership and Management: The chief executive officer provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration and staff are organized to support the teaching and learning environment which results in the achievement of the institutions goals.

Faculty Role in Governance: The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role.

Student Role in Governance: The role of students in institutional governance, planning, budgeting, and policy development is made clear and public students are supported in fulfilling that role.

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5.1 Transformation

5.1.1 Reorganization

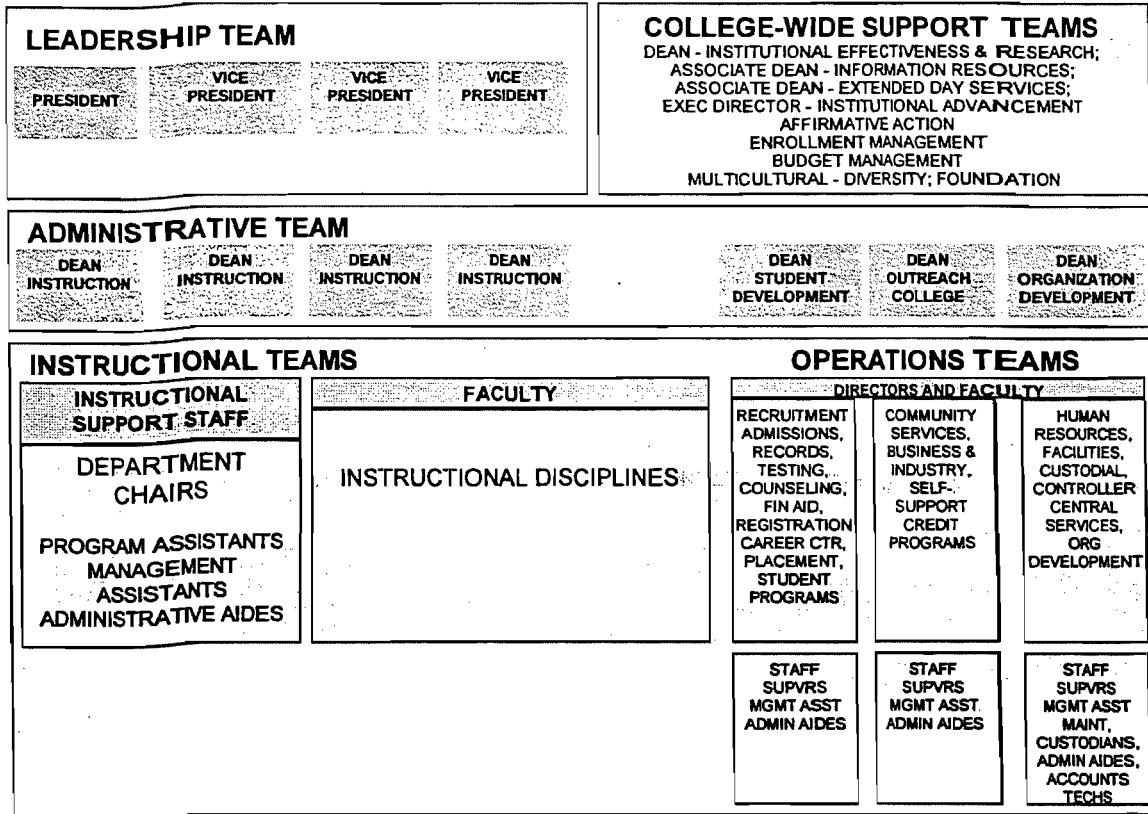
During the planning activities it became apparent that TMCC should reconsider its bureaucratic and domain based organizational structures. The primary goals of

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establishing controls, integrating, and optimizing resources require a more participatory organizational structure, such as quality/functional teams. TMCC presented to the Board of Regents on June 20, 1997, a plan to reorganize the entire college. The new conceptual framework for the College's structure is illustrated in the following graphic.

1997 TMCC ORGANIZATION



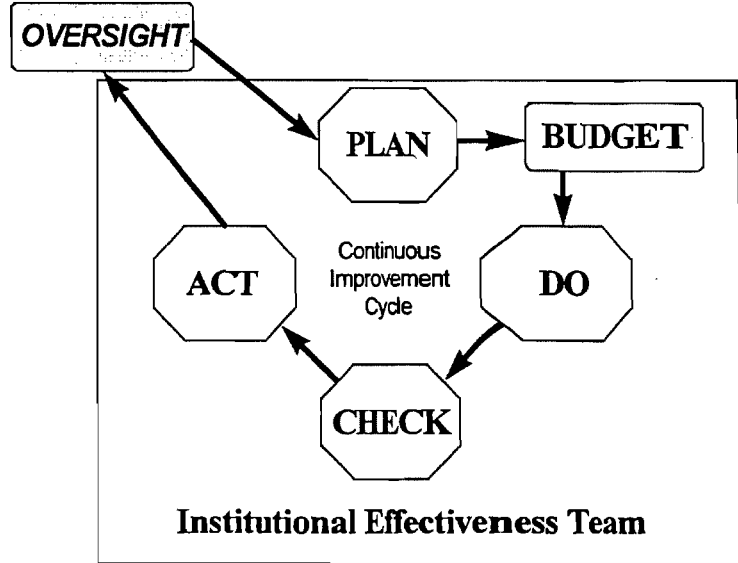
The Board's approval of this organization plan and the approval of the Academic Master Plan permitted the College to implement the following structures:

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Planning and evaluation at TMCC encompasses both short (annual) and long-term (strategic) planning through the use of functional teams.

The Planning and Evaluation Council

The Planning and Evaluation Council provides oversight of the Institutional Effectiveness Team. As such, the primary charge is to ensure the proper development of college improvement priorities. Upon evaluation and approval, the Council will allocate resources to the Institutional Effectiveness Team. The Institutional Effectiveness Team will then budget the resources to implement the College plan. (See organizational structure on page 42.)



Council Membership

The Vice President for Planning and Development is responsible to administer the meetings (setup meetings, prepare agenda, distribute minutes, etc.). A chairperson was elected by the members to serve a one year term. Members are appointed to a two-year staggered term. Appointments are made prior to the end of the academic year. Members are appointed according to the following guidelines:

- a) Three faculty names are submitted by the Chair of the Faculty Senate.
- b) Three management names are submitted by the vice presidents.
- c) One classified staff name is submitted by the chairperson of the classified staff.
- d) One student name is submitted by the President of the Associated Student Body.
- e) One representative from the Chancellor's Office.
- f) One representative from the Advisory Board.
- g) Standing members include the president, vice presidents and the Executive Director of the Foundation.

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Member Responsibilities

Members provide representative perspectives to the Council. Members should be candid and amenable to developing consensus. Members act as liaisons between their representative groups and the Planning and Evaluation Council.

Council Responsibilities

The Planning and Evaluation Council responsibilities are to:

- Provide oversight for all college plans.
- Evaluate the implementation of approved plans.
- Validate the integrity of the College's budgets with the College Strategic Plan.

Team's Scope of Authority

This Council is the final recommending authority in deciding priorities and the allocation of resources.

Team Meeting Schedule

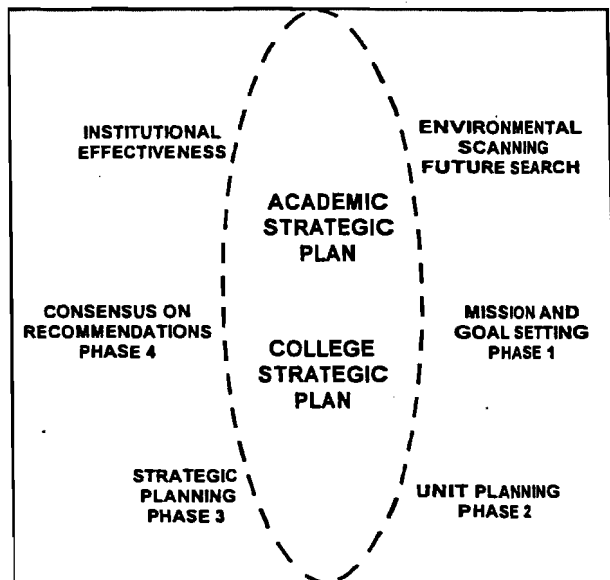
Standard meetings are held four times per year. Additional meetings may be called as necessary.

Institutional Effectiveness is the process of articulating the mission of the College, setting goals, defining how the College and the community will know when the goals are being met and providing feedback on an ongoing cycle of goal-setting and planning.

The Institutional Effectiveness Team

The Institutional Effectiveness Team is charged to improve continuously the operations of the College in accordance to the mission statement. The team will implement the following quality improvement system:

1. College Development (Plan)
2. Process Improvement (Do)
3. Performance Indicators (Check)
4. College Improvement (Act).



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The team will document the continuous improvement of TMCC's operations through the establishment of functional teams (quality teams). These functional teams will analyze, design, create and evaluate quality processes. The functional teams are being established during October 1997.

Team Membership

The Dean of Institutional Effectiveness and Research is responsible to administer the meetings (setup meetings, prepare agenda, distribute minutes, etc.). A chairperson is elected by the members to serve a one year term. Members are appointed to a two-year staggered term. Appointments are made prior to the end of the academic year. Members are appointed according to the following guidelines:

- a) Three faculty names are submitted by the Chair of the Faculty Senate.
- b) Three management names are submitted by the vice presidents.
- c) Two classified staff names are submitted by the chairperson of the classified staff.
- d) Two student names are submitted by the President of the Associated Student Body.
- e) Standing members include the vice presidents, the chairs of the Senate Committees of Curriculum, Academic Standards, Professional Standards, Budget, the Dean of Institutional Effectiveness and Research, and the Budget Manager.

Member Responsibilities

Members provide representative perspectives to the Council. Members should be candid and amenable to developing consensus. Members act as liaisons between their representative groups and the Institutional Effectiveness Team.

Team Responsibilities

The Institutional Effectiveness Team responsibilities are to:

- Provide a forum which solicits college-wide dialogue on efficiency and effectiveness issues.
- Develop consensus for efficiency and effectiveness issues and indicators.
- Conduct program reviews for all aspects of the College.
- Assimilate all unit plans, strategic plans and division plans to accommodate the academic strategic plan.
- Make annual recommendations which are congruent with the College Plan.

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- Establish and monitor cross-functional, functional and work teams.

Team's Scope of Authority

This Team has the freedom to review current and proposed college programs.

Team Meeting Schedule

Standard meetings will be held four times per year. Additional meetings may be called as necessary.

5.1.2 Functional Teams

TMCC's organizational structure incorporates functional teams to ensure the efficiency, effectiveness, vitality and quality of college operations. The leadership, college-wide support, administrative and work teams are accountable for college operations. The Planning and Evaluation Council, Institutional Effectiveness, design teams (Instructional, Matriculation, Organizational Development and Outreach College), strategic teams (Facilities, Technology, etc.), Faculty Senate, Associated Student Body and Classified Council provide continuous process improvement and participatory governance.

Functional Teams

TEAM	MEMBERS	FUNCTIONS
Leadership	President Vice President Academic and Student Affairs Vice President Planning and Development Vice President Resource Management	<ul style="list-style-type: none"> • Provides organizational leadership. • Ensures organizational accountability. • Ensures the development and continuous improvement of the College Strategic Plan, Academic Master Plan, biennial and annual budgets, and administrative policies and procedures through college-wide participatory decisions. • Ensures operational control and the integration and optimizing of resources to fulfill the College's mission. • Interacts with the UCCSN system office and institutions; federal, state and local agencies; accreditation boards; businesses; community organizations; advisory boards; and, foundations.
College-Wide Support	Dean Institutional Effectiveness and Research Associate Dean Information Resources Associate Dean Extended-Day Services Director Institutional Advancement	<ul style="list-style-type: none"> • Provides administrative direction, consultation and operations support to all teams. • Ensures the development, operational control and quality for each support service area.

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	<p>Director Multicultural Services Director Affirmative Action Manager Budget</p>	
Administrative	<p>Dean of Instruction Dean of Instruction Dean of Instruction Dean Student Services Dean Outreach College Dean Organizational Development</p>	<ul style="list-style-type: none"> • Accountable for the administrative control, integration, and optimizing of resources to achieve operational goals and objectives. • Provides final operational decisions for the service area. • Develops and prioritizes annual and biennial planning-budgeting requests. • Ensures the continuous improvement of strategic unit and divisional plans.
Planning and Evaluation Council	<p>Three faculty names are submitted by the Chair of the Faculty Senate. Three management names are submitted by the leadership team. One classified staff name was submitted by the chairperson of the Classified Council. One student name was submitted by the president of the Associated Student Body. One representative from the Chancellor's Office. One representative from the TMCC Advisory Board. Standing members include the President, Vice Presidents and the Executive Director of the Foundation.</p>	<ul style="list-style-type: none"> • Provides oversight of the Institutional Effectiveness Team. • Ensures the proper development of college improvement priorities. • Evaluates, approves and allocates resources to the Institutional Effectiveness Team to implement the College plan through the College budget.
Institutional Effectiveness	<p>Three faculty names were submitted by the Chair of the Faculty Senate. Three management names were submitted by the leadership team. Two classified staff names were submitted by the chairperson of the Classified Council. Two student names were submitted by the President of the Associated Student Body.</p>	<ul style="list-style-type: none"> • Implements the following quality improvement system: College Development (Plan) Process Improvement (Do) Performance Indicators (Check) College Improvement (Act). • Provides a forum to solicit college-wide dialogue on efficiency and effectiveness issues. • Develops consensus for efficiency and effectiveness issues and indicators. • Documents the continuous improvement of college operations through the establishment of functional

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	<p>Standing members include the Vice Presidents, Dean of Institutional Effectiveness and Research, Budget Manager, Senate Committee Chairs of Curriculum, Academic Standards, Professional Standards, and Budget.</p>	<p>teams (design teams and strategic committees).</p> <ul style="list-style-type: none"> • Conducts program reviews for all aspects of the College. • Prioritizes and recommends to the Planning and Evaluation Council, initiatives for the College Strategic Plan. • Assigns budget authority for the implementation of the College Strategic Plan.
<p>Design Teams</p>	<p>The membership of the design teams are represented by the faculty and staff who work in the following service areas:</p> <p>Instructional classroom instruction instructional methodologies curriculum development academic standards distance education workforce development</p> <p>Matriculation recruitment/orientation admissions/records counseling/advising testing/placement registration financial aid/receivable career/job placement student activities transfer/articulation</p> <p>Organizational Development facilities central services human resources technology marketing/research staff development planning/budgeting safety/security external relations</p> <p>Outreach College Community Services Business & Industry self-supporting credit Corporate College Magnet High School Silver College Incline Village</p>	<p>These functional teams will analyze, design, create, evaluate and improve quality processes based on the following performance indicators:</p> <ul style="list-style-type: none"> • Learning Outcomes • Interactive Learning Time (Technology) • Efficiency Measures (Ratios, Utilization of Resources) • Customer satisfaction measures • Access and Equity • Employment Preparation and Placement • College University Transfer • Workforce Development • Cost Containment • College/Community Partnerships • Cultural/Cross-Cultural Development • Process Measurements • New Programs

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	life experience assessment	
Work Teams	All employees of the College are a part of at least one work team.	Work teams are the natural or designed association of employees to complete specific tasks or functions. Examples include: <ul style="list-style-type: none"> • mathematics instructional faculty • graphic arts faculty • counseling • custodians • office clerical support • instructional computing support
Faculty Senate	All members of the College faculty holding professional contracts.	Assures faculty participation in the formulation and evaluation of institutional policies and goals. Provides recommendations for the following areas: <ul style="list-style-type: none"> • academic standards • budget and institutional concerns • curriculum • faculty salary and welfare • professional standards • professional development • learning resources • social committee
Associated Student Body	All students enrolled in the College.	<ul style="list-style-type: none"> • Makes recommendations concerning student welfare • Enacts legislation concerning student activities • Provides leadership for the student body • Assists in directing or coordinating student activities • Assesses student opinions • Performs services functions: public relations, morale, facilitate cooperation • Coordinates the activities of official student organizations • Promotes desirable college publications
Classified Council	All classified staff employed in the College.	<ul style="list-style-type: none"> • Serves and represents all classified members of the College • Assures classified participation in the formulation and evaluation of institutional policies and goals

5.1.3 Shared Governance Focus

Both faculty and administration worked toward an organizational structure that would provide greater participatory involvement of faculty in college-wide decisions. For the past three years, all efforts of changing the way the College was organized have focused on this concept. Many open forums were held for input from all segments of the College. All of the recognized formal internal groups and the TMCC Advisory Board were invited to be active in the planning. "The system of governance makes provision for the consideration of faculty, student and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest." (Standard 8.A.3)

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1. Senate

The shared governance concept included working as closely as possible with the Faculty Senate. Early in the fall of 1996 the Faculty Senate Chair was asked to supply names for the key teams being established during the 1996-97 year. After some delay names for the key teams were received. Those individuals named by Senate were invited to serve on the key teams being established during the 1996-97 academic year. In addition, the Leadership Team made several presentations to the Senate encouraging them to participate in the development of the reorganization. Several key senators were participants in the planning functions and made significant contributions to the structure that evolved even though Faculty Senate itself was slow to get involved. As the previous descriptions of the organization indicate, Senate is involved in the development of all major teams. Faculty are expected to serve on several teams, ranging from Work Teams to those of Institutional Effectiveness and Planning and Evaluation Council. An examples of the materials presented to Senate and other groups on the governance structure are available in the Northwest Liaison Officer's office.

2. Nevada Faculty Alliance (NFA)

The Nevada Faculty Alliance is the formal bargaining agency for TMCC's faculty. TMCC administration provided opportunities for NFA officers and members to participate in the reorganization discussion in open forums. There were NFA members at all planning sessions. The Leadership Team made a special effort to provide representatives of the bargaining unit an opportunity to be a part of the discussions.

3. Classified Council

Classified Council is the formal body representing all employees who are not administration or faculty. Presentations were made to large and small groups throughout the year to encourage participation in the reorganization. Classified Council contributed to the plans, both formally and informally.

4. Associated Students of Truckee Meadows (ASTM)

Student body representatives were included in planning sessions. As with the other groups, students are invited to participate on teams being formed. TMCC has active students serving on the Institutional Effectiveness Team, Planning and Evaluation Council and all Faculty Senate committees.

5.1.4 Evidence Improved Communications

Improving communications is a focal point for the College. Numerous presentations were made to small and large units formally and informally, the College at large, special groups such as Classified Council or Senate. In addition the internal presentations, the

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external community was involved through such groups as the Technical Skills Advisory Boards, the TMCC Foundation, the TMCC Advisory Board. As Standard 1.B.9 states, "The institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public." Other means of communications included these documents.

1. Newspapers

The Planning and Development Division publishes a monthly newsletter that is distributed to full-time faculty. The articles cover activities related to College functions such as meetings on reorganization, formation of various teams, updates on planning documents such as the Academic Master Plan and College Strategic Plan, Strategic Planning undertakings and Environmental Scanning Team activities. Several copies are included in Appendix E.

"TMCC Today" is an electronic publication that combines daily happenings on campus with a quick scan of educational articles of interest to the faculty. Meeting schedules, positions open, and other internal activities are included. Examples of this form of communication is also in Appendix E.

2. Periodic Reports

Several documents are circulated on the campus on a regular basis. Included in these reports are updates on Assessment and Accreditation. Examples of these reports are included in Appendix E.

3. Meetings & Minutes

Regularly scheduled meetings are held for the following groups:

- Leadership Team (twice a week)
- Leadership Team, Deans of Instruction (twice a month)
- VPs, Deans, Directors, Coordinators (monthly)
- Facilities Team (monthly)
- Technologies Team (monthly)
- Institutional Effectiveness Team (quarterly)
- Planning and Evaluation Council (quarterly)
- TMCC Foundation (monthly)
- Accreditation Committee (quarterly)
- Outcomes Assessment Committee (as needed)
- Technical Skills Advisory Boards (at least three or four times annually)

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- TMCC Advisory Board (quarterly)

All of these groups were identified earlier; their meeting schedules vary with the responsibilities being addressed at the time. For example, the Outcomes Assessment Committee met twice a month during the first part of the 1996-97 year, and then met monthly after some major decisions could be taken forward regarding general education and program/learner outcomes. Examples of recent minutes for these groups are in Appendix E. Most minutes appear on electronic mail for greater access by faculty in addition to hard copies for the members.

4. Forums

Open forums were provided since October 1995; although TMCC does not have a formal schedule for forum meetings, forums are held whenever there appears to be a need to communicate with as many people as possible. For example, between January 22 and August 22, 1997, eleven campus-wide meetings were held at the Dandini Campus, the new Edison Way facility, or the Old Town Mall Learning Center. In addition, campus-wide meetings are held at the beginning of each semester.

5. Division Meetings

Division meetings are held several times each semester. Topics covered are those related to the day-to-day operation of the College such as enrollment, scheduling, unit plans, faculty evaluations, curriculum, accreditation. Members of the Leadership Team make special presentations as requested.

5.1.5 Organizational Transformation in Progress

The College's transformation is the result of careful planning with input from all segments of the College. Major teams were formed and started meeting; functional design teams are being developed, college unit plans (initiatives) are ready to be assessed and put in priority order for funding. Planning involving 300 - 400 people takes time and patience. Standard 8.C.6 states that, "Administrators facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment." TMCC took this statement seriously and allowed time to prepare a good foundation for its new structure.

5.2 Timeline for Full Implementation

The College is operating under the new organizational structure as of July 1. The functional design teams and other groups are being formed. The tentative timeline for fall semester is as follows for full implementation:

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- September 23 Institutional Effectiveness resumes meetings
- October 1 Any changes in unit goals/initiatives are due
- October 15 - 20 Functional Design Teams established
- October 20 Meeting dates set for Functional Design Teams
- November 15 All four Functional Design Teams will have met
- November 30 Budget priorities established by Institutional Effectiveness and confirmed by Planning and Evaluation Council
- January 1 Campus begins planning for next budget

5.3 Individuals' Assessment of Action Plan

The College's organizational structure is so new that we have limited results of the new organization to share. However, the changes we've presented resulted in positive reactions from faculty, staff, advisory boards, and the UCCSN. Some of those comments about the changes in communications and direction are depicted in the following quotes:

One professor said: "In my experience at TMCC over the last seven years, this reorganization and the planning and analysis which preceded it are the most complete in terms of thought process, that we have attempted to implement. It is my opinion that all campus constituents were given a fair opportunity for input prior to the reorganization and that this flexible plan provides for continuous refinement and change upon the acceptance of new ideas. I also believe that the hybrid model which we have embraced will allow for better service to our students and result in the development of more relevant and contemporary curriculum."

Another professor's remarks were: "In the last year we have seen substantial stabilization of our campus. We seem to illuminated or at else down played any ranker that may more than historically existed. There has been a new mind set that has emerged that wants to create a workable positive environment that facilitates the educational process for our students and improves the service level to our community.

Secondly, that we've seen the emergence of respective and capable leadership team headed by what I feel is an outstanding President, John Richardson. He brings the level of competence and confidence. I think he has steadied what was a very unsteady office, and he has a service by vice presidential team that I think is merely unprecedented for our institution. I think that is a very positive development as well.

Third, I sense the institutional re-organizational has fixed a number of long term problems we have had and has opened up new opportunities. I believe the recent refinement that we have under gone has further improved the re-organization and will

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ultimately deepened its acceptance and workability. I think enrollment increases that we experienced, and I think the team work that we found, and the anger words that disappeared, all combine to make a more positive environment and much more positive future for our institution.”

A TMCC Advisory Board member stated: “As a member of the TMCC Advisory Board (from the business community) I have been involved (and been very impressed) step by step in the development of the Strategic Plan. I have observed more results, communications and involvement by the faculty, administration, students or business leaders in the past 16 months than the past five years. Great progress!

One small but significant step also underway is to combine the Foundation and Advisory Boards to further stress wise, avoid duplication, reduce double administration, time and improve communication with the TMCC outside advisors/supporters.”

One professional (non-teaching) remarked: “The Controller’s office has not been affected in a major way with the re-organization. One good change we had was the return of the Dean of Organizational Development. Information flows better, and department issues get discussed quickly with the result that decisions or solutions are made faster to the benefit of the department. Before this change it seems like an awful big load for a VP to handle all the nitty gritty of department issues in addition to all their other responsibilities.”

From the UCCSN level, one high level administrator said: “From the System perspective, there has been observable change in the efforts to improve faculty input in decision making and effective communication at TMCC. A new organizational structure that emphasized communication was forwarded for Board approval this summer. The administration routinely copies the System Office on internal communication such as newsletter containing updates on the college planning process or e-mail messages from the President on issues of importance. These communications both give information and seek comments and feedback from the entire college community.”

These five examples representing different segments of the College and the community give various individuals’ perspectives of the changes occurring at TMCC. There is a substantial positive change in the climate of the institution.

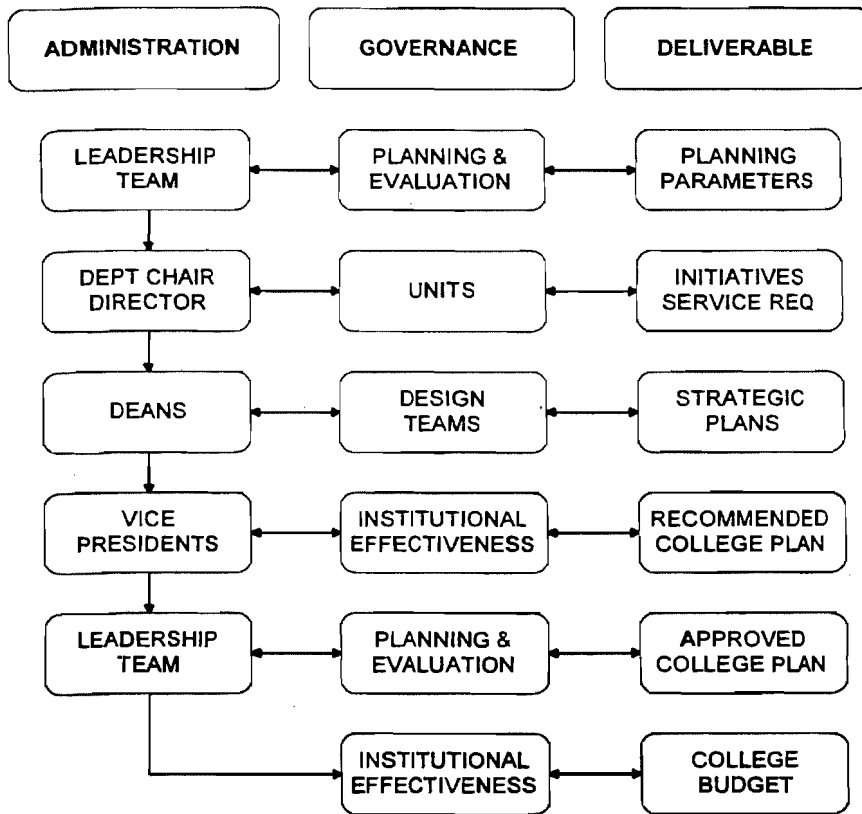
5.4 Summary

TMCC’s efforts to fulfill Northwest’s General Recommendation Five are summarized as follows:

1. The College was reorganized to provide shared governance. Decisions are made at the lowest possible level. As the new organization becomes fully operational this year, all faculty will be involved in one or more teams.

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2. Operational decisions flow through a team process. The following illustrates how initiatives flow through the teams for approval and funding.



3. The College's changes in budgeting philosophy brought the planning component of the institution to the forefront. We now plan first. The cycle depicted earlier in the report reflects not only our new structure but the full cycle of accountability. The insert that is shown above identifies how planning/budgeting strategy evolves to provide the circular flow of the continuous quality improvement cycle.
4. Faculty input is addressed through the close working relationships with Faculty Senate. The Senate appoints faculty to serve on all major teams. Faculty serving on major teams report to the Faculty Senate at their regular meetings. The Faculty Senate Chair serves on the Planning and Evaluation Council, the oversight team that approves the College teams' processes, planning, and funding.
5. Internal communications were improved through the establishment of monthly Planning and Development newsletters, the establishment of a daily electronic news bulletin called "TMCC Today," forums for faculty and staff input on major issues and special reports on topics such as assessment and accreditation.

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6. External communications and internal communications improved significantly with planning teams such as the Future Search Conference and the Environmental Scanning and Forecasting teams and retreat. The combination of faculty and staff meeting with community leaders brought the College closer to our service area and improved our planning processes. The mission, vision, and college strategic goals are a direct result of the input from Environmental Scanning and the Future Search Conference.

7. Evaluations on two levels have been strengthened. For the College as a whole, the Institutional Effectiveness plan with its eight areas of inquiry and performance indicators will be fully implemented within two years. Data from the 1996-97 performance indicators are being used for planning the 1997-98 year. The data will be used for bench marking and assessing if we are meeting our college mission and strategic goals. The Institutional Effectiveness Chart and plan was described earlier in this report.

8. Faculty evaluations are strengthened. Under the leadership of the Vice President of Academic and Student Affairs, a new standardized evaluation process is being developed. The plan will be expanded to be more comprehensive by including more components of the evaluation process for all faculty.

9. The UCCSN has an initiative for "process improvement" that all institutions are to address. TMCC is the only institution within the UCCSN that has its own Planning and Development Division that fosters process improvement campus-wide.

APPENDIX A

GENERAL EDUCATION/RELATED INSTRUCTION

Embedded Related Instruction

One Year Certificate Program Requirements

EMBEDDED RELATED INSTRUCTION 1997-98

The Northwest Association of Schools and Colleges requires that certificate programs contain the related instruction courses of communications, human relations, and computational skills. Most of TMCC's certificate programs have identifiable required courses in these three areas. However, if any of these courses are embedded in the program curriculum, we need to verify in which courses the competencies are taught, what the competencies are, if the degree of difficulty is college level, and if the total number of instructional hours equal a minimum of 45 hours to equate to a three credit college course.

Complete the following steps to validate and to receive approval for the embedded related instruction:

1. Complete the attached worksheet that identifies which classes contain related instruction components and the number of hours spent on the related instruction competencies.
2. Attach copies of the course syllabi or course outlines that show the competencies and the teaching/learning activities related to them.
3. Present the package of materials to the appropriate related instruction department chair for assessment. Faculty in the related instruction area will review the competencies and sign off when the contents meet minimum requirements for a three credit related instruction course.
4. Submit the related instruction approved package to the Academic Standards Committee for their approval.
5. Submit for approval to the Institutional Effectiveness Team (Dean of Instruction).
6. Provide the Northwest liaison and the appropriate Dean of Instruction with completed copies of the entire package after all approvals are received.
7. Maintain a current file for the related instruction; if course content changes and the related instruction competencies change, the package needs to be re-evaluated.
8. Provide a statement for next year's catalog that states that related instruction competencies are embedded in the curriculum. A statement regarding embedded related instruction should appear on the program worksheet.

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RELATED EMBEDDED MATERIAL REPORT FORM

Program Title _____

Related Instruction Area Evaluated _____

Course Prefix & Number	Credits	Total Number of Hours in Class	Course Title	Related Instructional Hours*

* Please attach documentation for material covered.

Fulfills minimum of three credits:

Evaluator

Date

Academic Standards Approval:

Chair

Date

TMCC Policy on Faculty Qualification

TMCC POLICY ON FACULTY QUALIFICATIONS

Date Effective: July 1, 1997

Requirements are:

1. Transfer courses are taught by faculty holding a Masters Degree and a minimum of 15 graduate semester hours in the content area.
2. Related instruction courses for a terminal degree (non-transferable) or one year certificate must be taught by one holding a Masters Degree in that area (English, Human Relations, Mathematics), or a Bachelor's with a minimum of 15 semester credit hours in the related instructional field at the upper division level for the Bachelors.
3. Embedded curriculum for English, Human Relations, Mathematics must be taught by individuals meeting requirement one or two.
4. Full- or part-time faculty currently teaching transfer or related instruction content with less than the qualifications stated in requirements one and two are encouraged to take appropriate courses. If a part-time faculty currently teaching without these qualifications has a one-semester break in service, the individual will need to meet the new guild lines to re-apply.
5. Any full-time or part-time faculty with a Bachelor's Degree currently teaching transfer or related instruction courses must meet requirement one or two by fall 1999.

New part-time teaching applicants must supply an official transcript that documents their degree(s) and credit hours in the field for which they are applying prior to being appointed.

Screening Committees and the Human Resources Office will be responsible for verifying the qualifications of full-time teaching applicants.

The Associate Dean of Extended Day will certify that the part-time faculty being considered for teaching positions have met the minimum qualifications. A data bank will be maintained in the Associate Dean's office on all part-time faculty certified to teach.

New teaching applicants must supply an official transcript that documents their degree(s) and credit hours in the field for which they are applying prior to being appointed.

Screening Committees and the Human Resources Office will be responsible for verifying the qualifications of full-time teaching applicants.

The Planning and Development Office will certify that the part-time faculty being considered for teaching positions have met the minimum qualifications.

AAS Degree Requirements General Education Requirements

ASSOCIATE IN APPLIED SCIENCE OCCUPATIONAL PROGRAMS

The Associate in Applied Science degree is designed for students who desire study and training in an occupational career field. The Certificate of Achievement is designed for students who desire a one- to two-year course of study and training in an occupational career field.

TMCC offers a variety of occupational courses and programs which are taught both day and evening, in classrooms which are located both on campus and off, by a staff of full-time and part-time faculty.

These courses and programs are designed for students who would like to qualify for entry-level jobs as a minimum; or to upgrade themselves in their present position or qualify for a higher position; or to establish a basic knowledge in an occupational area which will enable them to improve the management of their personal business affairs, family life, or leisure time.

Occupational courses with a "B" designator do not usually transfer toward baccalaureate degrees. Occupational courses without the "B" designator can be applied as electives toward a two-year Associate in Arts degree and may transfer to institutions granting baccalaureate degrees. The transferability decision rests with the receiving institution.

The maximum number of Internship credits that can be applied to an AAS degree is department specific. See your major area of study advisor. Only six credits of Special Topics 198B can be applied to an AAS degree.

For students who wish to pursue a baccalaureate degree, the Associate in Arts is recommended. Students planning to transfer to UNR or UNLV should consult the Transfer sections of this catalog and a current University and Community College System of Nevada Course Transfer Guide. Students are also strongly encouraged to see a counselor.

AAS Degree Requirements General Education Requirements

Specific courses may be required for some programs. This will be noted in the emphasis occupational section that follows.

ENGLISH 3

Choose one course from the following:

ENG 101, 102, 107, 108, 113, 114, 181, 221, BUS 106, 108, JOUR 221.

COMMUNICATIONS 3

Choose one course from the following:

ENG 101, 102, 107, 108, 113, 114, BUS 107, CPD 117, 201, 202, SPTH 113, 135.

SCIENCE 6

ANTH 102, AST 104, all Biology courses, all Chemistry courses, all Environment courses, GEOG 103, GEOL 101, 105, 205, HEC 121, 223, all Physics courses, ERS 100.

QUANTITATIVE REASONING 3

BUS 117B, ECON 261, 262, FST 245B, all Math courses 126 or above, PSY 210, SOC 210.

SOCIAL SCIENCE/HUMANITIES 3

HUMANITIES: ART 115, all English courses (except 101, 102, 103, 107, 108, 113, 114, 181, 221), all Foreign Languages, HIST 105, 106, 247, HUM 101, 102, 106, MUS 121, 123, 124, 125, all Philosophy courses, SPTH 200, WT 201, 202, 203.

SOCIAL SCIENCE: all Anthropology (courses except 102), ECE 102, CRJ 101, 150B, 215, 225B, 226, 230, 270B, all Economics

courses, all Geography courses (except 103), all History courses, HDFS 201, MGT 212, all Political Science courses, all Psychology courses, all Sociology courses, WT 203.

U.S. and NV CONSTITUTION 3

Both the U.S. and Nevada Constitutions must be completed.

Choose from:

HIST 101 U.S. Constitution only

HIST 102 Nevada Constitution only

HIST 217 Nevada Constitution only

PSC 103 Both U.S. and Nevada Constitutions

PSC 208 Nevada Constitution only

WT 203 Both U.S. and Nevada Constitutions

If you choose two courses to satisfy this requirement, one will also satisfy your Social Science/Humanities requirement above.

HUMAN RELATIONS 3

CE 195B, CPD 117, 124B, 126B, 129B, 132B, 133B, 218B, DA 110, 112, 125, MGT 171, 201, 212, 235, NURS 235, 295, PSY 102.

Note: Only accepted program students may take NURS 235, 295, DA 110, 112, 125.

CORE REQUIREMENTS: Some degrees have a group of courses that are required in addition to the emphasis requirements.

EMPHASIS AREAS 30-36

Specific requirements for emphasis occupational areas are listed in the section that follows. In some instances, the number of required credits exceeds 24. Students must complete all occupational requirements to graduate.

MAXIMUM REQUIRED ELECTIVES 0-6

Electives should be selected as suggested by the curriculum in which the student is enrolled.

MINIMUM REQUIRED SEMESTER CREDITS 60-81

Developmental courses, any course numbered less than 100, do not transfer and do not count toward any degree.

Certificate of Achievement Requirements

General Education Requirements

COMMUNICATIONS 3

* HUMAN RELATIONS 3

* COMPUTATION (QUANTITATIVE REASONING) 3

EMPHASIS REQUIREMENTS AND ELECTIVES 21-27

MINIMUM CREDITS REQUIRED 30

See the general education requirements for the AAS degree for specific courses.

Note: English, Science, Quantitative Reasoning, Computer Science, Social Sciences, Fine Arts or Humanities may be required in some programs; refer to the specific emphasis requirements that follow for details.

* Human Relations and Computational skills may be embedded in other required courses for a certificate rather than required as specific general education courses.

Certificate of achievement candidates must meet all the general graduation requirements in addition to the specific courses outlined for the program.

The maximum number of Cooperative Education credits that can be applied to a certificate is 16. Only six credits of Special Topics 198B can be applied to a certificate.

Automotive Technology Education Cooperative Program

Appendix A

Applied Industrial Technology Program Areas

Automotive Technology Education Cooperative: Program requirements

AUTOMOTIVE TECHNOLOGY EDUCATION COOPERATIVE PROGRAM

<u>Requirement for Certificate of Achievement</u>	<u>Number of Credits</u>
Class/Shop Instruction (1,200 hours)	42
Internship (900 hours)	12
Communications	3
Computation (Math 108 recommended)	3
Human Relations (CE 195B recommended)	3
Total Requirements for Certificate	63

<u>Requirement for AAS Degree</u>	<u>Number of Credits</u>
Class/Shop Instruction (1,200 hours)	38-42
Internship (900 hours minimum)	12
General Education Requirements	24
Total Requirements for AAS Degree	74-78

WORK SHEETS

AUTOMOTIVE TECHNICIAN EDUCATIONAL COOPERATIVE—Associate in Applied Science

See Page 27 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS				
COMMUNICATIONS (ENG 107 recommended) _____	3	_____	_____	_____
ENGLISH (ENG 108 recommended) _____	3	_____	_____	_____
SCIENCE _____	6	_____	_____	_____
MATH/QUANTITATIVE REASONING (MATH 108B recommended) _____	3	_____	_____	_____
SOCIAL SCIENCES/HUMANITIES _____	3	_____	_____	_____
U.S. AND NEVADA CONSTITUTIONS _____	3	_____	_____	_____
HUMAN RELATIONS (CE 195 recommended) _____	3	_____	_____	_____
See Page 53 for General Education Requirements				
TOTAL GENERAL EDUCATION REQUIREMENTS _____	24			
CORE REQUIREMENTS				
ATEC 105B Safety & Shop Fundamentals _____	1	_____	_____	_____
ATEC 115B Electrical/Electronic Systems _____	10	_____	_____	_____
ATEC 290B Internship: Electrical Systems _____	3	_____	_____	_____
ATEC 265B Engine Performance/Emission Systems _____	10	_____	_____	_____
ATEC 195B Internship: Engine Performance & Emission Sys. _____	3	_____	_____	_____
ATEC 235B Heating & AC Systems _____	4	_____	_____	_____
ATEC 255B Advanced Engine Repair _____	4	_____	_____	_____
ATEC 296B Internship: Air Conditioning and Engine Repair _____	3	_____	_____	_____
ATEC 205B Manual Drive Train & Axles _____	5	_____	_____	_____
ATEC 215B Automatic Transmissions/Transaxles _____	5	_____	_____	_____
ATEC 297B Internship: Manual Drive Trains & Auto. Trans. _____	3	_____	_____	_____
ATEC 125B Brake & ABS Systems _____	5	_____	_____	_____
ATEC 135B Suspension/Steering Systems _____	5	_____	_____	_____
ATEC 298B Internship: Suspension & Steering Brakes & ABS _____	3	_____	_____	_____
TOTAL GENERAL EDUCATION REQUIREMENTS _____	24			
TOTAL CORE REQUIREMENTS _____	64			
TOTAL CREDITS REQUIRED FOR DEGREE _____			88	

AUTOMOTIVE TECHNICIAN EDUCATIONAL COOPERATIVE—Certificate of Achievement

See Page 27 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS				
COMMUNICATIONS (ENG 107 recommended) _____	3	_____	_____	_____
MATH/QUANTITATIVE REASONING (MATH 108B recommended) _____	3	_____	_____	_____
HUMAN RELATIONS (CE 195 recommended) _____	3	_____	_____	_____
See Page 53 for General Education Requirements				
TOTAL GENERAL EDUCATION REQUIREMENTS _____	9			
CORE REQUIREMENTS				
ATEC 105B Safety & Shop Fundamentals _____	1	_____	_____	_____
ATEC 115B Electrical/Electronic Systems _____	10	_____	_____	_____
ATEC 290B Internship: Electrical Systems _____	3	_____	_____	_____
ATEC 265B Engine Performance/Emission Systems _____	10	_____	_____	_____
ATEC 195B Internship: Engine Performance & Emission Sys. _____	3	_____	_____	_____
ATEC 235B Heating & AC Systems _____	4	_____	_____	_____
ATEC 255B Advanced Engine Repair _____	4	_____	_____	_____
ATEC 296B Internship: Air Conditioning and Engine Repair _____	3	_____	_____	_____
ATEC 205B Manual Drive Train & Axles _____	5	_____	_____	_____
ATEC 215B Automatic Transmissions/Transaxles _____	5	_____	_____	_____
ATEC 297B Internship: Manual Drive Trains & Auto. Trans. _____	3	_____	_____	_____
ATEC 125B Brake & ABS Systems _____	5	_____	_____	_____
ATEC 135B Suspension/Steering Systems _____	5	_____	_____	_____
ATEC 298B Internship: Suspension & Steering Brakes & ABS _____	3	_____	_____	_____
TOTAL GENERAL EDUCATION REQUIREMENTS _____	9			
TOTAL CORE REQUIREMENTS _____	64			
TOTAL CREDITS REQUIRED FOR CERTIFICATE _____			73	

COURSE DESCRIPTIONS

- ART 213 INTRO. TO CONTEMPORARY ART** 3
Evolution of art in Europe and the U.S. since World War II. Special emphasis on the trends since the 1960's.
- ART 221 DRAWING** 3-5
Intermediate course designed to develop expression and discipline in drawing with emphasis on materials. Prerequisites: ART 100, 121: Transfers for 3 credits to UNR/UNLV.
- ART 222 FIGURE DRAWING** 3
Intermediate course dealing with the human figure in pictorial space with emphasis on drawing from a live model and working with gesture, memory and imagination. Fine Art Major Prerequisite: ART 100 and six credits in drawing. General Prerequisite: six credits in drawing.
- ART 235 PAINTING** 3-5
Intermediate course in painting, emphasizing various materials and methods. Fine Art Major Prerequisite: ART 100, 135: Transfers for 3 credits to UNR/UNLV.
- ART 246 WATER COLOR PAINTING II** 3-5
Intermediate course involving color, form, composition and techniques using transparent and opaque watercolors. Prerequisite: ART 145: Transfers for 3 credits to UNR/UNLV.
- ART 250 PHOTOGRAPHY II** 3-5
Lecture/study with emphasis on improving basic technical and conceptual skills: darkroom work included. Prerequisite: ART 150. Transfers for 3 credits to UNR/UNLV.
- ART 260 NEW MEDIA** 3
Exploration of alternative concepts and media that may include video, computer, performance art, audio, and other experimental processes. Transfers 3 credits to UNR/UNLV.
- ART 275 INTERMEDIATE CERAMICS** 3-5
Intermediate emphasis on history, materials, methods and techniques with special attention to sculptural aspects. Lecture/studio method is employed with emphasis on projects/research. Fine Art Major Prerequisite: ART 100,175. Transfers for 3 credits to UNR/UNLV.
- ART 297 INDEPENDENT STUDY** 3
A course for advanced students to pursue individual creative work in any of the studio disciplines. Students must submit a written proposal describing projects and meet with tutorial faculty member on a regular basis. Prerequisite: written consent of instructor.
- ART 298 INTRO. TO GALLERY PRACTICES** 3
A course in the practices and ethics of operating an art gallery.

ASTRONOMY

- AST 104 INTRODUCTORY ASTRONOMY:
STARS AND GALAXIES** 3
A beginning astronomy class which discusses stellar systems and galaxies. Topics will include stellar evolution, formation of galaxies and cosmology. A minimum of mathematics is required, in the tradition of the amateur astronomer. Observational field trips will be included when conditions are suitable. Recommended for non-science majors. This course meets the UNR core curriculum requirements. Transfers to UNR as Physics 110.

AUTOMOTIVE

ATEC PROGRAM—The Automotive Technician Educational Cooperative (ATEC) Program at Truckee

Meadows Community College is a proposed Associate Degree Automotive Program, designed to provide the successful student with technical competency at a professional level which will enable that student to assume a responsible position at a sponsoring automotive dealership. The curriculum is an adaptation of the General Motors design developed for the Automotive Service Educational Program by General Motors. The Truckee Meadows Community College program is an expansion of that to include information on a variety of automobiles other than General Motors products. The program at Truckee Meadows Community College is unique in that regard. The program involves not only classroom lectures and laboratory experience on current automotive vehicles and products, but also practical application at sponsoring dealerships. The total program lasts two consecutive years, with half of the student's time spent at Truckee Meadows Community College and the other half spent at the repair facility of the sponsoring dealership. TMCC will assist the students in locating a sponsoring dealership which will pay the students during their practical work experience phase of the program. For more information contact: Bill Verbeck, ATEC Program Coordinator, 673-7015 or Jonathan D. Young, Sr. ATEC Instructor, 673-7280.

ATEC 105B SAFETY & SHOP FUNDAMENTALS 1

This course will orient the student to shop operations, use of service manuals, pay structure, tools, warranties, and customer relations. Shop Safety will be emphasized as well as employer/employee relations. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed.

ATEC 115B ELECTRICAL/ELECTRONIC SYSTEMS 10

This course covers theory and hands-on skills most often required of technicians specializing in the repair of automotive electrical and electronic systems. Emphasis is placed on basic electrical theory, batteries, starting systems, chassis electrical systems, diagnosis and servicing the electrical and electronic components on current model vehicles. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed.

ATEC 125B BRAKES & ABS SYSTEMS 5

This course covers the theory and hands-on skills most often required of technicians specializing in the repair of automotive braking systems. Emphasis is placed on anti-lock braking and traction control systems. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed.

ATEC 135B SUSPENSION/STEERING SYSTEMS 5

This course covers theory and hands-on skills often required of technicians specializing in the repair of suspension and steering systems. Emphasis is placed on load leveling, active suspension/ride control, and suspension dynamics. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed.

ATEC 205B MANUAL DRIVE TRAINS & AXLES 5

This course covers theory and hands-on skills most often required of technicians specializing in the repair of automotive manual power trains, which includes clutches, manual transmissions, transfer cases, drive lines,

differentials, limited and non-slip rear axles, vibration correction, etc. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed.

**ATEC 215B AUTOMATIC TRANSMISSIONS/
TRANSAXLES 5**

This course covers theory and hands-on skills most often required of technicians specializing in the repair of automotive automatic transmissions. Emphasis is placed on electronic controlled transmissions and diagnosis. This class covers specific new car lines in accordance with the ATEC program requirements for sponsoring dealerships where the students are employed.

ATEC 235B HEATING AND AC SYSTEMS 4

This course involves the basic study of automotive climate controls and components. Principles of heating and air conditioning and the engine cooling system will be taught. The course covers system evacuating, antifreeze and refrigerant recycling, and recharging of the air conditioning system, with emphasis on testing, diagnosis, and repair. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed.

ATEC 255B ADVANCED ENGINE REPAIR 4

This course covers the principles and operation of the internal combustion engine, Gasoline and diesel engines will be properly disassembled with nomenclature identification. All parts will be inspected, measured, and reassembled. The operation and repair of the oiling and cooling systems will also be covered. Trouble shooting and diagnostic procedures will be emphasized on all systems. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed.

**ATEC 265B ELECTRONIC FUEL/EMISSION
SYSTEMS 10**

This course is designed to provide instruction in carburetion, fuel injection, feed back fuel systems, emission controls, advanced computer controls, and driveability diagnostics. Emphasis will be on testing, diagnosis, and repair. This course will prepare the student for the Nevada Vehicle Emissions License. State-of-the-art diagnostic test equipment will be used with emphasis on lab oscilloscope. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed. Prerequisite: ATEC 115B.

**ATEC 275B ENGINE PERFORMANCE/
DRIVEABILITY 4**

This course is designed to provide instruction in advanced engine tune-up, advanced computer controls, and driveability diagnostics. Emphasis will be on testing, diagnosis, and repair. Modern diagnostic test equipment will be used with emphasis on lab oscilloscopes. This class covers specific new car lines in accordance with the ATEC program requirements for the sponsoring dealerships where the students are employed. Prerequisite: ATEC 115B.

The following courses follow the established TMCC criteria for internship training. They provide a learning approach that combines classroom/laboratory studies with work experience that are dealer/make specific. These courses offer the student the opportunity to enhance the total learning experience with real world training. Students work under the close guidance of their individual

supervisor/mentor and faculty coordinator.

ATEC 290B INTERNSHIP: ELECTRICAL SYSTEMS ... 3

Prerequisite: ATEC 115B.

**ATEC 295B INTERNSHIP: ENGINE PERFORMANCE
AND DRIVEABILITY 3**

Prerequisites: ATEC 265B & ATEC 275B.

**ATEC 296B INTERNSHIP: AIR CONDITIONING AND
ENGINE REPAIR 3**

Prerequisites: ATEC 235B & ATEC 255B.

**ATEC 297B INTERNSHIP: MANUAL DRIVE TRAINS
AND AUTO TRANSMISSIONS 3**

Prerequisites: ATEC 205B & ATEC 215B

**ATEC 298B INTERNSHIP: SUSPENSION &
STEERING AND BRAKES & ABS 3**

Prerequisites: ATEC 125B & ATEC 135B.

AUTO 101B GENERAL AUTO 4

An introductory course describing the principles of operation, design, construction and maintenance of automobiles. Activities include shop safety emphasis, use of service manuals, use of tools and fasteners, general maintenance of cooling systems, lubricating systems; an overview and demonstration of electrical, fuel and ignition systems; an overview and explanation of chassis, steering, suspension and brake systems. Human relations, leadership and work ethics related to the automotive industry will also be covered.

AUTO 103B ELECTRICAL SYSTEMS 3-7

A study and practice of DC electrical applications to the automobile. Instruction includes the theory of operation and service procedures of cranking motors, solenoids, charging systems including system-integrated generators (alternators), electronic components, chassis, and electrical systems on current model vehicles. Use of test equipment for diagnosis of all electrical systems, reading of wiring diagrams, repairing procedures and actual hands-on shop experience. Safety is emphasized. Prerequisite: AUTO 101B and ET 105B or comparable work experience.

AUTO 121B AUTOMOTIVE BRAKE SYSTEMS 3-7

This course deals with the theory and practice in the operation, maintenance and repair of domestic and foreign car hydraulic and power brake systems, including vacuum and hydro power designs. Prerequisite: AUTO 101B or comparable work experience.

**AUTO 125B STEERING AND SUSPENSION
SYSTEMS 3-7**

This course covers the theory and practice in the nomenclature, operation, maintenance and repair of automotive suspensions, front-end alignment procedures, standard power steering systems, and wheel balancing. Prerequisite: AUTO 101B General Auto or comparable work experience.

AUTO 155B SMALL ENGINE REPAIR 3

This course is an introduction to the theory and practice of repairing small engines. The student will disassemble and assemble two-cycle or four-cycle engines and learn to adjust the various components. The student will also study basic troubleshooting techniques for two and four cycle engines.

AUTO 170B BASIC AUTO BODY REPAIR 3

An introductory course designed to give students the basic skill necessary in repairing and painting a damaged vehicle in order to return it to its original condition. Through lectures, demonstrations and hands-on experience, the student will be taught the proper use of tools, materials, and basic shop safety practices.

AUTO 198B SPECIAL TOPICS IN**AUTOMOTIVE 1/2-6**

Various short courses and workshops covering a variety of subjects. The class will be a variable credit of 1/2 to 6 credits depending on the class content and number of hours required. The class may be repeated for up to 6 credits.

AUTO 203B ADVANCED AUTO BODY I 3-6

This course covers the hands-on repairing or replacement of bolt-on parts, auto glass re-placement, preparation and priming of surfaces. Body and frame alignment is demonstrated. Textbook work is incorporated to round out student knowledge and skills. Prerequisite: AUTO 170B or instructor's approval.

AUTO 204B ADVANCED AUTO BODY II 3-6

This course is a continuation of AUTO 203B-Auto Body I, following the demonstration and basic skill development with a full study of hands-on experience, including welding body parts, replacing bolt on parts, body and frame straightening, repairing of fiberglass and minor plastic parts. Prerequisite: AUTO 170B and AUTO 203B.

AUTO 205B AUTO PAINTING I 3-6

This course provides fundamental instruction of hands-on skill and knowledge in painting and refinishing. The study includes metal preparation, sanding techniques, masking, priming-demonstration in spot painting and polishing finished work.

AUTO 206B AUTO PAINTING II 3-6

This course provides students with a higher level of knowledge and skills in painting and refinishing auto body surfaces. Exposes students to more hands-on experience with emphasis placed on preparation and painting of complete automobiles. The art of paint mixing, toning and matching is practiced with extensive familiarization of paint spraying equipment. Prerequisite: AUTO 205B.

AUTO 210B AUTOMOTIVE PARTS COUNTERMAN ... 3

The basic management concepts of the automotive parts business will be presented. Instruction and guidance in the use of catalogs, identification and numbering of parts, purchasing, storage, and retrieval techniques will be presented. Parts room management, use of measuring tools, inventory controls, and proper customer relations will also be included.

AUTO 218B TUNE-UP PROCEDURES 1-6

Basic theory and procedures used in tune-up and carburetion using simple hand tools and tune-up equipment. Prerequisite: AUTO 101B General Auto or comparable work experience.

AUTO 219B MANUAL DRIVE TRAINS AND**AXLES 3-7**

The theory and repair of manual transmissions, differentials, clutches, drive lines and drive axles will be covered. Diagnosis and trouble-shooting will be stressed. Safety is emphasized. Prerequisite: AUTO 101B.

AUTO 222B EMISSION CONTROL CERTIFICATION**PREPARATION 3**

This course is an intensive study of current and past automotive emission control systems. The class is especially designed to educate automotive technicians currently working in the field. The classroom and instructional work on the use of state of the art equipment will assist the technicians in meeting the certification requirements for the State of Nevada Test. Prerequisite: Technician working the automotive field, Automotive Student.

AUTO 223B ENGINE PERFORMANCE 3-7

This course provides the student with advanced work,

building upon previous instruction. Covers standard electronic and computerized fuel and ignition systems used in automotive vehicles. A systematic diagnostic method for engine performance and driveability in fuel, electrical and electronic systems will be emphasized, using proper tools and equipment. Safety will also be emphasized in all areas. Prerequisite: AUTO 101B, AUTO 103B and ET 107B.

AUTO 225B AUTOMOTIVE AIR CONDITIONING SYSTEMS 3-7

Principles of automotive heating and air conditioning. Automatic control systems, charging, trouble-shooting and repairing systems. Prerequisite: AUTO 101B or comparable work experience.

AUTO 226B AUTOMATIC TRANSMISSIONS/ TRANSAXLES 3-7

This course acquaints the student with the construction, operations and maintenance of automatic transmissions. Prerequisite: AUTO 101B or comparable work experience.

AUTO 253B BASIC ENGINE REPAIR 3-7

This course will cover the principles and operation of the internal combustion engine. Engines will be properly disassembled, all parts inspected, measured and reassembled. The operation and repair of the oiling and cooling systems will be covered. Safety is emphasized. Prerequisite: AUTO 101B.

AUTO 254B ADVANCED ENGINE OVERHAUL 3

This course is for the serious engine repairman. This class will apply knowledge to all facets of the reciprocating engine application. It will cover auto, truck and industrial applications to include various methods of precision measurements with micrometers, thickness gauges, vernier readings and air leakage tests, etc. Prerequisite: AUTO 253B or comparable work experience.

AUTO 260B AUTOMOTIVE FUEL MANAGEMENT & EMISSIONS CONTROLS 3-7

This course will provide instruction in the theory, diagnosis and repair of all types of automotive fuel systems used on current model vehicles. The student will be able to identify component parts and their function by use of infrared analyzer, oscilloscopes and other special diagnostic equipment. Safety is emphasized. Prerequisite: AUTO 103B, 223B or comparable work experience.

AUTO 270B AUTO MACHINE SHOP I 3

This course provides the student with information and skills needed in automotive machine shop practice and theory. The safe and productive operation of machinery; set up operations for valve and seat reconditioning, cylinder boring, pin fitting, rod aligning, line boring operations and parts cleaning procedures.

AUTO 271B AUTO MACHINE SHOP II 3

This course is a continuation of AUTO 270B Auto Machine Shop I. The student will work with actual machine operations and set ups instead of familiarization and theory of machine shop operations. Prerequisite: AUTO 270B or comparable work experience.

AUTO 280B ELECTRONIC ENGINE CONTROLS 3-7

This course provides the student with knowledge and skills required in the diagnosis and repair of electronically controlled equipment used on present day automotive engines. Emphasis is placed on achieving maximum driveability, economy and emissions control by using approved manufacturer's diagnostic techniques. Safety is emphasized. Prerequisite: Auto 103B, 223B, 260B or comparable work experience.

AUTO 290B INTERNSHIP IN AUTOMOTIVE

LEVEL I..... 1-6
The purpose of this course is to provide Automotive Technician Career Program students with the opportunity to supplement course work with practical work experience related to the student's first three semesters of classroom and lab experiences. The course is an extension to and application of the classroom training through work experience under immediate supervision of experienced personnel at the industry work site. A qualified faculty member directly supervises the student's internship experience by working closely with the student and the employer through telephone contact, site visitations, student reports and reports from the student's supervisor. Credit is awarded (at a rate of 75 reports and reports from the student's supervisor. Credit is awarded (at a rate of 75 hours of work per credit) for the accomplishment of individualized specific occupational learning objectives written by the employer, student, and faculty member; maintenance of time sheets; and final project. Student grades will be assigned as a cooperative effort between the faculty member and the job supervisor. Prerequisite: Auto 103B, 223B, 260B, 280B, 225B 121B, 219B with a 3.0 average and approval of the instructor.

AUTO 295B INTERNSHIP IN AUTO. LEVEL II..... 1-6
The purpose of this course is to provide Automotive Technician Career Program students with the opportunity to supplement course work with practical work experience related to the student's fourth and final semester of classroom and lab experiences. The course is an extension to and application of the classroom training through work experience under immediate supervision of experienced personnel at the industry work site. A qualified faculty member directly supervises the student's internship experience by working closely with the student and the employer through telephone contact, site visitation, student reports and reports from the student's supervisor. Credit is awarded (at a rate of 75 hours of work per credit) for the accomplishment of individualized specific occupational learning objectives written by the employer, student, and faculty member; maintenance of time sheets; and a final project. Student grades will be assigned as a cooperative effort between the faculty member and the job supervisor. Prerequisite: AUTO 290B, 226B, 253B with a least a 3.0 average and approval of the instructor.

AUTO 299B SPECIAL TOPICS IN AUTO...... 1/2-6
Special topics, projects and research not included in existing courses. Assignments will provide specialized training on advanced topics in Automotive Engine Repair. Courses may be used to cover requirements for certificate and associate degree programs with approval of the Automotive instructor or director.

BIOLOGY

BIOL 100 GENERAL BIOLOGY..... 3
Survey of the basic processes of biology common to all life forms. Includes cell theory and metabolic processes, evolution, ecology, genetics, populations, and the scientific method. Designed for the non-science major. Meets the UNR core curriculum science requirement. Three lecture hours per week. Four laboratory experience through the semester. Prerequisite: MATH 096 or two years of high school algebra.

BIOL 190 CELL AND MOLECULAR BIOLOGY..... 4
Structure and function of cells at the cellular and molecular level. Major molecules of life; composition and physiology of cellular organelles; cell metabolism, reproduction, gene structure and function. Transfers for 3 credits to UNR/UNLV. Satisfies UNR science core curriculum. Completion of BIOL 190 and 191 will transfer to UNR as BIOL 190, 191, 192. Prerequisite: CHEM 101.

BIOL 191 ORGANISMIC BIOLOGY..... 4
Study of diversity within living systems, both plant and animal. Emphasis will be on taxonomic groups and their adaptations to common ecological and environmental problems. Completion of BIOL 190 and 191 will transfer to UNR as BIOL 190, 191, 192. Prerequisite: Biology 190.

BIOL 201 ANIMAL BIOLOGY..... 5
Study of the development, physiology, and diversity of the major animal groups. Equivalent to a beginning laboratory course in Zoology. Three hours lecture and three hours lab per week. Prerequisite: BIOL 191 or instructor approval. Transfers for 3 credits to UNR/UNLV.

BIOL 202 PLANT BIOLOGY..... 5
Study of development, physiology, and diversity of the major plant groups. Equivalent to a beginning laboratory course in botany. Three hours lecture and three hours lab per week. Prerequisite: BIOL 191 or instructor approval. Transfers for 3 credits to UNR/UNLV.

BIOL 223 HUMAN ANATOMY AND PHYSIOLOGY I... 4
An intensive laboratory course dealing with the morphology and physiology of body systems. Principles of chemistry are used throughout the semester. Previous college biology or chemistry is strongly recommended. Required for most allied health programs. Three hours of lecture and three hours lab per week. Prerequisite: BIOL 190 or permission of instructor. Transfers for 4 credits to UNR/UNLV.

BIOL 224 HUMAN ANATOMY AND PHYSIOLOGY II..... 4
A continuation of BIOL 223 with increased emphasis on body chemistry. A letter grade of "C" or better in BIOL 223 is required. Three hours lecture and three hours lab per week. MAY NOT be taken prior to or concurrently with BIOL 223. Transfers for 4 credits to UNR/UNLV.

BIOL 240 HEREDITY, MAN AND THE ENVIRONMENT..... 3
Principles of genetics with emphasis on humans, and effects of natural and artificial influences in modifications of inheritance. Study of basic genetic probabilities; autosomal, sex-linked and multiple gene inheritance; basic genetic chemistry; and social implications. 3 hours lecture.

BIOL 251 GENERAL MICROBIOLOGY..... 4
A laboratory course emphasizing distribution, morphology and physiology of microorganisms in addition to skills in aseptic procedures, isolation and identification. This course also includes sophomore level material covering immunology, virology, epidemiology and DNA technology. Recommended for all allied health students. Three hours lecture and four hours lab per week. Prerequisite: BIOL 190 or permission of instructor.

BIOL 299B SPECIAL TOPICS IN BIOLOGY..... 1-4
Covers selected topics of interest to students in the biological sciences. May be repeated for up to 4 credits.

Diesel Technician Educational Cooperative

Applied Industrial Technology Program Areas
Diesel Technician Educational Cooperative: Program requirements

DIESEL TECHNICIAN EDUCATIONAL COOPERATIVE

<u>Requirement for Certificate of Achievement</u>	<u>Number of Credits</u>
English	3
Math/Quantitative Reasoning (Math 108B recommended)	3
Human Relations (CE195B recommended)	3
Core Requirements	62
Total Requirements for Certificate	71

<u>Requirement for AAS Degree</u>	<u>Number of Credits</u>
General Education Requirements	24
Core Requirements	62
Total Requirements for AAS Degree	86

DIESEL TECHNICIAN EDUCATIONAL COOPERATIVE—Associate in Applied Science

See Page 27 for information.

		DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS					
COMMUNICATIONS (BUS 107 recommended)	3	_____	_____	_____	_____
ENGLISH (BUS 106 recommended)	3	_____	_____	_____	_____
SCIENCE	6	_____	_____	_____	_____
MATH/QUANTITATIVE REASONING (MATH 108B recommended)	3	_____	_____	_____	_____
SOCIAL SCIENCES/HUMANITIES	3	_____	_____	_____	_____
U.S. AND NEVADA CONSTITUTIONS (PSC 103 recommended)	3	_____	_____	_____	_____
HUMAN RELATIONS (CE 195B recommended)	3	_____	_____	_____	_____
See Page 53 for General Education Requirements					
TOTAL GENERAL EDUCATION REQUIREMENTS	24				
CORE REQUIREMENTS					
DTEC 101B Basic Diesel Mechanics	2	_____	_____	_____	_____
DTEC 210B Diesel Injection Trouble Shooting	3	_____	_____	_____	_____
DTEC 211B Light Duty Performance	2	_____	_____	_____	_____
DTEC 230B Diesel Engine Rebuilding	4	_____	_____	_____	_____
DTEC 266B Engine Testing and Analysis	4	_____	_____	_____	_____
DTEC 290B Internship in Diesel Power Technology I	2	_____	_____	_____	_____
DTEC 110B Heavy Duty Electrical Systems	2	_____	_____	_____	_____
DTEC 112B Batteries and Charging Systems	2	_____	_____	_____	_____
DTEC 113B Heavy Equipment Starting Motors	2	_____	_____	_____	_____
DTEC 295B Internship in Diesel Power Technology II	2	_____	_____	_____	_____
DTEC 108B Heavy Duty Transmissions and Power Trains	3	_____	_____	_____	_____
DTEC 114B Heavy Duty Chassis Wiring	1	_____	_____	_____	_____
DTEC 130B Industrial Hydraulics	3	_____	_____	_____	_____
DTEC 131B Advanced Fluid Power Transmissions	3	_____	_____	_____	_____
DTEC 231B Electronic Fuel Injection/A	3	_____	_____	_____	_____
DTEC 232B Electronic Fuel Injection/B	3	_____	_____	_____	_____
DTEC 296B Internship in Diesel Power Technology III	2	_____	_____	_____	_____
DTEC 136B Heavy Duty Air Systems	3	_____	_____	_____	_____
DTEC 150B Air Conditioning and Transport Refrigeration	2	_____	_____	_____	_____
DTEC 198B Special Topics: Preventative Maintenance	2	_____	_____	_____	_____
DTEC 198B Special Topics: Track Type Undercarriages	2	_____	_____	_____	_____
DTEC 212B On/Off Highway Suspension	2	_____	_____	_____	_____
DTEC 213B Conventional Steering Systems	2	_____	_____	_____	_____
DTEC 297B Internship in Diesel Power Technology IV	3	_____	_____	_____	_____
MTL 100B Basic Metals	3	_____	_____	_____	_____
TOTAL GENERAL EDUCATION REQUIREMENTS	24				
TOTAL CORE REQUIREMENTS	62				
TOTAL CREDITS REQUIRED FOR DEGREE				86	

DIESEL TECHNICIAN EDUCATIONAL COOPERATIVE—Certificate of Achievement

See Page 27 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS				
ENGLISH (BUS 106 recommended)	3			
MATH/QUANTITATIVE REASONING (MATH 108B recommended)	3			
HUMAN RELATIONS (CE 195B recommended)	3			
See Page 53 for General Education Requirements				
TOTAL GENERAL EDUCATION REQUIREMENTS	9			
CORE REQUIREMENTS				
DTEC 101B Basic Diesel Mechanics	2			
DTEC 210B Diesel Injection Trouble Shooting	3			
DTEC 211B Light Duty Performance	2			
DTEC 230B Diesel Engine Rebuilding	4			
DTEC 266B Engine Testing and Analysis	4			
DTEC 290B Internship in Diesel Power Technology I	2			
DTEC 110B Heavy Duty Electrical Systems	2			
DTEC 112B Batteries and Charging Systems	2			
DTEC 113B Heavy Equipment Starting Motors	2			
DTEC 295B Internship in Diesel Power Technology II	2			
DTEC 108B Heavy Duty Transmissions and Power Trains	3			
DTEC 114B Heavy Duty Chassis Wiring	1			
DTEC 130B Industrial Hydraulics	3			
DTEC 131B Advanced Fluid Power Transmissions	3			
DTEC 231B Electronic Fuel Injection/A	3			
DTEC 232B Electronic Fuel Injection/B	3			
DTEC 296B Internship in Diesel Power Technology III	2			
DTEC 136B Heavy Duty Air Systems	3			
DTEC 150B Air Conditioning and Transport Refrigeration	2			
DTEC 198B Special Topics: Preventative Maintenance	2			
DTEC 198B Special Topics: Track Type Undercarriages	2			
DTEC 212B On/Off Highway Suspension	2			
DTEC 213B Conventional Steering Systems	2			
DTEC 297B Internship in Diesel Power Technology IV	3			
MTL 100B Basic Metals	3			
TOTAL GENERAL EDUCATION REQUIREMENTS	9			
TOTAL CORE REQUIREMENTS	62			
TOTAL CREDITS REQUIRED FOR DEGREE			71	

laboratory prescriptions, letter writing, collections, telephone technique and filing. Employment interview techniques, employee rights and benefits, and an introduction to computer application in a dental office.

DA 125B SUPERVISED CLINICAL I 4

A continuation of DA119B elevating laboratory proficiency to clinical proficiency in accordance with the State Dental Practice Act during two (2) rotations in selected private dental practices. One hour lecture and sixteen (16) clinical experience hours per week are required.

DA 127B DENTAL MATERIALS AND LAB

TECHNIQUES II 4

A practical, hands-on study of dental laboratory equipment safety and utilization of materials such as plaster/stone/die, model trimming, custom tray acrylic, aluminum and acrylic temporaries, simple orthodontic appliances and prosthodontic cleaning and polishing.

DA 135B SUPERVISED CLINICAL II 5

A continuation of DA125B with clinical training in dental specialties, ie Endodontics, Oral Surgery, Orthodontics, Pediatric Dentistry, Periodontics, Prosthodontics and an overview of Oral Pathology and Dental Public Health. Thirty (30) hours of lecture and 128 hours of clinical experience are required.

DA 137B SPECIALIZED DENTAL ASSISTING 1

An introduction to dental assisting as it relates to the specialties in dentistry, orthodontics, pedodontics, oral surgery, periodontics, endodontics, and prosthodontics. A survey of the role of the dental assistant in public health dentistry is included.

DA 285B SELECTED TOPICS IN DENTAL

ASSISTING 1-6

A course designed to assist the working dental assistant in updating, reviewing and increasing proficiency in a variety of dental assisting areas. One (1) hour class time per week for each credit is required.

**DIESEL TECHNICAL EDUCATION
COOPERATIVE**

DTEC 101B BASIC DIESEL MECHANICS 1-6

This course introduces the student to basics of diesel fundamentals through the use of lectures, films, visual inspection and demonstrations. The course objective is to build an educational foundation that will support advanced learning in diesel repair, troubleshooting, and preventive maintenance.

**DTEC 108B HEAVY DUTY TRANSMISSIONS AND
POWER TRAINS 1-6**

This course is designed to expose the student to the theory, operation, and service techniques used in maintaining and repairing manual and automatic transmissions. Drive trains, clutches, differentials, power dividers, reduction gears, and power take-offs will be covered.

**DTEC 110B HEAVY DUTY ELECTRICAL
SYSTEMS 1-6**

This course provides the student with theory, knowledge, information and basic skills for the understanding of electricity and how it pertains to diesel powered equipment. Topics will include starters, charging, electrical controls, power generation and electrical systems.

DTEC 111B ADVANCED DIESEL ELECTRICITY 1-6

This course will focus on the equipment associated with power generation using diesel engines. Motors, switch gear, transformers and power transmission will be covered. AC and DC power generation and controls will be covered. A

major portion of this course will concentrate on safety.

**DTEC 112B HEAVY DUTY BATTERIES AND
CHARGING SYSTEMS 1-6**

This course will focus on the theoretical and practical topics relating to heavy equipment batteries and charging systems. The various types of test equipment and testing procedures used in trouble shooting will be covered. The course will cover safety and the preventative maintenance that applies to batteries and charging systems.

**DTEC 113B HEAVY EQUIPMENT STARTING
MOTORS 1-6**

This course will focus on the various types of electrical starter motors commonly found in heavy equipment. The course will cover safety and the preventative maintenance that applies to starters. The students will perform on and off vehicle treating and inspection of starters. A major portion of this course will be in trouble shooting.

DTEC 114B HEAVY DUTY CHASSIS WIRING 1-6

This course will focus on the wiring harnesses and subsystems found in heavy equipment cabs and chassis. This course will cover the wiring and component diagnosis associated with heavy equipment. A major portion of this course will be in trouble shooting.

DTEC 115B ENGINE SENSORS AND GAUGES 1-6

This course will focus on the various instruments and sensors used in the operation of heavy equipment. This course will cover the operation of meters and gauges in heavy equipment performance. The component diagnosis associated with heavy equipment will also be covered. A major portion of this course will be in trouble shooting.

DTEC 130B INDUSTRIAL HYDRAULICS 1-6

This course provides the necessary foundation in the principles of hydraulics and how they apply to industrial applications. Hydraulic application in diesel equipment, manufacturing, aviation, power plants and ski resorts will be discussed.

**DTEC 131B ADVANCED FLUID POWER
TRANSMISSIONS 1-6**

This course will offer advanced topics in hydraulic and applications in diesel powered equipment. The emphasis will be on power shift transmissions and associated hydraulic valve operation and circuit design. Trouble shooting and preventative maintenance will be included in this course.

DTEC 136B HEAVY DUTY AIR SYSTEMS 1-6

This course provides the student with the knowledge and skill required for maintenance, repair, and troubleshooting of diesel powered equipment air systems.

**DTEC 150B AIR CONDITIONING AND TRANSPORT
REFRIGERATION 1-6**

This course covers the theory and operation of refrigeration systems. The repair and preventative maintenance of commercial over-the-road air conditioning and transport refrigeration systems will be covered. This course will focus on hands-on trouble shooting and repairs of vehicle refrigeration.

DTEC 198B SPECIAL TOPICS IN DTEC 1/2-6

Various short courses and workshops covering a variety of subjects. The class will be variable credit of 1/2 to 6 credits depending on the class content and number of hours required. The class may be repeated for up to 6 credits.

**DTEC 210B DIESEL INJECTION TROUBLE
SHOOTING 1-6**

This course provides training in overhauling procedures, engine operations, tune-up, diagnostics, failure analysis, use

COURSE DESCRIPTIONS

of testing equipment and special tool applications.

DTEC 211B LIGHT DUTY PERFORMANCE 1-6

Course will familiarize the student with specific makes of diesel fuel injection equipment used in a worldwide market. Upon completion of the course, students will be able to trouble-shoot and service a variety of diesel powered equipment.

DTEC 212B ON/OFF HIGHWAY SUSPENSIONS 1-6

This course covers the general components, maintenance and adjustment of heavy equipment front ends. Steering axis inclination and geometry will be covered along with wheel alignment. The principles of power assist steering and associated hydraulics will be covered.

DTEC 213B CONVENTIONAL STEERING SYSTEMS 1-6

This course covers the specific components, maintenance and adjustment of standard heavy equipment steering systems. Steering system controls will be covered along with complete wheel alignment. Power assist steering and associated hydraulics will be covered combined with trouble shooting.

DTEC 230B DIESEL ENGINE REBUILDING 1-6

Diesel engine rebuilding will enable the student to receive valuable hands-on experience in disassembly, inspection, reassembly and adjustment of diesel engines.

DTEC 231B ELECTRONIC FUEL INJECTION/A 1-6

This course will cover advanced topics in Caterpillar® diesel powered equipment. Specific topics in preventative maintenance, trouble shooting and repair of computer controlled fuel injection systems will be covered.

DTEC 232B ELECTRONIC FUEL INJECTION/B 1-6

This course will cover advanced topics in Cummins® diesel powered equipment. Specific topics in preventative maintenance, trouble shooting and repair of computer controlled fuel injection systems will be covered.

DTEC 266B ENGINE TESTING AND ANALYSIS 1-6

This course covers routine engine adjustments and specific performance testing procedures. It includes proper use of engine dynamometer operation, and an in-depth study of factors producing optimum engine performance. Prerequisites: DTEC 210B (formerly HEM 210B).

DTEC 290B INTERNSHIP IN DIESEL POWER**TECHNOLOGY I 2**

The purpose of this course is to provide diesel power technology students with the opportunity to supplement course work with practical work experience relate to the student's Program session I classroom and lab experience. The course is an extension to and application of the classroom learning through work experience under immediate supervision of experienced personnel at the industry work site. A qualified faculty member directly supervises the student's internship experience by working closely with the student and the employer through telephone contact, site visitations, student reports, ad reports from the student's supervisor. Credit is awarded (at a rate of 75 hours of work per credit) for the accomplishment of individualized specific occupational learning objectives written by the employer, student and faculty member; maintenance of time sheets; and final report. Student grades will be assigned as a cooperative effort between the faculty member and the job supervisor. Prerequisites: DTEC 101B, 210B, 211B, 230B and 266B with at least a 2.0 average and approval of the instructor.

DTEC 295B INTERNSHIP IN DIESEL POWER**TECHNOLOGY II 2**

The purpose of this course is to provide diesel power

technology students with the opportunity to supplement course work with practical work experience relate to the student's Program Session II classroom and lab experience. The course is an extension to and application of the classroom learning through work experience under immediate supervision of experienced personnel at the industry work site. A qualified faculty member directly supervises the student's internship experience by working closely with the student and the employer through telephone contact, site visitations, student reports, ad reports from the student's supervisor. Credit is awarded (at a rate of 75 hours of work per credit) for the accomplishment of individualized specific occupational learning objectives written by the employer, student and faculty member; maintenance of time sheets; and final report. Student grades will be assigned as a cooperative effort between the faculty member and the job supervisor. Prerequisites: DTEC 110B, 112B, 113B, with at least a 2.0 average and approval of the instructor.

DTEC 296B INTERNSHIP IN DIESEL POWER**TECHNOLOGY III 2**

The purpose of this course is to provide diesel power technology students with the opportunity to supplement course work with practical work experience relate to the student's Program Session III classroom and lab experience. The course is an extension to and application of the classroom learning through work experience under immediate supervision of experienced personnel at the industry work site. A qualified faculty member directly supervises the student's internship experience by working closely with the student and the employer through telephone contact, site visitations, student reports, ad reports from the student's supervisor. Credit is awarded (at a rate of 75 hours of work per credit) for the accomplishment of individualized specific occupational learning objectives written by the employer, student and faculty member; maintenance of time sheets; and a final report. Student grades will be assigned as a cooperative effort between the faculty member and the job supervisor. Prerequisites: DTEC 108B, 114B, 130B, 131B, 231B, 232B with at least a 2.0 average and approval of the instructor.

DTEC 297B INTERNSHIP IN DIESEL POWER**TECHNOLOGY IV 3**

The purpose of this course is to provide diesel power technology students with the opportunity to supplement course work with practical work experience relate to the student's Program Session IV classroom and lab experience. The course is an extension to and application of the classroom learning through work experience under immediate supervision of experienced personnel at the industry work site. A qualified faculty member directly supervises the student's internship experience by working closely with the student and the employer through telephone contact, site visitations, student reports, ad reports from the student's supervisor. Credit is awarded (at a rate of 75 hours of work per credit) for the accomplishment of individualized specific occupational learning objectives written by the employer, student and faculty member; maintenance of time sheets; and a final report. Student grades will be assigned as a cooperative effort between the faculty member and the job supervisor. Prerequisites: DTEC 136B, 150B, 212B, 213B with at least a 2.0 average and approval of the instructor.

Environmental Control Technology

Environmental Control Technology: Program requirements

ENVIRONMENTAL CONTROL TECHNOLOGY

<u>Requirement for Certificate of Achievement</u>	<u>Number of Credits</u>
<u>Building Systems Maintenance Tech Emphasis</u>	
Communications	3
Human Relations	3
Computations (Math 108B recommended)	3
Core Requirements	24
Total Credits Required for Certificate	33
<u>Refrigeration and Air Conditioning Tech Emphasis</u>	
Communications	3
Human Relations (CE 195B Required)	3
Computations (Math 108B Recommended)	3
Core Requirements	30
Total Credits Required for Certificate	39
<u>Requirement for AAS Degree</u>	
General Education Requirements (The breakout by courses is the same as for Auto and all of our AAS degrees)	24
Core Requirements	30
Emphasis Requirements	15
Total Credits Required for AAS Degree	69
<u>Refrigeration and Air Conditioning Tech Emphasis</u>	
Communications	3
Human Relations (CE 195B Required)	3
Computations (Math 108B Recommended)	3
Core Requirements	30
Total Credits Required for Certificate	39

WORK SHEETS

ENVIRONMENTAL CONTROL TECHNOLOGY—Associate in Applied Science Building Systems Maintenance Technology Emphasis

See Page 28 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS				
ENGLISH _____ 3	_____	_____	_____	_____
COMMUNICATIONS _____ 3	_____	_____	_____	_____
SCIENCE _____ 6	_____	_____	_____	_____
MATH/QUANTITATIVE REASONING				
(MATH 108B Recommended) _____ 3	_____	_____	_____	_____
SOCIAL SCIENCES/HUMANITIES _____ 3	_____	_____	_____	_____
CONSTITUTION (U.S. and Nevada) _____ 3	_____	_____	_____	_____
HUMAN RELATIONS (CE 195B Required) _____ 3	_____	_____	_____	_____
CORE COURSES				
ECT 100B Introduction to Refrigeration _____ 3	_____	_____	_____	_____
ECT 101B Basic Refrigeration Servicing _____ 6	_____	_____	_____	_____
ECT 102B Fundamentals of AC Systems _____ 3	_____	_____	_____	_____
ECT 110B Basic Electricity for EC Technicians _____ 3	_____	_____	_____	_____
ECT 200B HVAC Control Systems _____ 3	_____	_____	_____	_____
ECT 201B Boiler Operation and Maintenance _____ 3	_____	_____	_____	_____
MTL 100B Basic Metals _____ 3	_____	_____	_____	_____
MATH SKILLS EQUAL TO HIGH SCHOOL ALGEBRA ARE REQUIRED IN SOME OF THE ABOVE COURSES				
EMPHASIS (choose fifteen credits)				
ECT 105B Commercial Refrigeration Servicing _____ 6	_____	_____	_____	_____
ECT 106B Air Conditioning Servicing _____ 6	_____	_____	_____	_____
DFT 100 Basic Technical Drawing _____ 4	_____	_____	_____	_____
CONS 103B Intro. to Uniform Building Codes _____ 3	_____	_____	_____	_____
CONS 123B Blueprint Reading for the Con. Trades _____ 3	_____	_____	_____	_____
RAC 290B Internship in Refrigeration and Air Cond. _____ 1-6	_____	_____	_____	_____
TOTAL GEN. EDUCATION REQUIREMENTS _____ 24				
TOTAL CORE REQUIREMENTS _____ 24				
TOTAL EMPHASIS REQUIREMENTS _____ 15				
TOTAL CREDITS REQUIRED FOR DEGREE _____ 63				

BUILDING SYSTEMS MAINTENANCE TECHNOLOGY EMPHASIS RECOMMENDED PROGRAM OUTLINE

LEVEL I

ECT 100B _____	3
ECT 110B _____	3
MTL 100B _____	3
MATH _____	3
ELECTIVES _____	6
TOTAL CREDITS _____	18

LEVEL II

ECT 101B _____	6
ECT 102B _____	3
ELECTIVE _____	3
SOCIAL SCIENCE _____	3
ENGLISH/COMMUNICATIONS _____	3
TOTAL CREDITS _____	18

LEVEL III

ECT 201B _____	3
ELECTIVE _____	3-6
SCIENCE _____	3
ENGLISH/COMMUNICATIONS _____	3
TOTAL CREDITS _____	12-15

LEVEL IV

ECT 200B _____	3
ELECTIVE _____	3-6
SCIENCES _____	3
HUMANITIES _____	3
TOTAL CREDITS _____	12-15

emergency care skills. Course includes the following: 1) components of teaching-learning process; 2) methods of teaching (teaching theory and teaching skills); 3) preparation and use of a variety of media and materials; and 4) purposes and methods of evaluation. Prerequisite: EMT I certification and department approval.

EMS 112B EMT II - INTRAVENOUS THERAPY3-5
This course covers the responsibilities and regulations of EMT II; human systems and patient assessment/shock and fluid therapy (includes administering intravenous solutions, MAST trousers, and advanced airway management). Prerequisite: EMT I certification. Must comply with the regulations for entrance as specified by state. Current immunizations as required by State of Nevada EMS regulations.

EMS 113B EMS FIRST RESPONDER 3
This course emphasizes development of student skills in patient assessment and emergency medical care procedures including life threatening emergencies, injuries to various body parts, emergency childbirth, techniques of moving patient, etc.

EMS 114B FIRST RESPONDER REFRESHER 1
This course is designed to review and update knowledge and skills in the First Responder (EMS 113B) course for those persons who have been certified as First Responders.

EMS 285B SELECTED TOPICS IN EMS 1/2-6
Various short courses and workshops covering a variety of subjects. The class will be a variable of one-half to six credits depending on the class content and number of hours required. The class may be repeated for credit.

ENVIRONMENTAL CONTROL TECHNOLOGY

ECT 100B INTRODUCTION TO REFRIGERATION3
An introductory course to present the fundamental principles of mechanical refrigeration. The course is designed for persons interested in pursuing a career in servicing, repairing and/or installing refrigeration and air conditioning equipment as well as building maintenance persons. Topics covered: basic physics, thermodynamics, the basic refrigeration cycle, and common components used in mechanical refrigeration. This course, and ECT 110B, Basic Electricity for Environmental Control Technicians, are prerequisites for all other courses in the Refrigeration and Air Conditioning and Building Maintenance core.

ECT 101B BASIC REFRIGERATION SERVICING 6
This course is designed for persons interested in entering the refrigeration/air conditioning service, installation or building maintenance fields and is intended for the intermediate level student. The course is oriented toward development of basic skills required in troubleshooting, repair and maintenance of refrigeration/air conditioning systems. Topics covered: soldering, silver soldering, service and troubleshooting tools, systems construction. Prerequisite: ECT 100B, ECT 110B.

ECT 102B FUND. OF AIR COND. SYSTEMS 3
A basic course developed to introduce the principles of air conditioning for buildings to new or inexperienced students. The course is designed for personnel in or interested in entering the architectural and engineering profession; the building trades, design and drafting fields; heating and plumbing contracting business; and anyone interested in developing knowledge of air conditioning systems. Topics: factors influencing human comfort; basic principles and components of an air conditioning system; use of the

psychometric chart in heating, cooking and dehumidifying processes; estimation of heating and cooling loads for buildings; principles of air distribution; energy conservation; and an introduction to the use of solar energy for air conditioning.

ECT 105B COMMERCIAL REFRIGERATION SERVICING 1-6
Application of basic principles and skills in the troubleshooting, repair and installation of commercial refrigeration equipment and built-up systems. Topics covered are consistent with up-to-date designs and practices as applied in the supermarket, convenience store, bar and restaurant and fast food areas of the commercial refrigeration market. Prerequisite: ECT 101B or approval of instructor.

ECT 106B AIR CONDITIONING SERVICING 6
Application of principles and skills in the troubleshooting, repair and maintenance of air conditioning, heating, and ventilation equipment. Topics covered: the cooling cycle, gas furnaces, oil furnaces, heat pumps, chilled water systems, hot water systems, and cooling towers. Prerequisites: ECT 101B, ECT 102B.

ECT 110B BASIC ELECTRICITY FOR ENVIRONMENTAL CONTROL TECHNICIANS 3
This course is designed to introduce the basic principles of electricity and electro-mechanical devices. Subjects to be covered include the electron theory, OHMS law, electromagnetic induction, and electrical devices commonly found in the field. This course is specific to all environmental control technologies.

ECT 198B SPECIAL TOPICS IN ENVIRONMENTAL CONTROL TECHNOLOGY 1/2-6
Various short courses and workshops covering a variety of subjects. The class will be a variable credit of 1/2 to 6 credits depending on the class content and number of hours required. The class may be repeated up to 6 credits.

ECT 200B HEATING VENTILATION/AIR CONDITIONING CONTROL SYSTEMS 1
Course is designed to familiarize advanced students, and others now working in the H.V.A.C. industry, with the various control systems used in large H.V.A.C. systems. Subjects to be covered include: pneumatic control system and components, electronic control systems, interfacing of pneumatic and electronic controls, energy management systems, etc., with emphasis on operation, maintenance and troubleshooting. Prerequisite: ECT 106B or field experience with large H.V.A.C. systems with instructor approval.

ECT 201B BOILER OPERATION AND MAINTENANCE 1
Subjects to be covered include: operation, safety, water treatment, control devices used with hot water boilers, low pressure boilers, and power boiler systems.

ECT 202B H.V.A.C. EQUIP. SIZING AND CONTRACT ESTIMATING 1

A course designed to familiarize advanced students and others now employed in the H.V.A.C. industry with the basics of contract estimating. Subjects to be covered include: heat load calculation, material take off, site survey, proposal forms, and building codes. Prerequisite: ECT 102B and MATH 108B (may be taken concurrent)

ECT 203B FUNDAMENTALS OF REFRIGERATION SYSTEM DESIGN 1

A course designed to familiarize the student with the basic criteria used in commercial refrigeration system design.

Subjects to be covered include: heat load/gain calculation, equipment selection and location, pipe sizing, insulation, installation practices, and code requirements. Prerequisite: Math 108B, ECT 101B or Instructor's approval.

ECT 299B INDEPENDENT STUDY IN REFRIGERATION & AIR CONDITIONING 1-3
 This course is for students who desire concentrated lab practice on specific types of refrigeration and/or air conditioning equipment. This is a contractual course. Credits, hours and course objectives to be determined on an individual basis by the student and Refrigeration and Air Conditioning faculty. Prerequisite: ECT 101B.

**EMERGENCY MEDICAL TECHNICIAN/
 PARAMEDIC**

EMTP 102B PREHOSPITAL ENVIRONMENT 1
 In this introductory course, the student will be introduced to the roles, responsibilities, and medical-legal considerations of the role of the Paramedic. Course content also includes orientation to the Emergency Medical System structure and communications. The student will be instructed in the basic principles of response and rescue to individual emergencies, major incident events and how to cope with the stressors involved in these situations. Prerequisite: Acceptance into the Paramedic Program.

EMTP 104B PREHOSPITAL PRINCIPLES AND SKILLS 3
 This course will provide the student with the fundamental principles and skills involved in patient care. Content includes medical terminology, general patient assessment techniques, human relationships, leadership principles, psychological, sociocultural, developmental and spiritual variables related to patient care, advanced airway management and ventilation, pathophysiology of shock, and general pharmacological principles. Prerequisite: Successful completion of EMTP 102B.

EMTP 106B CARDIAC ELECTROPHYSIOLOGY, RHYTHMS, AND DYSRHYTHMIAS 2
 This course in advanced emergency care provides the student with the necessary didactic material and skill sessions necessary to be proficient in EKG rhythm interpretation. The course includes anatomy, physiology, and electrophysiology of the cardiac system. The student will be instructed in identification of normal and abnormal cardiac rhythm, their significance, and management. Prerequisite: Successful completion of EMTP 102B and 104B.

EMTP 108B MEDICAL EMERGENCIES 4
 This course in advanced emergency care prepares the student with the didactic material and skill sessions necessary to assess and manage patients presenting with a medical emergency. Course content includes anatomy, physiology, pathophysiology, assessment and management of the respiratory, cardiovascular, endocrine, and nervous system. Specific topics address the identification, prevention, assessment, and management of toxicological, alcohol, drug abuse, infectious disease, environmental, geriatric and behavioral emergencies. Prerequisite: Successful completion of EMTP 102B, 104B, 106B, 124B and 126B.

EMTP 110B GYNECOLOGICAL, OBSTETRICAL, NEONATAL, AND PEDIATRIC EMERGENCIES 1
 This course in advanced emergency care will prepare the student for obstetrical, gynecological, neonatal, and

pediatric emergencies as it relates to prehospital care. The course content will include anatomy and physiology of the female reproductive system, assessment and management of the obstetrical/gynecological (OB/GYN), neonatal, and pediatric patient. Prerequisite: Successful completion of EMTP 102B, 104B, 106B and 108B.

EMTP 112B TRAUMA AND BURNS 1
 This course presents the advanced concepts of trauma and burn care as it relates to the prehospital environment. Content includes the kinematics of trauma assessment, resuscitation, management, monitoring and transportation of the trauma patient. The burn component of the course discusses the anatomy and physiology of the integumentary system, pathophysiology, assessment, resuscitation, and management of the various types of burns. Prerequisite: Successful completion of EMTP 102B, 104B, 106B and 108B, 110B, 124B AND 126B.

EMTP 114B ADV. CARDIAC LIFE SUPPORT 1
 Basic life support, the use of adjunctive equipment and special techniques for establishing and maintaining effective ventilation and circulation, electrocardiographic monitoring and dysrhythmia recognition, intravenous access, employment of pharmacological and electrical therapeutic modalities, assessment and management of patients with cardiopulmonary arrest, patient stabilization in the post-arrest phase and treatment of patients with suspected or overt myocardial infraction according to American Heart Association standards. Prerequisites: EMTP 102B, 104B, 106B and 108B and 112B or approval of Paramedic Program Instructor.

EMTP 120B BASIC TRAUMA LIFE SUPPORT (BTLS) 1
 This course in advanced emergency care is designed for individuals who must initially evaluate and stabilize the trauma patient. Since this is a critical time in the management of these patients, this course ins intended to teach skills necessary for rapid assessment, resuscitation, packaging and transport. This course also stresses those conditions which cannot be stabilized in the field and thus require immediate transport. Prerequisites: EMTP 102B, 104B, 106B and 108B, 110B and 114B or approval of Paramedic Program Instructor.

EMTP 122B PEDIATRIC ADVANCED LIFE SUPPORT (PALS) 1
 This course in advanced pediatric emergency care is designed for the individual who provides care for the pediatric patient. Didactic and skill sessions instruct the student in the assessment and management of pediatric patients requiring advanced life support according to American Heart Association standards. Prerequisites: EMTP 102B, 104B, 106B, 108B, 110B, 114B and 120B or approval from the Paramedic Program Instructor.

EMTP 124B PARAMEDIC HOSPITAL ROTATION I 3
 This course is designed to provide the student in the Paramedic Program the opportunity to apply the cognitive knowledge and psychomotor skills gained in previous EMTP courses. Course involves supervised clinical experience in the hospital acute care setting with emphasis on patient assessment and management. Prerequisites: Successful completion of EMTP 102B.

EMTP 125B PARAMEDIC HOSPITAL ROTATION II... 3
 This course is a continuation of EMTP 124B. Prerequisite: Successful completion of EMTP 124B.

EMTP 126B PARAMEDIC FIELD ROTATION 5
 This course is designed to provide the student in the Paramedic Program the opportunity to apply the cognitive

WORK SHEETS

ENVIRONMENTAL CONTROL TECHNOLOGY—Certificate of Achievement Building Systems Maintenance Technology Emphasis

See Page 28 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENT (See Page 53)				
COMMUNICATIONS _____	3	_____	_____	_____
HUMAN RELATIONS (CE 195B Required) _____	3	_____	_____	_____
COMPUTATIONS (MATH 108B Recommended) _____	3	_____	_____	_____
CORE COURSES				
ECT 100B Introduction to Refrigeration _____	3	_____	_____	_____
ECT 101B Basic Refrigeration Servicing _____	6	_____	_____	_____
ECT 102B Fundamentals of AC Systems _____	3	_____	_____	_____
ECT 110B Basic Electricity for EC Technicians _____	3	_____	_____	_____
ECT 200B HVAC Control Systems _____	3	_____	_____	_____
ECT 201B Boiler Operation and Maintenance _____	3	_____	_____	_____
MTL 100B Basic Metals _____	3	_____	_____	_____
MATH SKILLS EQUAL TO HIGH SCHOOL ALGEBRA ARE REQUIRED IN SOME OF THE ABOVE COURSES				
TOTAL GEN. EDUCATION REQUIREMENTS _____	9			
TOTAL CORE REQUIREMENTS _____	24			
TOTAL CREDITS REQUIRED FOR CERTIFICATE _____				33

ENVIRONMENTAL CONTROL TECHNOLOGY—Associate in Applied Science Refrigeration and Air Conditioning Technology Emphasis

See Page 28 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS (See Page 53)				
ENGLISH _____	3	_____	_____	_____
COMMUNICATIONS _____	3	_____	_____	_____
SCIENCE _____	6	_____	_____	_____
MATH/QUANTITATIVE REASONING (MATH 108B Recommended) _____				
SOCIAL SCIENCES/HUMANITIES _____	3	_____	_____	_____
CONSTITUTION (U.S. and Nevada) _____	3	_____	_____	_____
HUMAN RELATIONS (CE 195B Required) _____	3	_____	_____	_____
CORE COURSES				
ECT 100B Introduction to Refrigeration _____	3	_____	_____	_____
ECT 101B Basic Refrigeration Servicing _____	6	_____	_____	_____
ECT 102B Fundamentals of AC Systems _____	3	_____	_____	_____
ECT 105B Commercial Refrigeration Servicing _____	6	_____	_____	_____
ECT 106B Air Conditioning Servicing _____	6	_____	_____	_____
ECT 110B Basic Electricity for EC Technicians _____	3	_____	_____	_____
MTL 100B Basic Metals _____	3	_____	_____	_____
MATH SKILLS EQUAL TO HIGH SCHOOL ALGEBRA ARE REQUIRED IN SOME OF THE ABOVE COURSES				
GROUP ONE ELECTIVES (choose six credits)				
DFT 100 Basic Technical Drawing _____	4	_____	_____	_____
CONS 123B Blueprint Reading for the Construction Trades _____	3	_____	_____	_____
SOL 100B Introduction to Solar Energy _____	3	_____	_____	_____
CONS 103 Intro. to Uniform Building Codes _____	3	_____	_____	_____
GROUP TWO ELECTIVES (choose nine credits)				
ECT 200B HVAC Control Systems _____	3	_____	_____	_____
ECT 201B Boiler Operation and Maint. _____	3	_____	_____	_____
ECT 202B HVAC Equip. Sizing and Contract Est. _____	3	_____	_____	_____
ECT 203B Fundamentals of Refrigeration System Design _____	3	_____	_____	_____
ECT 299B Independent Study _____	3	_____	_____	_____

Continued on next page

WORK SHEETS

ENVIRONMENTAL CONTROL TECHNOLOGY—Associate in Applied Science

Continued from last page

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
RAC 290B Internship in Refrigeration and Air Cond. _____	16	_____	_____	_____
CE 197B Work Experience II _____	3	_____	_____	_____
SOL 202B Active Solar Energy _____	3	_____	_____	_____
TOTAL GENERAL EDUCATION REQUIREMENTS _____	24			
TOTAL CORE REQUIREMENTS _____	30			
TOTAL EMPHASIS REQUIREMENTS _____	15			
TOTAL CREDITS REQUIRED FOR DEGREE _____				69

REFRIGERATION AND AIR CONDITIONING SERVICE TECHNOLOGY RECOMMENDED PROGRAM OUTLINE

LEVEL I	ECT 102B _____ 3	ENGLISH/COMMUNICATIONS _____ 3
ECT 100B _____ 3	GROUP TWO ELECTIVE _____ 3	TOTAL CREDITS _____ 15
ECT 110B _____ 3	SOCIAL SCIENCE _____ 3	LEVEL IV
MTL 100B _____ 3	ENGLISH/COMMUNICATIONS _____ 3	ECT 105B OR ECT 106B _____ 6
MATH _____ 3	TOTAL CREDITS _____ 18	GROUP TWO ELECTIVE _____ 3
GROUP ONE ELECTIVES _____ 6	LEVEL III	SCIENCES _____ 3
TOTAL CREDITS _____ 18	ECT 105B OR ECT 106B _____ 6	HUMANITIES _____ 3
LEVEL II	GROUP TWO ELECTIVE _____ 3	TOTAL CREDITS _____ 15
ECT 101B _____ 6	SCIENCE _____ 3	

ENVIRONMENTAL CONTROL TECHNOLOGY—Certificate of Achievement Refrigeration and Air Conditioning Technology Emphasis

See Page 28 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS (See Page 53)				
COMMUNICATIONS _____	3	_____	_____	_____
HUMAN RELATIONS (CE 195B Required) _____	3	_____	_____	_____
COMPUTATIONS (MATH 108B Recommended) _____	3	_____	_____	_____
CORE COURSES				
ECT 100B Introduction to Refrigeration _____	3	_____	_____	_____
ECT 101B Basic Refrigeration Servicing _____	6	_____	_____	_____
ECT 102B Fundamentals of AC Systems _____	3	_____	_____	_____
ECT 105B Commercial Refrigeration Servicing _____	6	_____	_____	_____
ECT 106B Air Conditioning Servicing _____	6	_____	_____	_____
ECT 110B Basic Electricity for EC Technicians _____	3	_____	_____	_____
MTL 100B Basic Metals _____	3	_____	_____	_____
MATH SKILLS EQUAL TO HIGH SCHOOL ALGEBRA ARE REQUIRED IN SOME OF THE ABOVE COURSES				
TOTAL GEN. EDUCATION REQUIREMENTS _____	9			
TOTAL CORE REQUIREMENTS _____	30			
TOTAL CREDITS REQUIRED FOR CERTIFICATE _____				39

Visual Communications Programs
Architectural Design Technology: Program Requirements

ARCHITECTURAL DESIGN TECHNOLOGY

<u>Requirement for Certificate</u>	<u>Number of Credits</u>
Communications	3
Human Relations	3
Mathematics	3
Core Requirements	
ADT 105 Architectural Drafting	5
ADT 106B Architectural Drafting II	5
ADT 114B Introduction to Architecture	3
ADT 230B Mechanical and Electrical Equipment for Buildings OR	
ADT 218B Landscape Irrigation Design	3
ADT 212 Architectural Design I	5
CONS 103 Intro. To Uniform Building Codes	3
Total Core Requirements	24
Emphasis Requirements	
ADT 107 Architectural Construction	3
CONS 123B Blueprint Reading for Construction Trades	3
Choose three credits from the following:	
ADT 108B Architectural Landscaping I	3
ADT 235 Architectural Delineation I	3
ADT 245B Static and Strength of Materials	3
ADT 255B Properties of Materials	3
CONS 110B Surveying I	4
ADT 168B Landscape Management	3
ADT 228B Landscape Plant Materials	3
SOL 100B Intro. To Solar Energy	3
SOL 202B Active Solar Energy	3
SOL 105B Climatic and Solar Design	3
Total Credits Required for Certificate	39

<u>Requirement for AAS Degree</u>	<u>Number of Credits</u>
General Education Requirements	
ENG 101 Composition I	3
BUS 107 Business Communications	3
SCIENCE (Choose from the following)	
PHYSICS 200 or CHEM 104	3
GEOGRAPHY 103 or GEOLOGY 101	5
MATH 106B or MATH 108B	3
SOCIAL SCIENCE	3

GEOGRAPHY 103 or GEOLOGY 101	5
MATH 106B or MATH 108B	3
SOCIAL SCIENCE	3
HISTORY/POLITICAL SCIENCE	3
HUMAN RELATIONS: CPD 124B or MGT 171	3
Core Requirements	
AAD 100 Introduction to Architecture	3
ADT 105 Architectural Drafting and Design	5
AAD 107 Architectural Construction	3
ADT 211B Advanced AutoCadd for Rendering & Modeling OR	
ADT 214B Advanced AutoCadd for Landscape	3
ADT 255B Overview of Materials, Structures, Statics & Strengths	3
ADT 290 B Internship in Architectural Design Tech.	3
CONS 103 Uniform Building Code	3
CONS 110B Surveying I	4
DFT 131 Basic AutoCadd	3
SOL 100B Introduction to Solar Design OR	
SOL 205B Climate and Solar Design	3
Choose three credits from the following:	
ADT 225B Individual Study in Architecture Design Tech.	1-3
ADT 264B Architectural Presentations	3
ADT 106B Architectural Drafting and Mechanical/Plumbing Design	3
DFT 215B Introduction to GIS	3
Total Gen. Education Requirements	26
Total Core Requirements	33
Total Elective Requirements	3
Total Credits Required For Degree	62

COURSE DESCRIPTIONS

AAD 126 FUNDAMENTALS OF DESIGN
THEORY I 3
 Investigation of the elements, principles and theories of design in two dimensions. Emphasis placed upon principles of organization, principles of visual and geometric logic, design methodology and color theory. Prerequisite: MUST be concurrently enrolled in AAD 105 and AAD 127.

AAD 127 ARCHITECTURAL DESIGN
APPLICATIONS I 2
 Discussion of the elements, principles and theories of design in two dimensions. Emphasis placed upon principles of organization, principles of visual and geometric logic, design methodology and color theory. Prerequisite: MUST be concurrently enrolled in AAD 105 and AAD 126.

AAD 128 ARCHITECTURAL DESIGN
THEORY II 3
 Investigation of elements, principles, and theories of three-dimensional design. Emphasis placed upon principles of organization, sequencing of spatial experiences, design methods, and comparative design philosophies. Prerequisite: AAD 106, AAD 126, and AAD 127. MUST be taken concurrently with AAD 105 and AAD 129.

AAD 129 ARCHITECTURAL DESIGN
APPLICATIONS II 2
 Investigation of three-dimensional presentations of spatial design through abstract and representational methods. Prerequisite: AAD 106, AAD 126, and AAD 127. MUST be taken concurrently with AAD 105 and AAD 128.

AAD 226 ARCHITECTURAL DESIGN
THEORY III 3
 Elements, principles, and theories of design as applied to projects in various media. Emphasis on the integration of design principles with the various building materials along with consideration of environmental constraints and determinants. Prerequisite: AAD 106, AAD 128, and AAD 129. MUST be taken concurrently with AAD 227 and AAD 235.

AAD 227 ARCHITECTURAL DESIGN
APPLICATIONS III 2
 Discussion of elements, principles, and theories of design as applied to projects in various media. Emphasis on the integration of design principles with the properties of wood, concrete, steel, glass, masonry and other construction materials. Consideration of environmental and climatic conditions and determinants are also discussed. Prerequisite: AAD 106, AAD 128, and AAD 129. MUST be taken concurrently with AAD 226 and AAD 235.

AAD 228 ARCHITECTURAL DESIGN
THEORY IV 3
 Discussion of the elements, principles, and theories of design as applied to projects related to each of the design professions. Emphasis is placed upon integration of design principles to urban landscapes, buildings, interiors, furnishings, and environmental graphic applications. Prerequisite: AAD 226, AAD 227, and AAD 235. MUST be taken concurrently with AAD 229 and AAD 236.

AAD 229 ARCHITECTURAL DESIGN
APPLICATIONS IV 2
 Investigation of the elements, principles, and theories of design as applied to projects related to each of the design professions. Emphasis is placed upon integration of design principles to urban landscapes, buildings, interiors,

furnishings, and environmental graphic applications. Prerequisite: AAD 226, AAD 227, and AAD 235. MUST be taken concurrently with AAD 228 and AAD 236.

AAD 235 ARCHITECTURAL DESIGN
AND DELINEATION I 3
 Investigation of three dimensional documentation of spatial design in two dimensional media. Emphasis on one and two point perspectives, rendering of architectural materials, delineation of entourage and shades and shadows. Prerequisite: AAD 106, AAD 128, and AAD 129. MUST be taken concurrently with AAD 226 and AAD 227.

AAD 236 ARCHITECTURAL DESIGN
AND DELINEATION II 3
 Investigation of verbal, oral and advanced graphic presentation techniques and graphic reproduction processes. Emphasis will be placed upon the written word, graphics, and presentation of preparation of materials for portfolio submission to upper division classes. Prerequisite: AAD 226, AAD 227, and AAD 235. MUST be taken concurrently with AAD 228 and AAD 229.

ARCHITECTURAL DESIGN TECHNOLOGY

ADT 105 ARCHITECTURAL DRAFTING I 5
 Basic techniques of Architectural Drafting. Use of drafting room equipment. Emphasizes residential buildings and leads to completion of a full set of professional level working drawings. Four hours lecture and three hours lab.

ADT 108 ARCHITECTURAL LANDSCAPING I 3
 This class is the first of two classes that teach the theories, concepts and methodologies used in the development of a landscape plan. Projects emphasizing the single family residence will be used to implement the processes of schematic design, design development and presentation. Prerequisite: ADT 105 or the equivalency.

ADT 168B LANDSCAPE MANAGEMENT 3
 This course is an introduction to landscape management concepts that are used in the industry today. Techniques, standards and policies of the landscape industry will be discussed. The class will have field trips to various facilities throughout the area.

ADT 178B FUNDAMENTALS OF HORTICULTURE 3
 Introduction to horticulture practices are discussed and reviewed. Topics to be covered will be in the areas of plant classification, plant structure, growth modification, organic and inorganic practices and their effects, propagation techniques and areas of employment in this industry.

ADT 208B ARCHITECTURAL LANDSCAPING II 3
 This course is the second of two classes that teach the concepts, methodologies and theories of landscape architecture as employed in today's environment. Emphasis in the areas of large scale projects, such as community parks, campus facilities, institutions and major regional developments. The planning, design and presentation of these projects will be implemented by the student. Prerequisite: ADT 108B.

ADT 211B ADV. COMPUTER-AIDED DRAFTING
AND DESIGN 3
 Advanced work in computer-aided drafting and design. Includes development of speed, understanding of CAI techniques and logic and the understanding of office environment that incorporates CAD as a drafting alternative. Prerequisite: DFT 131.

COURSE DESCRIPTIONS

ADT 218B LANDSCAPE IRRIGATION DESIGN 3
 Design and development of manual, semi-automatic and automatic sprinkler irrigation systems. Methods and techniques used in the design of systems, including hydraulics, performance and lay-out of systems will be discussed. Projects to illustrate these methods will be used. Prerequisite: ADT 105 and ADT 108B.

ADT 225B INDEPENDENT STUDY 1-4
 Individual assignment to the development of a project of special interest to the student with the instructor's approval.

ADT 228B LANDSCAPE PLANT MATERIALS 3
 This course will identify the plants that will grow in this climate. The student will be given characteristics of the plants, soil adaptation, cultural needs, use of those plants in the landscape and other information about the plants during the lecture and laboratory.

ADT 230B MECHANICAL AND ELECTRICAL EQUIPMENT FOR BUILDINGS 3
 Basic design computations and drafting concepts used in selection and layout of mechanical and electrical systems for buildings. Two hours lecture and three hour lab. Prerequisite: ADT 105.

ADT 245B STATIC AND STRENGTH OF MATERIALS 3
 Introduction to the free body diagram concept of statics, centroids, and moments of inertia. Elements of strength of machinery, and beams in bending, torsion, tension, compression and buckling. Prerequisite: ADT 255B .

ADT 248B STRUCTURAL ANALYSIS 3
 Application of fundamental principles and techniques to the analysis of typical structural details involving the most commonly used building materials. Emphasis is placed on practical procedures used in the design of structural members. Prerequisite: ADT 245B and MATH 221.

ADT 255B PROPERTIES OF MATERIALS 3
 Properties of ferrous and nonferrous metals, timber, stone, clay products, plastics, bituminous cementing materials; behavior of materials under load; control of the properties of the materials. Prerequisite: see department.

ADT 264B ARCHITECTURAL PRESENTATIONS 3
 This course investigates the methods used to present work in today's Architectural and Landscape Architectural offices. These methods and techniques will be utilized by the student to provide a basis for communicating ideas he/she has developed for the project program. This course will use video presentations, committee presentations and presentations to a neighborhood meeting as a forum. Prerequisite: ADT 105, ADT 212, ADT 235 or ADT 108B.

ADT 290B INTERNSHIP IN ARCHITECTURE 1-8
 A course designed wherein students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed all core and major requirements and have a 2.5 GPA. Contact the appropriate chairperson for an application, screening and required skills evaluation. Up to eight semester hour credits may be earned on the basis of 100 hours of internship for one credit. May be repeated for up to eight credits.

ART

Note: Some art classes require additional expenditures over and above the laboratory fees. If concerned about individual class expenses, please contact the art department.

ART 100 VISUAL FOUNDATIONS 3
 Explores visual forms and contemporary concepts through a variety of media, presentations and discussions. Transfers to UNR/UNLV.

ART 107B DESIGN FUNDAMENTALS I 3-5
 An introductory course in the application and appreciation of the basic principles and elements of two-dimensional design, including form, shape, space and composition.

ART 108B DESIGN FUNDAMENTALS II 3-5
 Use of hue, value and chroma in the application of color in art and design. Color theory and psychology. Prerequisite: ART 107 or approval of instructor.

ART 115 ART APPRECIATION 3
 Introduction to the visual arts planned to illustrate the place of art in social and cultural life and to develop judgement in art analysis and criticism. Satisfies UNR fine arts core curriculum.

ART 116 SURVEY OF THE ART OF WESTERN CIVILIZATION I 3
 Art of the western world from prehistoric times through the Gothic period.

ART 117 SURVEY OF THE ART OF WESTERN CIVILIZATION II 3
 Art of the western world from the Renaissance to the present. Prerequisite: ART116.

ART 121 DRAWING 3-5
 Introduction to concepts of drawing based on visual observations. Fine Art Major Prerequisite: ART 100: Transfers for 3 credits to UNR/UNLV. Satisfies UNR fine arts core curriculum.

ART 135 PAINTING 3-5
 Introduction to concepts of painting including color, form, and composition. Fine Art Major Prerequisite: ART 100, 121: Transfers for 3 credits to UNR/UNLV.

ART 145 WATER COLOR PAINTING 3-5
 Beginning course involving color, form, composition and techniques using transparent and opaque watercolors. Prerequisite: ART 121: Transfers for 3 credits to UNR/UNLV.

ART 150 BEGINNING PHOTOGRAPHY 3-5
 Analytical and critical approach to the creative possibilities of photography including instruction in the basics of photographic materials and techniques including various camera formats and darkroom methods. Transfers for 3 credits to UNR/UNLV.

ART 163 SCULPTURE 3-5
 Introduction to the concepts of three-dimensional composition. Fine Art Major Prerequisite: ART 100. Transfers for 3 credits to UNR/UNLV.

ART 175 CERAMICS 3-5
 Introduction to ceramics emphasizing characteristics of various clay bodies. Fine Art Major Prerequisite: ART 100. Transfers for 3 credits to UNR/UNLV.

ART 185 PRINTMAKING 3-5
 Introduction to processes emphasizing relief, intaglio, and screen techniques. Fine Art Major Prerequisite: ART 100. Transfers for 3 credits to UNR/UNLV.

ART 195 JEWELRY I 3
 Intro to basic fabricating processes: sawing, soldering of both common and fine metals to basic methods of stone setting and construction of non-jewelry pieces. Includes historical evolution of metal work and student research. Emphasis on personal aesthetic growth. Fine Art Major Suggested prerequisite: ART 100.

WORK SHEETS

ARCHITECTURAL DESIGN TECHNOLOGY—Associate in Applied Science

See Page 41 for Information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS				
ENG 101 Composition I _____	3	_____	_____	_____
BUS 107 Business Communications _____	3	_____	_____	_____
SCIENCE (Choose from the following:)	_____	_____	_____	_____
PHYSICS 100 or CHEM 104, _____	3	_____	_____	_____
GEOGRAPHY 103 or GEOLOGY 101 _____	5	_____	_____	_____
MATH 106B or MATH 108B _____	3	_____	_____	_____
SOCIAL SCIENCE _____	3	_____	_____	_____
HISTORY/POLITICAL SCIENCE _____	3	_____	_____	_____
HUMAN RELATIONS: CPD 124B or MGT 171 _____	3	_____	_____	_____
See Page 53 for General Education Requirements				
TOTAL GENERAL EDUCATION REQUIREMENTS _____			26	_____
CORE REQUIREMENTS				
AAD 100 Introduction to Architecture _____	3	_____	_____	_____
ADT 105 Architectural Drafting and Design _____	5	_____	_____	_____
AAD 107 Architectural Construction _____	3	_____	_____	_____
ADT 211B Advanced AutoCadd for Rendering & Modeling OR				
ADT 214B Advanced AutoCadd for Landscape _____	3	_____	_____	_____
ADT 255B Overview of Materials, Structures, Statics & Strengths _____	3	_____	_____	_____
ADT 290B Internship in Architectural Design Tech. _____	3	_____	_____	_____
CONS 103 Uniform Building Code _____	3	_____	_____	_____
CONS 110B Surveying I _____	4	_____	_____	_____
DFT 131 Basic AutoCadd _____	3	_____	_____	_____
SOL 100B Introduction to Solar Design OR				
SOL 205B Climate and Solar Design _____	3	_____	_____	_____
Choose three credits from the following:				
ADT 225B Individual Study in Architecture Design Tech. _____	1-3	_____	_____	_____
ADT 264B Architectural Presentations _____	3	_____	_____	_____
ADT 106B Architectural Drafting & Mechanical/Plumbing Design _____	3	_____	_____	_____
DFT 215B Introduction to GIS _____	3	_____	_____	_____
TOTAL GEN. EDUCATION REQUIREMENTS _____				26
TOTAL CORE REQUIREMENTS _____				33
TOTAL ELECTIVE REQUIREMENTS _____				3
TOTAL CREDITS REQUIRED FOR DEGREE _____				62

ARCHITECTURAL DESIGN TECHNOLOGY—Certificate of Achievement

See Page 41 for information.

	CREDIT	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS					
COMMUNICATIONS _____	3	_____	_____	_____	_____
HUMAN RELATIONS _____	3	_____	_____	_____	_____
MATH _____	3	_____	_____	_____	_____
CORE REQUIREMENTS					
ADT 105 Architectural Drafting I _____	5	_____	_____	_____	_____
ADT 106B Architectural Drafting II _____	5	_____	_____	_____	_____
ADT 114B Introduction to Architecture _____	3	_____	_____	_____	_____
ADT 230B Mechanical and Electrical Equipment for Buildings OR _____	3	_____	_____	_____	_____
ADT 218B Landscape Irrigation Design _____	3	_____	_____	_____	_____
ADT 212 Architectural Design I _____	5	_____	_____	_____	_____
CONS 103 Intro. to Uniform Building Codes _____	3	_____	_____	_____	_____
TOTAL CORE CREDITS _____	24				
EMPHASIS REQUIREMENTS					
ADT 107 Architectural Construction _____	3	_____	_____	_____	_____
CONS 123B Blueprint Reading for Construction Trades _____	3	_____	_____	_____	_____
Choose three credits from the following:					
ADT 108B Architectural Landscaping I _____	3	_____	_____	_____	_____
ADT 235 Architectural Delineation I _____	3	_____	_____	_____	_____
ADT 245B Static and Strength of Materials _____	3	_____	_____	_____	_____
ADT 255B Properties of Materials _____	3	_____	_____	_____	_____
CONS 110B Surveying I _____	4	_____	_____	_____	_____
ADT 168B Landscape Management _____	3	_____	_____	_____	_____
ADT 228B Landscape Plant Materials _____	3	_____	_____	_____	_____
SOL 100B Intro. to Solar Energy _____	3	_____	_____	_____	_____
SOL 200B Passive Solar Energy _____	3	_____	_____	_____	_____
SOL 202B Active Solar Energy _____	3	_____	_____	_____	_____
SOL 205B Climatic and Solar Design _____	3	_____	_____	_____	_____
TOTAL GENERAL EDUCATION REQUIREMENTS _____	6				
TOTAL CORE REQUIREMENTS _____	24				
TOTAL EMPHASIS REQUIREMENTS _____	9				
TOTAL CREDITS REQUIRED FOR CERTIFICATE _____					39

Early Childhood Education

Public Service Programs
Early Childhood Education: Program Requirements

EARLY CHILDHOOD EDUCATION

<u>Requirement for Teacher Certificate of Achievement</u>	<u>Number of Credits</u>
ENG 101 Composition I	3
Computation (Quantitative Reasoning)	3
MGT 212 Human Relations	3
Core Requirements	
ECE 131 Intro. To Teaching the Young Child	3
HDFS 201 Lifespan Human Development	3
HEC 121 Human Nutrition	3
ECE 204 Principles of Child Guidance	3
ECE 234 Preschool Curriculum	3
ECE 231 Preschool Practicum; Children and Their Families	5
Students who receive either the Early Childhood Education Certificate of Achievement or AAS in Early Childhood Education must complete practicum credits through TMCC.	
PSY 101 General Psychology	3
Choose three credits from the following: (Twenty three one-credit options are cited in the catalog.)	3
Total Gen. Requirements	9
Total Core Credits	26
Total Credits Required	35

WORK SHEETS

EARLY CHILDHOOD EDUCATION—Associate in Applied Science

See Page 41 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS (Page 53)				
ENG 101 Composition I _____	3	_____	_____	_____
Communications _____	3	_____	_____	_____
Science _____	6	_____	_____	_____
(Required: HEC 121 Human Nutrition)				
Math _____	3	_____	_____	_____
Social Sciences/Humanities _____	3	_____	_____	_____
U.S. and Nevada Constitution _____	3	_____	_____	_____
CORE REQUIREMENTS				
ECE 131 Intro. to Teaching the Young Child _____	3	_____	_____	_____
ECE 204 Principles of Child Guidance _____	3	_____	_____	_____
ECE 200 The Exceptional Child _____	3	_____	_____	_____
ECE 234 Preschool Curriculum _____	3	_____	_____	_____
ECE 240 Administration of the Preschool _____	3	_____	_____	_____
ECE 231 Preschool Practicum: Children and Their Families _____	5	_____	_____	_____
Students who receive either the Early Childhood Education Certificate of Achievement or AAS in Early Childhood Education must complete practicum credits through TMCC.				
ECE 231 must be taken at TMCC's E.L. Cord child care facility.				
HDFS 201 Lifespan Human Development _____	3	_____	_____	_____
MGT 212 Leadership and Human Relations _____	3	_____	_____	_____
MGT 171 Supervision _____	3	_____	_____	_____
PSY 101 General Psychology _____	3	_____	_____	_____
ELECTIVES _____	7	_____	_____	_____
(Must be Early Childhood Education or approved)				
TOTAL GENERAL EDUCATION REQUIREMENTS _____	21*			
TOTAL CORE REQUIREMENTS _____	39			
TOTAL CREDITS REQUIRED _____			60	

*Total General Education Requirements are 24, 3 or more credits are listed in the core requirements.

Suggested Program Sequence

LEVEL I

ECE 131 Introduction to Teaching the Young Child _____	3
HDFS 201 Lifespan Human Development _____	3
PSY 101 General Psychology _____	3
PSC 103 Political Science _____	3
ENG 101 Composition I _____	3
TOTAL CREDITS _____	15

LEVEL II

Elective chosen from ECE courses _____	3
HEC 121 Human Nutrition _____	3
ECE 200 The Exceptional Child _____	3
English/Communications _____	3
Math _____	3
TOTAL CREDITS _____	15
LEVEL III	
ECE 204 Principles of Guidance _____	3
ECE 234 Preschool Curriculum _____	3
MGT 212 Leader. and Human Rel. _____	3

Science _____	3
Electives chosen from ECE courses _____	3
TOTAL CREDITS _____	15
LEVEL IV	
ECE 240 Admin. of the Preschool _____	3
ECE 231 Preschool Practicum: Children and Their Families _____	5
MGT 171 Supervision _____	3
Social Sciences/Humanities _____	3
Elective chosen from ECE courses _____	1
TOTAL CREDITS _____	15

WORK SHEETS

EARLY CHILDHOOD EDUCATION—Director*

See Page 41 for information.

*To secure the Director's certificate, candidates must first complete the requirements for the teacher's certificate, then complete the additional 13 credit requirement as listed below. The Washoe County Department of Social Services recognizes the TMCC Director's Certificate as fulfilling its requirement for director qualifications of a child care facility. Should a student wish to pursue the two-year Associate in Applied Sciences, he/she may apply course work taken in either certificate program. Additional course work will be required for fulfillment of degree requirements.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
REQUIRED				
ECE 240 Administration of the Preschool _____ 3	_____	_____	_____	_____
MGT 171 Supervision _____ 3	_____	_____	_____	_____
Complete 7 credits from the following courses: (Choose from from the list below or any combination of 1 and 3 credit courses)				
ACC 201 Intro. Accounting I _____ 5	_____	_____	_____	_____
ECE 200 The Exceptional Child _____ 3	_____	_____	_____	_____
COT 202 Computer Literacy Software _____ 4	_____	_____	_____	_____
MGT 283 Personnel Administration _____ 3	_____	_____	_____	_____
ECE 235 Cur. for Young Children with Special Needs _____ 3	_____	_____	_____	_____
ECE 237 Cont. Issues in Community & Family Life _____ 3	_____	_____	_____	_____
REQUIRED FROM TEACHER'S CERTIFICATE _____ 35				
TOTAL CREDITS REQUIRED _____			48	

EARLY CHILDHOOD EDUCATION—Teacher Certificate of Achievement

See Page 41 for information.

	DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION REQUIREMENTS				
ENG 101 Composition I _____ 3	_____	_____	_____	_____
Computation (Quantitative Reasoning) (See Page 53) _____ 3	_____	_____	_____	_____
MGT 212 Human Relations _____ 3	_____	_____	_____	_____
CORE REQUIREMENTS				
ECE 131 Intro. to Teaching the Young Child _____ 3	_____	_____	_____	_____
HDFS 201 Lifespan Human Development _____ 3	_____	_____	_____	_____
HEC 121 Human Nutrition _____ 3	_____	_____	_____	_____
ECE 204 Principles of Child Guidance _____ 3	_____	_____	_____	_____
ECE 234 Preschool Curriculum _____ 3	_____	_____	_____	_____
ECE 231 Preschool Practicum; Children and Their Families _____ 5	_____	_____	_____	_____
Students who receive either the Early Childhood Education Certificate of Achievement or AAS in Early Childhood Education must complete practicum credits through TMCC.				
PSY 101 General Psychology _____ 3	_____	_____	_____	_____
Choose three credits from the following:				
ECE 105B Parent-Infant Education _____ 1	_____	_____	_____	_____
ECE 106B Parent-Toddler Education _____ 1	_____	_____	_____	_____
ECE 107B Parent-Preschooler Education _____ 1	_____	_____	_____	_____
ECE 121 Parent-Caregiver Relationships _____ 1	_____	_____	_____	_____
ECE 123 Health/Nutrition for Young Children _____ 1	_____	_____	_____	_____
ECE 124 Sensorimotor Development for Infant/Toddler _____ 1 or 3	_____	_____	_____	_____
ECE 125 Language Development for Infant/Toddler _____ 1	_____	_____	_____	_____
ECE 127 The Role of Play for Infant/Toddler _____ 1	_____	_____	_____	_____
ECE 129 Environment for Infant/Toddler _____ 1	_____	_____	_____	_____
Early Childhood Programs _____ 1	_____	_____	_____	_____
ECE 151 Math in the Preschool Curriculum _____ 1	_____	_____	_____	_____
ECE 152 Science in the Preschool Curriculum _____ 1	_____	_____	_____	_____
ECE 154 Literature for Preschool Children _____ 1	_____	_____	_____	_____
ECE 155 Reading Readiness in the Preschool Curriculum _____ 1	_____	_____	_____	_____
ECE 156 Music in the Preschool Curriculum _____ 1	_____	_____	_____	_____

Continued on next page

DRAFTING

DFT 100 BASIC DRAFTING PRINCIPLES 3
 This entry level drafting course covers use of drafting instruments, lettering, perception theories, geometric and multi-view problem solving, sketching and dimensioning. It is recommended that DFT 131 be taken concurrently.

DFT 102 TECHNICAL DRAFTING I 3
 This course covers perception theories, lettering, geometric, orthographic, sketching, sectioning, auxiliary, dimensioning and pictorial problems. Prerequisite: DFT 100, DFT 131 or instructor's approval.

DFT 103B TECHNICAL DRAFTING II 3
 A continuation of DFT 102B. Introduction of revolutions, developments, threads fasteners, springs and gears. Prerequisite: DFT 102 or instructor's approval.

DFT 124B BLUEPRINT READING FOR INDUSTRY ... 3
 A course designed to provide the fundamental concepts in reading blueprints required by machine shops, engineering, electrical, and welding industries. The course will start with simple prints and proceed to more advanced prints.

DFT 131 INTRODUCTION TO CAD-AUTOCAD 3
 Introduction to the basic capabilities of a Computer Aided Drafting (CAD) system. Includes appropriate terminology, basic system design, typical hardware and software and applicable commands. Students will draw and solve drafting problems on a CAD system. It is recommended that DFT 100 be taken before or concurrently with DFT 131.

DFT 133 INTERMEDIATE COMPUTER-AIDED DRAFTING 3
 Continuation of DFT 131. The course will cover advanced 2-D CAD operations. Student will draw and solve graphic problems on a CAD system. Prerequisite: DFT 131.

DFT 198B SPECIAL TOPICS IN DRAFTING 1/2-6
 Various short courses and workshops covering a variety of subjects. The class will be variable credit of one-half to six credits depending on the class content and number of hours required. The class may be repeated for up to 6 credits.

DFT 203B TECHNICAL DRAFTING III 3
 This advanced drafting course introduces the student to the elements of descriptive geometry and electronic drafting. Prerequisite: DFT 102.

DFT 215 INTRODUCTION TO GIS 3
 This course serves as an introduction into Geographic Information Systems. The course covers the basic concepts of a GIS to include data acquisition, preprocessing, data management, manipulation and analysis, and product generation. Principles of cartography and spatial analysis will also be covered. The intent of this course is to prepare the student for advanced training using specific GIS software packages.

DFT 225B INDEPENDENT STUDY 3-6
 This course is designed for the student who has a particular interest in drafting and wants to concentrate in that area. This is a contractual course. Prerequisite: Consent of the instructor.

DFT 231 CAD PROJECT 3
 Each student will complete a project that will increase their CAD skills. Prerequisite: DFT 131

DFT 232 CAD SYSTEM MANAGEMENT 3
 A course to assist the students who have an interest in developing CAD organizational skills in the professional office. These skills include but are not limited to management, training, investigation, procurement, troubleshooting and implementing of CAD systems. This course will also deal with the responsibilities of the CAD system manager. Prerequisites: DFT 131

DFT 233 ADVANCED COMPUTER-AIDED DRAFTING 3
 This course will introduce the student to 3-D and solid modeling on a CAD system. Students will draw and solve graphic problems on a CAD system. Prerequisite: DFT 133

DFT 235B AUTOCAD CUSTOMIZATION I 3
 A basic course in customizing Autocad software. By using lecture as well as hands-on exercises, you will learn how to make Autocad more efficient and productive on an individual basis (Screen Appearance, Pull-Down Menus, Accelerator Keys, Tool bar Groups and Dialog Boxes). Prerequisites: DFT 131

DFT 236B AUTOCAD CUSTOMIZATION II 3
 A basic course in customizing Autocad software. By using lecture as well as hands-on exercises, you will learn how to make Autocad more efficient and productive on an individual basis (Tablet Menus, Linetypes, Multi-Line types, Hatch Patterns, Intro to Auto Lisp and Script Files). Prerequisites: DFT 131

DFT 240B INTRODUCTION TO 3D STUDIO MAX 3
 This course is an introduction to 3D Studio MAX. Topics covered will include: the 3D Studio MAX program interface, managing object and project files, creating a basic scene, modeling, lighting, the materials editor, animation techniques, output of images and animations and introduction to the special effects and plug-in capabilities of 3D Studio MAX. Prerequisite: DFT 131

EARLY CHILDHOOD EDUCATION

ECE 102 HUMAN GROWTH AND DEVELOPMENT 3
 Basic theories of the development of children from birth through adolescence in our society. Physical, intellectual, social, and emotional development are emphasized.

ECE 105B PARENT-INFANT EDUCATION 1
 This course is designed for parents of young children ranging in age from six weeks through 17 months. Each parent and child will attend a weekly two-hour morning or afternoon play group together. Parents may also attend a two-hour monthly parent education class. This course can be repeated two semesters for a maximum of two credits. Only one credit can be used as an elective for the Child Development Program.

ECE 106B PARENT-TODDLER EDUCATION 1
 This course is designed for parents of young children ranging in age from 18 months to 30 months. Each parent and child will attend a weekly two-hour morning or afternoon play group together. Parents may also attend a two-hour monthly parent education class. This course can be repeated two semesters for a maximum of two credits. Only one credit can be used as an elective for the Child Development Program.

ECE 107B PARENT-PRESCHOOLER EDUCATION 1
 This course is designed for parents of young children ranging in age from two and a half to five years. Each parent and child will attend a weekly two-hour morning or afternoon play group together. Parents may also attend a two-hour monthly parent education class. This course can be repeated two semesters for a maximum of two credits. Only one credit can be used as an elective for the Child Development Program.

ECE 121 PARENT-CAREGIVER RELATIONSHIPS 1
 A course designed for child development students in which they can acquire various communication skills to enhance parent/caregiver relationships. Newsletters, parent

COURSE DESCRIPTIONS

conferences, phone conversations, record keeping and student data folders.

ECE 123 HEALTH AND NUTRITION FOR YOUNG CHILDREN 1

A study of young children concerning physical development, nutrition, health, safety and childhood illnesses and diseases. Skills developed in menu planning, selecting safe equipment and toys, routines to ensure good health, and policies on illness.

ECE 124 SENSORIMOTOR DEVELOPMENT FOR INFANTS/TODDLERS 1-3

Study of the development of sensorimotor skills in infants and toddlers. Emphasis placed on developing materials and activities for use in the home and child care setting which will foster sensory and motor skills in children from birth to 2 years.

ECE 125 LANGUAGE DEVELOPMENT FOR INFANTS/TODDLERS 1-3

Study of language acquisition in infants and toddlers. Emphasis placed on developing materials and activities for use in the home and child care setting which enhance the development of expressive language in children from birth to three years.

ECE 127 THE ROLE OF PLAY FOR INFANTS/TODDLERS 1-3

The study of the role of play as it affects the social, emotional, physical and intellectual growth and development of infants and toddlers.

ECE 129 ENVIRONMENTS FOR INFANTS/TODDLERS EARLY CHILDHOOD PROGRAMS 1-3

The study of setting up and maintaining an infant/toddler program-environment with emphasis on health and safety concerns, space utilization, equipment, and material needs and usage.

ECE 131 INTRODUCTION TO TEACHING THE YOUNG CHILD 3

An introduction to early childhood education. A course which includes the history of child care, regulations, types of programs, legal issues, professional opportunities and current trends and issues. Emphasis is placed on the role of the preschool teacher in enhancing the social, emotional, physical and intellectual growth of preschool-aged children.

ECE 151 MATH IN THE PRESCHOOL CURRICULUM 1

Activities and materials for developing mathematics readiness in the preschool child. Math concepts such as shapes and counting sets will be included.

ECE 152 SCIENCE IN THE PRESCHOOL CURRICULUM 1

Activities and materials for teaching science in the preschool. Lectures and hands on activities designed to acquaint the child with the world around him/her.

ECE 154 LIT. FOR PRESCHOOL CHILDREN 1

Survey of books for use with preschool children. Included are criteria for selecting and using children's literature, techniques of story telling with and without audiovisual aids such as puppets, flannel graphs, and story rolls.

ECE 155 READING READINESS IN THE PRESCHOOL 1

Activities and materials for developing auditory and visual perception skills in the preschooler. Included are techniques for the development of language skills through experiences in listening, speaking, prewriting and reading readiness.

ECE 156 MUSIC IN THE PRESCHOOL CURRICULUM 1

Teaching techniques and music activities for preschool

children, including songs, finger plays, dance and rhythm activities.

ECE 157 ART IN THE PRESCHOOL CURRICULUM ... 1

Activities and materials for teaching art in the preschool. Emphasis on developing creativity and enjoyment of art through the use of a wide range of materials and activities.

ECE 158 PHYSICAL EDUCATION IN THE PRESCHOOL CURRICULUM 1

Activities, materials and equipment for development of gross motor coordination in preschool children. Individual, small group, and large group activities for both indoor and outdoor use will be included.

ECE 159 AFTER-SCHOOL ACTIVITIES 1

The primary objectives of this workshop are to (1) provide a learning experience in the development of programs for children in after-school programs and (2) develop methods and hands-on training in dealing with groups and individuals in after-school programs.

ECE 161 SOCIAL STUDIES IN THE PRESCHOOL CURRICULUM 1

Activities and materials for teaching social studies in the preschool, with specific content appropriate for young children, drawn from anthropology, economics, geography, history, political science, sociology and psychology. Emphasis on methods of teaching children about themselves, their families and their communities.

ECE 166 WORKING WITH PARENTS 1

A course designed to give students the opportunity to examine different models of parent education programs. Students will learn to (1) work effectively with parents in different settings, (2) identify the varying needs of parents, and (3) recognize the variety of family structures and cultures in our society.

ECE 167 CHILD ABUSE AND NEGLECT 1

This course will provide the opportunity for students to learn the legal definition, symptoms, causes, and reporting procedures of child abuse and neglect. The class will include discussion of the roles and responsibilities of community agencies such as law enforcement, social services, child care personnel, medical and psychosocial professionals.

ECE 168 INFECTIOUS DISEASE AND FIRST AID IN CHILD CARE 1

This course will provide information about infectious diseases and first-aid measures in child care settings. Course content will include recognizing communicable and acute illnesses, management of accidents and injuries, preventive measures, health education, current research, and community resources.

ECE 169 BILINGUAL/MULTICULTURAL EXPERIENCES IN EARLY CHILDHOOD ED 1

A general introduction to life-styles, values, and socioeconomic conditions of children from bilingual/bicultural families. Students are introduced to strategies materials and resources designed to help them enhance bilingual/multicultural experiences in the classroom.

ECE 198B SPECIAL TOPICS IN CHILD DEV. 1/2-4

Various short courses and workshops covering a variety of subjects in Child Development. The class will be of variable credits (1/2-6) depending on the class content and number of hours required. The class may be repeated up to a total of six credits.

ECE 200 THE EXCEPTIONAL CHILD 1

The study of children with physical, social, emotional and/or intellectual disabilities with emphasis on techniques for mainstreaming the children into existing child care programs. Suggested classroom activities for children with

disabilities will be included.

ECE 204 PRINCIPLES OF CHILD GUIDANCE 3
A study of effective communication with children in guiding behavior. Emphasis will be placed on techniques which help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The study includes uses of direct and indirect guidance techniques as well as introduction to guidance systems.

ECE 231 PRESCHOOL PRACTICUM: CHILDREN AND THEIR FAMILIES 3-8
Working in a preschool setting with young children and their families on three levels of competence: (1) aide, (2) assistant, (3) head teacher. Practicum will normally be taken during the final year of the child development program. Students who receive either the Child Development Certificate of Achievement or AAS in Child Development must complete practicum credits through TMCC. Prerequisite: ECE 131, ECE 102, ECE 204, ECE 234.

ECE 234 PRESCHOOL CURRICULUM 3
This course will consist of methods of planning and teaching curriculum for children 3-5 years old. Included will be curriculum development, children's play, lesson planning, and daily scheduling. Emphasis will be on curriculum development for children 3-5 years old in areas such as art, science, literature, music, language arts, blocks, dramatic play, etc. Prerequisite: ECE 131 and ECE 102, or permission of instructor.

ECE 235 CURRICULA FOR YOUNG CHILDREN WITH SPECIAL NEEDS 3
The study of educational procedures used to work with young children with special needs and their families. Validated teaching procedures will be introduced to the students. These include identification and referral, program planning, organizing the learning environment, promoting behavior change and curriculum domains. Prerequisites: ECE 234 and ECE 102 or ECE 131.

ECE 240 ADMIN. OF THE PRESCHOOL 3
The study of the program management of an early childhood education program. Areas include program planning, implementation, and evaluation, facilities development and maintenance, parent and community interaction, nutrition, health and safety issues, and personnel development. Prerequisites: ECE 131, ECE 102, ECE 234 or permission of the instructor.

ECONOMICS

ECON 101 PRINCIPLES OF MACROECONOMICS 3
The study of the determination of output, employment and investment levels and strategies to promote growth, efficiency, equity and stability in the economy. Topics include: demand and supply, measurement of GDP, price fluctuations and the banking system. This class is offered via telecourse alternate semesters. See course schedule for details. Satisfies UNR Social Science core curriculum.

ECON 102 PRINCIPLES OF MICROECONOMICS 3
The study of the allocation of resources to alternative uses in producing the nation's output and the role of relative prices in distributing these goods and services. Topics include: demand and supply, consumer behavior, business decision-making and market structures. This class is offered via telecourse alternate semesters. See course schedule for details. Satisfies UNR Social Science core curriculum.

ECON 104 CURRENT ECONOMIC ISSUES 3
Analysis of the economic news of the day and its

importance to consumers, business persons, and voters. Discussion of the possible future economic effects of current policies and actions. Economic theories and concepts basic to the analysis of current events are reviewed, explained, and applied. Prerequisite: ECON 101 or 102 or approval of instructor.

ECON 261 PRINCIPLES OF STATISTICS I 3
The study of the collection, analysis, presentation and interpretation of data in order to make good decisions. Topics include: descriptive statistics, exploratory data analysis, probability and sampling distributions, indices and decision theory. Prerequisite: MATH 126, or equivalent.

ECON 262 PRINCIPLES OF STATISTICS II 3
The study of statistical methods, induction and the design of experiments which allow the estimation and testing of claims based on sample information. Topics include: estimation and hypothesis testing, analysis of variance, correlation and regression, times series analysis, nonparametrics and statistical process control. Prerequisite: ECON 261, or approval of instructor.

ECON 240 SOCIAL SCIENCE RESEARCH METHODS 3
An overview of the methods and analytical techniques used in the research of social phenomena. Emphasis will be on the design and execution of research. Requisite: statistics recommended.

EDUCATION

EDUC 100B INTERCULTURAL COMMUNICATION 2
This course is designed to provide students with different techniques of Global-Intercultural Communication skills necessary in teaching Literacy to different ethnic and native-born individuals. Students will develop awareness and sensitivity to different cultures and be able to deal with people of foreign cultures. Part of student's training includes art of communication, verbal and non-verbal communication process, improved intercultural communication in intra-extra relations with people of different cultural backgrounds, and enhanced intercultural communication in businesses, academic life environment, and everyday life transactions.

EDUC 102B INTERNATIONAL CAREERS 2
Students in this course will be provided an opportunity to develop competence in different career opportunities overseas with a concentration of applying to a Basic Literacy Education teaching upon receiving a Certificate of Achievement in Teaching Basic Literacy Education at TMCC. Students will develop their own professional well written resume, vitae, and other informational background papers required by organization, institution, or corporation in applying for overseas jobs and careers. Research of latest job opportunities will be required and an actual application and contact will be sent to international companies in need of English speaking employees. Students will have gained knowledge of potential targeted company or companies, culture of the targeted country, communication skills to have a successful interview process, and finally landing a good job overseas.

EDUC 104B TEACHING BASIC ENGLISH AS A SECOND LANGUAGE (BESL) 3
A comprehensive training of various Basic ESL teaching techniques is designed to equip students with quality teaching approaches in BESL, and applying the techniques learned in actual teaching situations by teaching basic listening, pronunciation of vowel and consonant sounds,

Dental Assisting

Health Sciences Programs
Dental Assisting Program Requirements

DENTAL ASSISTING

<u>Requirements for Certificate of Achievement</u>	<u>Number of Credits</u>
General Education Requirements	
Eng 101 Composition	3
SPTH Fundamentals of Speech I	3
PSY 101 General Psychology	3
Total General Education Requirements	9*
Emphasis Requirements	
Level I	
DA 110B Orientation to Dental Assisting	1
DA 111B Introduction to Dental Radiography	3
DA 112B Dental Head and Neck Anatomy	3
DA 115B Dental Health Education	1
DA 116B Pre-clinical Dental Science	1.5
DA 117B Dental Materials & Lab Techniques I	2
DA119B Dental Chairside Procedures	4
Total Required Credits	15.5
Level II	
DA121B Dental Radiography Ii	2
DA122B Clinical Dental Science	2
DA123B Practice Management and Procedures	2
DA125B Supervised Clinical I	4
DA127B Dental Materials & Laboratory Tech II	2
Total Required Credits	12
Summer Session	
DA135B Supervised Clinical II	5
DA137B Specialized Dental Assisting	1
Total Required Credits	6
Total Gen. Ed Requirements	9
Total Emphasis Requirements	33.5
 Total Credits Required for Certificate	 42.5

*Math/Quantitative Reasoning 3 credits embedded

WORK SHEETS

DENTAL ASSISTING Associate in Applied Science

See Page 30 for information.

		DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
GENERAL EDUCATION PREREQUISITES					
It is recommended that the following three courses be taken prior to entering the Dental Assisting program.					
ENG 101 Composition I	3	_____	_____	_____	_____
SPTH 113 Fundamentals of Speech I	3	_____	_____	_____	_____
PSY 101 General Psychology	3	_____	_____	_____	_____
TOTAL GEN. EDUCATION PREREQUISITES	9				
GENERAL EDUCATION REQUIREMENTS*					
SOC 101 Principles of Sociology	3	_____	_____	_____	_____
BIOL 223 Anatomy and Physiology I	4	_____	_____	_____	_____
BIOL 224 Anatomy and Physiology II	4	_____	_____	_____	_____
HEC 223 Principles of Nutrition	3	_____	_____	_____	_____
PSC 103 Principles of American Const. Govt.	3	_____	_____	_____	_____
MATH 100B Math for Nurses	3	_____	_____	_____	_____
TOTAL GEN. EDUCATION REQUIREMENTS	20				
CORE REQUIREMENTS					
All DA courses are to be taken in the time sequence indicated. "C" or better is required.					
LEVEL I (FALL)					
DA 110B Orientation to Dental Assisting	1	_____	_____	_____	_____
DA 111B Introduction to Dental Radiography	3	_____	_____	_____	_____
DA 112B Dental Head and Neck Anatomy	3	_____	_____	_____	_____
DA 115B Dental Health Education	1	_____	_____	_____	_____
DA 116B Pre-clinical Dental Science	1.5	_____	_____	_____	_____
DA 117B Dental Materials and Lab Techniques I	2	_____	_____	_____	_____
DA 119B Dental Chairside Procedures	4	_____	_____	_____	_____
TOTAL LEVEL I REQUIRED CREDITS	15.5				
LEVEL II (SPRING)					
DA 121B Dental Radiography II	2	_____	_____	_____	_____
DA 122B Clinical Dental Science	2	_____	_____	_____	_____
DA 123B Practice Management and Procedures	2	_____	_____	_____	_____
DA 125B Supervised Clinical I	4	_____	_____	_____	_____
DA 127B Dental Materials and Lab Techniques II	2	_____	_____	_____	_____
TOTAL LEVEL II REQUIRED CREDITS	12				
SUMMER SESSION					
DA 135B Supervised Clinical II	5	_____	_____	_____	_____
DA 137B Specialized Dental Assisting	1	_____	_____	_____	_____
TOTAL SUMMER REQUIRED CREDITS	6				
TOTAL GEN. EDUCATION REQUIREMENTS	29				
TOTAL CORE REQUIREMENTS	33.5				
TOTAL CREDITS REQUIRED FOR DEGREE	62.5				

* Math/Quantitative Reasoning 3 credits embedded.

DENTAL ASSISTING Certificate of Achievement
Full-time/Part-time Dental Assisting Program
 See Page 30 for information.

		DATE TAKEN	CLASS CHOICE	GRADE	CREDIT
("C" or better required)					
GENERAL EDUCATION REQUIREMENTS					
ENG 101 Composition I	3				
SPTH 113 Fundamentals of Speech I	3				
PSY 101 General Psychology	3				
TOTAL GEN. EDUCATION REQUIREMENTS	9				
EMPHASIS REQUIREMENTS					
LEVEL I					
DA 110B Orientation to Dental Assisting	1				
DA 111B Introduction to Dental Radiography	3				
DA 112B Dental Head and Neck Anatomy	3				
DA 115B Dental Health Education	1				
DA 116B Pre-clinical Dental Science	1.5				
DA 117B Dental Materials and Lab Techniques I	2				
DA 119B Dental Chairside Procedures	4				
TOTAL REQUIRED CREDITS	15.5				
LEVEL II					
DA 121B Dental Radiography II	2				
DA 122B Clinical Dental Science	2				
DA 123B Practice Management and Procedures	2				
DA 125B Supervised Clinical I	4				
DA 127B Dental Materials and Laboratory Techniques II	2				
TOTAL REQUIRED CREDITS	12				
SUMMER SESSION					
DA 125B Supervised Clinical II	5				
DA 127B Specialized Dental Assisting	1				
TOTAL REQUIRED CREDITS	6*				
TOTAL GEN. EDUCATION REQUIREMENTS	9				
TOTAL EMPHASIS REQUIREMENTS	33.5				
TOTAL CREDITS REQUIRED FOR CERTIFICATE				42.5	

* Math/Quantitative Reasoning 3 credits embedded.

decision making; information concerning the offender, why they classify in a certain manner, varied treatment strategies available.

CRJ 235B JUVENILE COURTS AND PROCEDURES ..3
Jurisdiction, function and organization of agencies dealing with juvenile law and court procedures.

CRJ 240B HOTEL/MOTEL SECURITY MANAGEMENT 3

The function of hotel security; past, present and future. Threats to the security of hotel/motel operations and recommended protective measures. Premise protection, access control, guest room security, safety of guest, controlling losses in alcohol and food service, housekeeping maintenance, parking, offices, protection of money and valuables, fraud, fire and disaster, special events, organized crime. The innkeeper's responsibility to prevent losses and injuries. Laws affecting hotel operations in U.S. and Canada.

CRJ 265 INTRO. TO PHYSICAL EVIDENCE 3-4
An overview of the forensic sciences. The role of science in the utilization of physical evidence in matters of criminal and civil law. Emphasis is placed on the value and assistance of modern scientific knowledge to the investigation. Includes laboratory demonstrations and direct experience examining physical evidence. Three hours lecture and three hours lab per week.

CRJ 267B MEDICOLEGAL DEATH 1-3
The intricacies of investigating suspected homicidal, suicidal or accidental death, sudden unexpected natural deaths, deaths of concern to public health, and other matters coming under the jurisdiction of the coroner. Students may be required to witness and/or participate in a forensic autopsy. Prerequisite: CRJ 164, CRJ 265 or permission of the instructor.

CRJ 270 INTRODUCTION TO CRIMINOLOGY 3
The course includes a brief history of the theories of criminology, the police, and the offender, with particular emphasis given to criminal career perspectives, detailing from a sociological standpoint, types of offenders who commit specific offenses.

CRJ 285B-289B SELECTED TOPICS IN CRIMINAL JUSTICE 1-6
Selected topics in criminal justice. A course intended to provide flexibility in the criminal justice/correction program. Course subject will vary and cover critical and current issues in criminal justice.

CRJ 290B INTERNSHIP IN CRIMINAL JUSTICE 1-8
Work with selected law enforcement agencies, correctional agencies, or security organizations; scheduling to occur during the final semester for the student in the program.

DENTAL ASSISTING

DA 110B ORIENTATION TO DENTAL ASSISTING 1-3
The legal, ethical, moral, and professional responsibilities of dental personnel in the practice of dentistry. Personal requirements, professional conduct, interpersonal relationships, methods of acquiring and training certification of the dental assistant, recognition of dental forms, and an introduction to dental and medical terminology. One (1) hour of class time per week.

DA 111B INTRO. TO DENTAL RADIOGRAPHY 3
Production, characteristics, and biologic effects of radiation; function, components and operation of the X-ray unit; radiation protection and monitoring; components and care of x-ray film; chemistry and techniques associated with

x-ray film and the developing solutions. Review of anatomical landmarks, x-ray placement, identification and correction of radiographic errors; recording pertinent data; special procedures and techniques for pediatric dentistry; the bisecting technique adapted to an adult, pediatric maxillae and human patients.

DA 112B DENTAL HEAD AND NECK ANATOMY 3
The anatomy and physiology of the head and neck are included. Embryology, histology, tooth morphology, occlusion, and periodontal tissues are studied with special emphasis on tooth forms. Developmental and structural defects involving the oral cavity and teeth. Three (3) hours lecture are required per week.

DA 115B DENTAL HEALTH EDUCATION 1
Principles of preventive dentistry to include: nutritional physiology, essentials and counseling effect of nutrition on dental health; epidemiology, etiology and prevention of dental disease; design and management of a plaque control program and additional preventive measures, i.e., fluoride and sealant utilization. One (1) hour of class time per week is required.

DA 116B PRE-CLINICAL DENTAL SCIENCE 5
Principles of microbiology, disease transmission, the universal numbering system, dental clinical charting with geometric and anatomical representations, periodontal charting, local anesthetic, vital signs and emergency prevention are discussed in depth. An introduction to body systems; respiratory and circulatory as they impact dental care delivery are presented.

DA 117B DENTAL MATERIALS AND LAB TECHNIQUES I 2
An in-depth, comprehensive course of the properties, techniques and manipulation of dental materials used in operative dentistry. The dental materials discussed include: Bases and varnishes, amalgam and components, aesthetic and posterior composites, cements and impression materials. One (2) hour lecture each week.

DA 119B DENTAL CHAIRSIDE PROCEDURES 2
A course designed for the development of dexterity and professional competencies needed to assist in four and handed dentistry procedures utilized in general dentistry are taught to laboratory proficiency. Demonstration of proper posture and form at chairside, positive communication, sterilization and disinfection, adherence infection control protocols and OSHA requirements instrument names, use and care are stressed. Two hours of lecture and eight (8) hours laboratory are required each week.

DA 121B DENTAL RADIOGRAPHY II 2
The intra-oral paralleling technique with its variables; evaluation of film quality; recognition of anatomical features with differential tissue densities; preliminary film interpretation for charting and tray set-up; specialized procedures for endodontia, the edentulous and geriatric patient; panoramic radiography lateral jaw and skull surveys; also legal considerations.

DA 122B CLINICAL DENTAL SCIENCE 2
A continuation of DA112B including the study of oral pathology, pharmacology, medical emergencies. Also included is an introduction of body systems; muscular, skeletal, endocrine, exocrine and reproductive systems.

DA 123B PRACTICE MGMT. AND PROCEDURES 2
Principles of dental office routine, management of dental office supplies, team responsibilities, receptionist and secretarial duties, dental bookkeeping, appointment control,

Truckee Meadows Community College
RELATED EMBEDDED MATERIAL REPORT FORM

Dental Assistant
Program Title

Math
Related Instruction Area Evaluated

Course Prefix & Number	Credits	Total Number of Hours in Class	Course Title	Related Instructional Hours
DA 111B	4	2	Dental Radiology	4
DA 121B	4	2	Dental Radiology	1
DA 123B	2	2	Dental Practice Management	10
DA 115B	2	2	Dental Health	1
+ Assorted Course				< 1

*Please attach documentation for the material covered *Recommended for the '97-'98 School Year*

Fulfills minimum of three credits:

[Signature]
Evaluator

Wis. Newhall

10/1/97
Date

Academic Standards Approval:

[Signature]
Chair

10/1/97
Date

APPENDIX B

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

Future Search Conference Report

- Truckee Meadows
Community
College

- Future Search
Conference
Report

May 1996

- Prepared by Conference Planning Committee

Introduction

Why A Future Search Conference?

President Ken Wright advanced the idea of a Future Search Conference for TMCC during his first semester on campus (Fall 1995). Rita Gubanich, Vice President for Planning and Development was charged with the task conference development and implementation.

The primary motivations for hosting a Future Search Conference were two-fold: first, to develop a more coherent and comprehensive campus planning process, and second, to focus on common ground rather than on the differences that had traditionally proven contentious.

The Future Search Conference was seen as a key dynamic in a broader campus planning effort initiated last fall; other efforts included the completion of an Academic Master Plan, implementation of environmental scanning, and the development of comprehensive enrollment management.

What is a Future Search Conference?

The Future Search Conference concept originated in the 1980s with Marvin Weisbord and Sandra Janoff, both organizational consultants in Philadelphia and directors of SearchNet, a nonprofit organization dedicated to facilitating community and institutional growth and development.

As Weisbord puts it, "future search conferences enable organizations and communities to learn more about themselves from every angle. Bringing the whole system into the room makes feasible a shared encounter with aspects of reality we normally avoid—chaos, complexity, uncertainty. The key word is shared. When we explore common ground with others, we release creative energy leading to projects none of us can do alone. People simultaneously discover mutual values, innovative ideas, commitment and support....Future search is not a substitute for rational planning procedures. Rather we provide an umbrella for building commitment. Our forum allows people to work far

enough through the dynamic issues that stand in the way of implementing anything--dreams and schemes, systems and projects, visions and values."

From Future Search by Weisbord/Janoff, p.3

Future Search Conferences have been conducted by private industry, city and county governments, and public and private colleges throughout the nation. Conferences normally involve participation by 60-70 internal and external "stakeholders"--individuals who possess information, authority and resources to act and/or will be affected by what happens. The stakeholders are evenly grouped by tables which represent the most relevant constituencies for the institution.

The Conference meets over a three-day period (half-day/full day/half-day) which paces the learning curve and allows participants to actually ponder various discussions and events. Conference ground rules stress that all ideas are valid and also reaffirms the importance of listening to each other. As the Conference progresses, the goal is to find common ground and a shared vision of a long-term future all participants can support.

The Future Search Conference model stresses:

- the **WHOLE SYSTEM** participates--a cross-section of as many "stakeholders" as practical. This insures greater diversity and less hierarchy than is usual in a working meeting. It also provides a chance for each person to be heard and to learn other ways of looking at the system and the task at hand.
- future scenarios for our campus are put into **HISTORICAL** and **GLOBAL** perspectives. That means thinking globally together before acting locally. This feature enhances shared understanding and increased commitment to act.

- people SELF-MANAGE their work and use DIALOGUE in their small and large groups rather than "problem-solving" tools. This means assisting each other with the tasks and taking responsibility for their perceptions and actions.

- COMMON GROUND rather than "conflict management" is the frame of reference. This way we can honor our differences without having to reconcile them and still identify institutional consensus on shared visions, values and goals.

Conferences are structured in a relaxed atmosphere and are very "hands-on" or "interactive". Participants are expected to fully attend all sessions. A conference typically accomplishes five tasks: 1) review the past, 2) explore the present, 3) create ideal future scenarios, 4) identify common ground and 5) make action plans.

Experience with the future search process suggests three likely outcomes from the Conference:

1. future search processes often lead stakeholders to create a shared future vision for their organization or community
2. future search meetings can enable all stakeholders to discover shared intentions and take responsibility for their own plans and/or
3. these events can help people implement a shared vision that already exists

Planning for TMCC's Future Search Conference

The Steering Committee

The faculty-based steering committee was formed in late-October and began the planning process in early-November. The committee operated under the auspices of Rita Gubanich, Vice President for Planning and Development. The members of the Steering Committee included:

- Fred Lokken, Chair - Arts & Sciences
- Dan Adams, Faculty - Applied Industrial Technology
- Jim Claybrook, Faculty - Counseling
- Elsie Doser, Dean, Institutional Effectiveness
- Trix Gastoni, President - Classified Council
- Cheryl Hinman, Coordinator
- Karen Hruby, Chair - Advisory Board
- Kathy Odynski, Director - Community Services
- Sue Oldham, Foundation Board
- Dave Surges, Faculty - Professional Business Studies

The primary responsibilities of the Steering Committee included: 1) to determine the Conference theme, 2) to identify the constituent groups (tables) AND the stakeholders to be represented, 3) to plan and coordinate the logistics of the Conference, and 4) to produce a final report of the results. Dee Fentiman and Tobin Quereau of Austin Community College--Austin, Texas were contracted to facilitate the Conference and to provide pre-conference planning assistance.

The Conference Theme

After extensive discussion, the steering committee endorsed a theme which reflected the intended focus of the Conference: **"To Envision, Serve, and Lead Through Partnerships"**. The theme further reflected the desired synergy that would result from the three-day Conference: a clearer delineation of campus priorities and directions and how best to interact with the greater community.

Identifying Constituent Groups/Stakeholders

Determination of a Conference theme was an important first step. It guided the identification of key constituents and stakeholder representatives. The steering committee decided that of the eight tables for the Conference participants, five would reflect internal stakeholders and three would reflect external stakeholders. This table/stakeholder ratio

was influenced by two key factors: 1) the limited planning that had occurred on campus--and the essential need for early "buy-in" of the planning process by faculty, staff and administrators, and 2) the overwhelming number of on-campus volunteers that had expressed a strong desire to participate in the Conference--the committee wanted to capitalize on this enthusiasm.

The Steering Committee established the following as important constituent groups to be represented at the Future Search Conference:

Internal

Table #1: Students
Table #2: Full-time Faculty
Table #3: Part-time Faculty
Table #4: Administrators
Table #5: Classified

External

Table #6: Education/Training
Table #7: Business Executives
Table #8: Community Leaders

Steering Committee members then generated a list of potential stakeholders based on volunteers and those identified as interest in/important to the future of the institution.

Please Note: A complete list of stakeholders is provided in Appendix A of this report.

Conference Findings/An Agenda For Chance

To be relevant, any community college must be an integral part of the community it serves. And to remain relevant, a community college must regularly reassess its strengths and weaknesses. To that end, TMCC decided to host a Future Search Conference as a process designed to accomplish four very important tasks:

1. To Identify and Assess the Challenges Facing our Community and TMCC

As you will recall, the stakeholders at the Conference had the opportunity to identify major trends affecting society AND Truckee Meadows Community College. The list generated from the Mind-Map discussion was extensive and represented a complex/interwoven set of trends. Stakeholders were then asked to vote to determine which trends were "most important"; the results included:

- youth/violence and negativity
- functionally illiterate high school grads
- unpredictability
- avoidance of personal responsibility
- reorganization of the American Family
- religious activities and values
- fear of the future

- inability to adjust to change
- increase in information/instant communication

The stakeholders were able to discuss and analyze the implications of these trends both for society and for TMCC.

2. To Promote "Common Themes" Rather than Differences

The Conference brought together representatives of the essential stakeholders of the college; the three days of activities promoted threads of commonality and shared interests. Issues that divided the campus were left behind; rather, participants began to focus on the challenges and opportunities that lie ahead for TMCC. By the third day of the Conference, a consensus emerged from each of the stakeholder tables as participants recognized the advantages of promoting "common themes".

3. To Promote Campus Strategic Planning

The Future Search Conference fostered a comprehensive assessment of the past, present and possible futures of TMCC. During the dialogue, recurring themes emerged. Stakeholders provided broad-based input regarding key planning directions for college programs and services. The results of the Future Search Conference will be included in

overall strategic planning initiatives already undertaken by TMCC and will assist a number of faculty and administrators in reshaping campus priorities.

4. To Develop an Agenda for Change

Based on the important work of the Future Search Conference, TMCC can identify a relevant Agenda for Change that effectively blends the views and recommendations of our various stakeholder groups with the strategic directions of the UCCSN. Consequently, TMCC seeks to implement the following in a sincere effort to create the "synergy" needed to build TMCC's future:

TMCC's Ten-Points Of Common Ground

1. A Commitment to Technology

TMCC recognizes the fundamental importance of assisting in critical retraining and technology transfer. The campus also recognizes the value of distance learning technology and self-paced instruction as essential tools to enhance the quality of undergraduate teaching and learning, to enhance access and retention and to promote innovation and enhance learning productivity.

2. Ethics-Based Education

TMCC commits to the implementation of an ethics curriculum designed to promote greater responsibility and more clearly define the role of an individual in the greater community.

3. Improved Childcare Opportunities

TMCC understands the need to enhance childcare services as the most effective method of facilitating the return to the classroom of our nontraditional students.

4. Providing a Bridge to Better Prepare our Students to be Functionally Literate

TMCC seeks to be aggressive in helping students to overcome essential skill deficiencies in mathematics, communications, and student preparedness. TMCC also commits to greater cooperation and coordination with the WCSD via the dual-credit program and developmental skills assistance. TMCC commits to greater cooperation and coordination with other UCCSN institutions via increased collaborative efforts. TMCC will also strive to collaborate with the WCSD via the dual-credit program and developmental skills assistance.

5. Expanded Instructional Opportunities

TMCC commits to providing the curriculum and services demanded by the business community. To that end, TMCC will reassess existing programs, explore new program needs and develop tailored instruction. TMCC will also explore the need for selected 4-year degree programs.

6. Greater Connection with the Community

TMCC recognizes the value of community interaction; the campus will establish advisory boards for all TMCC programs and will seek the assistance of the community in campus planning and new program implementation.

7. Student Success IS our Mission

TMCC will strive to better prepare our students to be life-long learners and will improve student access, retention and success. Overall, TMCC will promote an educational climate that encourages greater adaptiveness, critical thinking, and creativity (greater flexibility and less fear of the unknown).

8. Create More Opportunities to Broaden the Education Experience and Produce Well-Rounded Individuals

TMCC will pursue innovative and expansive ideas to enhance the learning experience. Emphasis will be give to goals of diversity and international education. TMCC will also encourage programs such as "school-to-work" to improve connectivity to the realities of the workplace.

9. Promoting Change Rather than Reacting to it

TMCC will become a champion of innovation and the benefits of change and will serve as a leader for economic development in Northern Nevada.

10. To Promote a Greater Role for the College in the Community

TMCC will work to improve its overall impact and effectiveness in the community and will deepen its commitment to community service and assistance.

What Next?

Conference Stakeholders

With the three-day Conference completed, the Steering Committee assured participants that:

- all stakeholders would receive a copy of the Future Search Conference Final Report
- a 30-minute video of the Conference would be produced (and available for viewing)
- the Steering Committee would schedule a reunion of stakeholders to discuss the Final Report, view the video, and receive a report from President Wright concerning how the Action Plan would be implemented (what the campus could do immediately)

The Steering Committee has also since met to do a P-I-E assessment (Preserve, Improve and Eliminate evaluation) of the Future Search Conference and has agreed to continue to meet to coordinate implementation of the Conference Action Plan.

TMCC and the Community

During the past academic year, many individuals on campus and from the community have worked together to develop a strategic direction for TMCC. The over-arching goal of planning at TMCC is to include as many voices as possible. All views are relevant and will be heard. By working together, we can help to shape TMCC's future.

Regardless of the venue or group, a recurring theme has emerged from this year-long dialogue: internal differences are keeping TMCC from effectively meeting the challenges of the present AND the future. TMCC is facing new competition and a rapidly changing workplace. The campus risks being "left behind" unless it learns to effectively transform ideas into action and starts to focus on "common ground" instead of differences. The window of opportunity for TMCC may be closing; in order to "envision, serve and lead through partnerships" TMCC will need to listen to the community it serves and respond quickly to ever-changing realities.

In the coming months, all of us will have the opportunity to join together to craft a strategic plan that is consistent and clear. We must share ideas openly and listen to each other. We must find middle ground and create the synergy essential for success.

What next? It's up to you!!

Institutional Effectiveness Chart

CHART FOR INSTITUTIONAL EFFECTIVENESS

Areas of Inquiry Indicators

Access and Equity

- A-1 Student body population mix vs. population that is **disadvantaged or at risk** in service area (sampling technique)
- A-2 Educational goal attainment by total student body **population and** disadvantaged at risk
- A-3 Student tuition and fee increases vs. growth of personal **income in service area**
- A-4 Faculty-staff-administration **population mix vs. service area** population mix (ethnic & gender)
- A-5 Transfer rate and enrollment of local high school graduates **in semester** following graduation
- A-6 Credit received for non-traditional learning upon **admittance**
- A-7 TMCC services offered by college (child care, transportation, housing) vs. **usage by all students** and at risk students

- A-8 Full-time and part-time student enrollment per year 1,000 area inhabitants
- A-9 TMCC acceptance of transfer credits
- A-10 Student body age and ethnic mix vs. adult age mix in service area

Employment Preparation and Placement

- B-1 Placement of program completers in work-related jobs within six months of graduation
- B-2 Completion of required licensure/certificate exams by program completers
- B-3 Employers' satisfaction with competence of non-technical programs completers (employability skills, work attitude, communication skills, human relation skills)
- B-4 Employers' satisfaction with competence of technical program completers
- B-5 Program completers' satisfaction with technical education preparation
- B-6 Program completers' satisfaction with general education preparation

College University Transfer

- C-1 TMCC graduates who actually transfer to UNR/UNLV vs. those who plan to transfer
- C-2 Acceptance of associate degree/2-year college credits by UNR/UNLV
- C-3 Baccalaureate degrees obtained by transfer students
- C-4 Transfer students' general education competencies related to their intended majors vs. those of students who complete 2 years at UNR/UNLV
- C-5 Grade point averages of students who complete AA or AAS vs. grade point averages of students who complete 2 years at UNR/UNLV
- C-6 Students who co-enroll with UNR

Workforce Development

- D-1 Students (credit/noncredit) employed or retained by contracting employers following customized training programs for new, expanding, and retooling industries
- D-2 Placement of displaced/under-employed workers who complete regular classroom or customized training
- D-3 Use of educational and consultant services by business personnel to start, improve, or expand their business
- D-4 Annual labor market needs met by program completers
- D-5 Regular classroom or customized training provided to displaced or unemployed workers with service area
- D-6 Jobs created or retained in the service area as a result of the college's work with employers
- D-7 Associate degrees and certificates obtained by adults within service area

Areas of Inquiry Indicators

College/Community Partnerships

E-1 Successful fulfillment of requests for college services and education resources made by individuals and/or public and private sector groups

E-2 Satisfaction of individuals and/or public sector groups receiving college services (teleconferencing, videos, library, distance learning)

E-3 Tied to community and partnership (K-16) education (advisory boards, job corps, Chamber of Commerce, Foundation Board)

E-4 School participation by faculty, staff, students, and program completers in community services

E-5 Advance certificate beyond the degree (technical and skills training) competencies with education

Cultural and Cross-Cultural Development

F-1 Participation of (credit) students in cultural and cross cultural activities of the college

F-2 Participation of faculty and staff in cultural and cross-cultural activities of the college

F-3 Participation of adult population of the service area in cultural and cross-cultural activities of the college

Instructional Effectiveness

G-1 Initial assessment of basic skills and placement of students for programs

G-2 Development of program outcomes for all areas

G-3 Retention and program completer functions in place

G-4 Mid point assessment of all majors

G-5 Integration of technology in courses

G-6 Program completion time

G-7 Graduate placement in all programs

Resource Effectiveness

H-1 Efficiency measure: FTE ratios

H-2 Efficiency measure: cost to programs

H-3 Efficiency measure: space utilization

H-4 Efficiency measure: student FTE to instructor

*Adaptation of chart prepared by the National Alliance of Community and Technical Colleges

Truckee Meadows Community College
Institutional Effectiveness Office

Initiatives - College Strategic Plan

Truckee Meadows Community College
College Strategic Plan

4.0 ACTION PLAN

Note: IE = Instructional Effectiveness OC = Outreach College
M = Matriculation OD = Organization Development

	Strategic Goal Key Word	Biennial	Initiative - Objective - Project - Program
IE	Quality	1997-1999	Initiate getting courses scheduled in logical blocks; linking classes, evaluating developmental math and English to determine if they're working for the students; generate a new early warning system; assist in the development of the reading assessment survey that is currently being developed. (1997-1999)
IE	Quality	1997-1999	Create methodology which examines the following retention factors: institutional commitment, academic integration, social integration, academic ability/performance, satisfaction, demographic variables, and ability to pay. (1997-1999)
IE	Accountable	1997-1999	Each department is working to develop a student assessment program to measure student development.
IE	Accountable	1997-1999	In most cases, this process will also include a periodic survey of employers as to student preparedness.
IE	Accountable	1997-1999	Study the feasibility of teaching library science courses and integrating the library usage curriculum module into existing instructional courses.
IE	Accountable	1997-1999	Review and update competencies and outcomes of course and programs for PBS.
IE	Accountable	1997-1999	Utilize professional associations to attract students and pursue additional recruitment opportunities for PBS.
IE	Accountable	1997-1999	Establish clearly defined learning outcomes and outcomes measures in all courses and programs.
IE	Accountable/ Measures	1997-1999	Continue student self-evaluation of progress. (1997-2002)
IE	Accountable/ Measures	1997-1999	Do follow-up of students completing training programs. (1997-2002)
IE	Accountable/ Technologies	1997-1999	Nursing: By fall 1998, implement changes in current nursing curriculum to meet demands in changing health care competencies for beginning practitioners.
IE	Diversity	1997-1999	Emergency Medical Services: When Edison Way building opens, offer one additional basic technician class to meet community demand.
IE	Diversity	1997-1999	Computerized self paced developmental math and English. (1997-1998)
IE	Diversity	1997-1999	Provided non-English speaking individuals with workplace readiness skills. This will be a .5 credit six-week course. (1997-1998)
IE	Diversity	1997-1999	Translate TMCC's Application for Admission into Spanish to make it easier for some ESL students to register. (1997)
IE	Diversity	1997-1999	Produce video to promote ESL. (1998)
IE	Diversity	1997-1999	Develop placement testing program for ESL students. (1998)
IE	Diversity/ Technologies	1997-1999	Radiologic Technology: By spring 1998, provide one continuing education course each academic year for community radiologic technologists.
IE	Infrastructure	1997-1999	Continue to optimize resources by sharing within the Division as well as with the rest of the College.
IE	Measures	1997-1999	Develop program outcomes for all areas by June 1997.

Truckee Meadows Community College
College Strategic Plan

IE	Measures	1997-1999	Integrate technology into one-half of all classes by June 1998.
IE	Measures	1997-1999	Develop plan to meet campus/departamental ad hoc survey needs including data for program/learning outcomes, program reviews and new programs.
IE	Measures/ Accountable	1997-1999	Implement performance indicators of Institutional Effectiveness.
IE	Measures/ Accountable	1997-1999	Develop annual survey plan.
IE	Outreach	1997-1999	Expand staff development efforts to include greater involvement in the community through internships or externships by June 1997.
IE	Outreach	1997-1999	Develop and implement a continuing donor program for the library.
IE	Outreach	1997-1999	The Arts and the library. Showcase various arts and coordinate them with library collections.
IE	Outreach	1997-1999	Create and update promotional materials for PBS.
IE	Outreach	1997-1999	Provide community outreach services to identify unmet needs that can be converted into additional FTE course offerings. (1997-1998)
IE	Participatory	1997-1999	Develop and continue improvement of more effective and efficient interactions between library staff and those being served.
IE	Participatory	1997-1999	Involve the library in community learning projects.
IE	Participatory	1997-1999	Form and train self-directed work teams to work on marketing, retention, recruitment, customer service, and course offerings. (1997-2002)
IE	Participatory	1997-1999	Provide administrative support services for Institutional Effectiveness Team such as minutes, agendas, meeting rooms, handouts. (1997-2002)
IE	Participatory	1997-1999	Participate and/or support functional teams, team building activities, college support functions, administrative team actions. (1997-2002)
IE	Partnerships	1997-1999	Strengthen College access to summer programs and improve summer school offerings by adding faculty FTE.
IE	Partnerships	1997-1999	Investigate library/private industry cooperative research activities.
IE	Partnerships	1997-1999	Nursing: Beginning fall 1997, increase nursing assistant sections by one each semester for the next four semesters.
IE	Partnerships	1997-1999	Paramedic: By fall 1998, investigate cost effectiveness and feasibility of combining efforts with Western Nevada Community College in providing paramedic education.
IE	Partnerships	1997-1999	By fall 1998, develop two year degree for mental health technician for Board of Regents approval.
IE	Partnerships	1997-1999	Pursue library access for students in conjunction with the Washoe County Library at Old Town Mall for PBS.
IE	Partnerships	1997-1999	Implement consistent curriculum across multiple sections for PBS.
IE	Partnerships	1997-1999	Articulate selected foreign language courses with secondary school programs to allow advanced placement for qualified students.
IE	Partnerships	1997-1999	The Engineering-Drafting and Graphic Communications programs continue to work with TMCC recruitment in participation in the Washoe County School District's "Day on the Hill" program.
IE	Partnerships	1997-1999	The Art department continues to work with the community to bring Art shows to the TMCC Art Gallery.
IE	Partnerships	1997-1999	Establish publicity sponsorship, for example radio station sponsoring Secretaries' Day Conference. (1998)

Truckee Meadows Community College
College Strategic Plan

IE	Partnerships	1997-1999	Establish true industry partnerships; a partnership in which both TMCC and a participating business or businesses are contributing resources.
IE	Partnerships	1997-1999	Develop career path avenues providing students and business sponsors with the options to receive college credits, continuing education credits, or non-credited skill certificates.
IE	Partnerships	1997-1999	Develop new programs in conjunction with other UCCSN institutions and community businesses to share resources; potentially reducing operational costs and expanding services for students.
IE	Planning	1997-1999	Nursing: By spring 1998, develop and implement one continuing educational offering for local nursing community.
IE	Planning	1997-1999	By fall 1998, offer one new course directed toward gerontology and health care.
IE	Planning	1997-1999	By spring 1999, investigate feasibility of gerontology certificate or degree.
IE	Planning	1997-1999	Assist the Registration Task Force in its planning of the class schedule and catalog's format, timelines, readability, and aesthetic value as a marketing tool. (1997-1998)
IE	Planning	1997-1999	Create special summer schedule targeted at high school seniors containing survey. (1998)
IE	Planning	1997-1999	Develop and refine marketing strategies – who students are, target mailings, programs planning, etc. (1997-2002)
IE	Planning	1997-1999	Conduct survey of senior citizens. (1998)
IE	Programs	1997-1999	Increase the retention and graduation rate of student from underrepresented groups.
IE	Programs	1997-1999	Investigate the development of library intern programs.
IE	Programs	1997-1999	Emergency Medical Services: By spring 1998, budget funds to work with local EMS industry to award credit for classes taught by industry.
IE	Programs	1997-1999	Paramedic: If program evaluation indicates, hire full-time instructor for fall 1999.
IE	Programs	1997-1999	Review the core for the AAS degree for PBS.
IE	Programs	1997-1999	Develop new and modify existing courses and programs of study to meet the ever changing needs of the local community and to remain current with developments and new applications for PBS.
IE	Programs	1997-1999	Schedule dual credit and other offerings with the high school/college program for PBS.
IE	Programs	1997-1999	Purge, update and suggest additions to library sections in faculty members subject area annually for PBS.
IE	Programs	1997-1999	Expand interest in the PBS internship program and participate in activities which contribute to the TMCC School-to-Career Plan.
IE	Programs	1997-1999	Establish a standard student reading skill level for various PBS courses; especially in Accounting and Business.
IE	Programs	1997-1999	We will continue building sophomore course offerings.
IE	Programs	1997-1999	We will continue refining guidelines for Eng. 090, Eng. 101, and Eng. 102.
IE	Programs	1997-1999	Building on the equipment and software now available in the grammar and usage lab, we will add credit options for individualized reading and developmental writing courses: 1-2 credits of Eng., 1-2 credits of Eng. 090 (writing components to be guided and evaluated by Writing Center faculty.)

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IE	Programs	1997-1999	We will design enrichment modules for students enrolled in regular writing courses.
IE	Programs	1997-1999	Target of a 5% annual enrollment increase.
IE	Programs	1997-1999	Review and recommended improvements to current library holdings/improve working relationship with library staff.
IE	Programs	1997-1999	Offer twenty-six .5 credit eight hour computer application courses to the community. (1997-1998)
IE	Programs	1997-1999	Provide intensive short-term training programs for medical office staff and specialists. All are credit courses, the amount of the credit will vary upon content of the course. (1997-1998)
IE	Programs	1997-1999	Provide short-time pre-apprenticeship courses to prepare persons entering the apprenticeship trade programs offered at TMCC. This will be credit or non-credit depending upon the trades. (1997-1998)
IE	Programs	1997-1999	A personal computer service technician training program. This is a six week, eight hour a day computer based course with instructional support, leading to a certification and up to six credits. (1997-1998)
IE	Programs	1997-1999	Institute the Silent Shopper concept to improve customer service. (1997)
IE	Programs	1997-1999	Generate a Customer Service Program specifically for TMCC employees with a manual and a specific continuous system that all employees will follow. (1997-1998)
IE	Programs	1997-1999	Expand course offerings and enrollments in emerging program areas: music, film, ethical studies.
IE	Programs	1997-1999	Expand foreign language offerings to meet community needs.
IE	Programs	1997-1999	Develop and offer an individualized study option in Western Traditions to offer students wider scheduling options.
IE	Programs	1997-1999	Create Motorcycle Instructor class to expand program. (1998)
IE	Programs	1997-1999	Identify and focus on projects that benefit students entering the skilled workforce or employees that are already in the workforce, but in need of skill training enhancements.
IE	Programs	1997-1999	Determine appropriate "college fit" for developing and implementing program initiatives (i.e. Under AIT, B & I or a core college initiative or an out reach initiative).
IE	Programs	1997-1999	Currently, The Engineering-Drafting and Architecture departments are working with DRI in offering three GIS workshops over the next six months.
IE	Programs	1997-1999	During the 1997-98 academic year the Engineering-Drafting and Architecture departments will plan their Fall and Spring schedules so that the Washoe County School District will be able to use room ATC 209 from 12:00 p.m. to 5:15 p.m. Monday through Friday for their Magnet program.
IE	Programs	1997-1999	Partner with local fire departments to create a fire academy.
IE	Programs/ Technologies	1997-1999	Dental Assisting: By fall 1998, develop for Board of Regents approval, a two year dental hygiene program.
IE	Programs/ Technologies	1997-1999	Dental Assisting: By fall 1999, develop and implement certificate in dental practice management.
IE	Quality	1997-1999	Expand the library personnel presence on the second floor.
IE	Quality	1997-1999	Paramedic: By spring 1998, evaluate effectiveness of current program in meeting community demand.
IE	Quality	1997-1999	Investigate alternative financing strategies for PBS divisional needs.

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IE	Quality	1997-1999	Contact students with 30+ credits and report on the outcome for PBS.
IE	Quality	1997-1999	Continue alternative scheduling and evaluate the results for PBS.
IE	Quality	1997-1999	Expand teaching methodologies used in the classroom; increase the use of technology in the classroom.
IE	Quality	1997-1999	A brief handbook for part-time faculty, detailing instructional objectives of classes commonly taught by them (developmental classes and Eng. 101 and 102) and office procedures, will be developed.
IE	Quality	1997-1999	Development of assessment mechanisms for student success and effective instruction.
IE	Quality	1997-1999	Exploration and implementation of innovative teaching techniques (use of technology, team teaching, new scheduling strategies.)
IE	Quality	1997-1999	Mentoring program for part-time faculty.
IE	Quality	1997-1999	Increased cooperation with other programs on campus (e.g. Criminal Justice and Police Academy) in offering relevant curriculum.
IE	Quality	1997-1999	Exploration of greater contact/cooperation with UNR, R (2+2 and/or 4-yr, teaching exchanges, mentoring for graduate students.)
IE	Quality	1997-1999	Scheduling of retreats to promote dialogue and innovation.
IE	Quality	1997-1999	New faculty positions as warranted by increased enrollments.
IE	Quality	1997-1999	Leadership and structure for Cultural Anthropology/Geo.
IE	Quality	1997-1999	Encourage problem-solving the Counselor usage and shortage situation. (1997-1998)
IE	Quality	1997-1999	Survey students as to why they stay and their intentions. (1997-1998)
IE	Quality	1997-1999	Develop a strategic retention plan. (1997-1998)
IE	Quality	1997-1999	Review all written materials sent to newly admitted students through their first year of enrollment. (1997)
IE	Quality	1997-1999	Establish a standard process and regular timetable of letters/contacts. (1997-1998)
IE	Quality	1997-1999	Develop a publicity program (on-campus and off) regarding our retention efforts. (1997)
IE	Quality	1997-1999	Form procedures to monitor student performance within each college/department. (1997-1998)
IE	Quality	1997-1999	Resolve drop-in child care issue. (1997-1998)
IE	Quality	1997-1999	Require mandatory testing and orientation/Discover Program. (1997)
IE	Quality	1997-1999	Initiate a developmental semester. (1997-1999)
IE	Quality	1997-1999	Design and implement effective communication strategies linking full-time faculty more effectively with part-time faculty.
IE	Quality	1997-1999	The Art department will start offering print making classes in Fall of 1997. They also plan to offer a sculpting class by Fall 1998.
IE	Quality	1997-1999	Increase access lab hours for summer school students. (1997)
IE	Quality	1997-1999	Increase tutoring services for summer students. (1998)
IE	Quality	1997-1999	Add 500 square feet office space for ESL program. (1999)
IE	Quality	1997-1999	Create a training/motivational seminar for part-time instructors so they can become more effective ambassadors for the College, for example, workshops in internet, marketing your own class, keeping customers, distance learning, etc. (1998 have 8-10% of instructors in attendance, increase by 2% per year.)
IE	Technologies	1997-1999	Continue the development and implementation of electronic and computer technologies within the library.

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IE	Technologies	1997-1999	Develop a special equipment library that provides customers access to uncommon equipment.
IE	Technologies	1997-1999	Radiologic: By fall 1999, develop one specialty skills certification course.
IE	Technologies	1997-1999	By fall 1997, reinstitute one medical coding course for the medical office specialist degree.
IE	Technologies	1997-1999	Utilize new technology, materials, and/or methodology for instruction for PBS.
IE	Technologies	1997-1999	Update all dedicated classrooms to be compatible with the new technology available for teaching students for PBS.
IE	Technologies	1997-1999	Purchase necessary equipment and software to provide courses at the TMCC Technical Center. Note: existing equipment and software will be adequate to continue to offer courses at Old Town Mall. (1997-1998)
IE	Technologies	1997-1999	Expand computer application courses to LAN based programs and software and hardware upgrading techniques. (1998-1999)
IE	Technologies	1997-1999	Purchase upgraded equipment and current software necessary to support course offerings developed in FY 1997-98. Note: existing equipment and software will be between five and six years. (1999-2000)
IE	Technologies	1997-1999	Incorporate technically assisted instruction to strengthen instructional in all areas with special emphasis on foreign languages.
IE	Technologies	1997-1999	Strengthen business/industry partnerships by requiring strong technical skills committees and internships in all occupational programs by July 1997.
IE	Technologies	1997-1999	With the opening of the new ATC building and the new equipment provided for that building, the departments now have state-of-the-art facilities and equipment. Our plans are to keep the equipment current with industry standards. This of course will depend on funding.
IE	Technologies	1997-1999	Explore possibility of TMCC being the broadcast sight for a national conference. (1998)
IE	Technologies	1997-1999	Expand Business and Industry computer lab to include B5 for additional 20 computers. (1999)
M	Quality	1997-1999	Examine the development of a direct mail program to academically superior students. (1998)
M	Measures	1997-1999	Implement an on-going process to identify and measure student success and program effectiveness.
M	Accountable	1997-1999	Implement a "guarantee" for all of TMCC's degrees, certificates, and Outreach College courses.
M	Accountable	1997-1999	Implement degrees that are guaranteed to be fully transferable to UNR from the TMCC catalog.
M	Accountable	1997-1999	Expand the new student assessment to include all entering full-time students and mandatory placement in English and mathematics by June 1998. Redefine the testing policy and fee structure to include computerized testing and mandatory placement in English and Mathematics by the end of the biennium.
M	Infrastructure	1997-1999	Continuously improve testing, tutoring, bilingual resources, supplemental instruction and other student support services.

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M	Diversity	1997-1999	Expand the student support services for all special populations by developing and implementing effective retention and academic advisement by June 1998.
M	Diversity	1997-1999	Expand recruitment efforts through Enrollment Management teams by December 1997.
M	Diversity	1997-1999	Develop and implement a proactive recruiting system to attract and support a diverse membership of populations underrepresented in the educational system.
M	Diversity	1997-1999	As part of the overall goal to provide new curricula and delivery formats, the Institute will look at those population segments with special needs and develop programs that need those needs. The Institute will partner with local minority business groups to assist in providing educational activities in their members.
M	Measures	1997-1999	Prepare specialized reports such program/learner outcomes assessment, accreditation, program reviews, new programs, and other reports related to various data collected and tied to Institutional Effectiveness. (1997-2002)
M	Measures	1997-1999	Identify and implement a retention plan to encourage program completers by June 1997.
M	Measures	1997-1999	Implement on-going process to identify and measure student success and program effectiveness.
M	Measures	1997-1999	Utilize data from Institutional Research and facilitate the interpretation of data through the functional teams by preparing preliminary reports. (1997-2002)
M	Measures	1997-1999	Coordinate all Northwest and special program accreditation or approval activities. (1997-2002)
M	Measures	1997-1999	Finalize procedures and refine timeline for program/learner outcomes; facilitate collection of data, assist faculty/administration with ways to utilize data from program outcomes for program improvement; link functions directly to accreditation standards. (1997-2002)
M	Programs	1997-1999	Reflect or surpass the representation of under-represented groups on campus as compared to the service area.
M	Programs	1997-1999	Acquire more financial funds to be utilized in the awarding of tuition waivers and the purchase of books and supplies.
M	Programs	1997-1999	Expand curriculum and increase senior citizen enrollments by 10 percent in 1997-98.
M	Quality	1997-1999	Provide academic advising as an exit service to college placement testing.
M	Technologies	1997-1999	Set up computerized DARS (degree audit) stations at all TMCC locations.
M	Quality	1997-1999	Implement an early warning system for at-risk students.
M	Technologies	1997-1999	Expand students career center services through computerization upgrades.
OC	Accountable	1997-1999	Expand School-to-Careers concepts and services by implementing competency-based skills standards in the curriculum, improving marketing, adding student placement, and coordinating continuous quality improvement measures with workforce development and School-to-Careers.

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OC	Diversity	1997-1999	Address the needs of culturally diverse populations by transferring self-supporting ESL workshops to state support and generating 15 FTE by June 1997.
OC	Diversity	1997-1999	Expand minority recruitment. (1997-1999)
OC	Quality	1997-1999	The College will measure and publish evaluations of performance indicators measure.
OC	Measures	1997-1999	To partially support the operations of the STC Regional Coordinator's Office including the partnership evaluation of the third-party evaluator.
OC	Outreach	1997-1999	Contact and schedule more meetings with under-represented groups and/or individuals of the community.
OC	Outreach	1997-1999	Develop an "Outreach College" by June 1998.
OC	Outreach	1997-1999	Enhance and expand corporate recruitment efforts: establish "corporate college" system at selected business and/or public sector organizations.
OC	Outreach	1997-1999	Publish a quarterly "collective" workforce training course/program schedule in addition to the regular college semester schedule. All college workforce training offerings would be included.
OC	Participatory	1997-1999	Collaborate with other divisions of the college to identify community training needs and develop marketing strategies.
OC	Participatory	1997-1999	The institute will commit to the extensive use, where appropriate, of matrix team management to include both internal and external contributors to the develop and implement its goals and programming.
OC	Participatory	1997-1999	Identify services and implement programs through business and community partnerships to support pre-community college educational needs among special populations.
OC	Participatory	1997-1999	Strengthen collaboration with WNCC and UNR for industry specific training through two-way and three-way partnerships for economic development.
OC	Participatory	1997-1999	The Institute will continue to seek-out and develop partnerships with local businesses, professional and trade associations, government entities, and non-profit organizations to determine training needs, provide leadership and/or technical assistance, and establish/maintain a positive image for the college.
OC	Participatory	1997-1999	Visit, recruit, and interview the "Major 25 Employers" in Washoe County in order to inform, promote the college, make registration easier, deliver schedules, teach on-site courses, and make access easier. (1997-2002)
OC	Planning	1997-1999	Use both internal and external resources to assess the needs and requirements of business, industry, and government to design the appropriate training courses and programs.
OC	Programs	1997-1999	Develop a Life Experience Assessment Program (LEAP) to be a single point of contact for CLEP testing, assignment to faculty for experience credit, placement and competency tests.
OC	Programs	1997-1999	Develop Incline Village programs.
OC	Programs	1997-1999	Develop the Corporate College - target continuous workforce development with business partners.
OC	Programs	1997-1999	Develop the High School Magnet College - provide dual credit for high school juniors and seniors.
OC	Programs	1997-1999	Develop the Silver College - target site-bound senior citizens.
OC	Measures	1997-1999	Continually evaluate community services programs and transfer to FTE generating as appropriate.

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OC	Quality	1997-1999	Assist in the coordination of existing recruitment programs. (1997-2002)
OC	Quality	1997-1999	Provide faculty incentives to faculty involved in recruitment. (1997-1998)
OC	Technologies	1997-1999	Expand the number of distance learning courses offered to WCSD high schools and Incline Village by ten for each year of the 1997-99 biennium.
OD	Diversity	1997-1999	Increase the number of underrepresented faculty and staff in the eligible applicant pool.
OD	Diversity	1997-1999	Increase the number of underrepresented faculty and staff in leadership positions.
OD	Diversity	1997-1999	Provide diversity and multicultural training in cultural differences and similarities, values, understanding and mutual respect.
OD	Diversity	1997-1999	Provide information and training to local businesses in the area on diversifying the work force.
OD	Measures	1997-1999	Complete first report from 1996-97 timeline for institutional effectiveness performance measures by June 1997.
OD	Quality	1997-1999	Provide the opportunity for faculty and staff from underrepresented groups to be successful in the achievement of professional hires, promotion and tenure.
OD	Quality	1997-1999	Develop a staff development team to address staff development needs that will lead to a "professional staff development" plan for every faculty person by June 1998.
OD	Infrastructure	1997-1999	Provide continuous staff training: computer applications, quality management, teams, etc.
OD	Infrastructure	1997-1999	Safety/Security - create and administer a state employee staffed unit. Coordinate opportunities with the High Sierra Academy.
OD	Infrastructure	1997-1999	Property security - install theft deterrent devices on expensive equipment. Develop a comprehensive access/control security system.
OD	Infrastructure	1997-1999	Re-engineer position actions and employee actions to include position controls.
OD	Infrastructure	1997-1999	Develop a budget development process which incorporates the new UCCSN policies regarding revisions, transfers, and approvals. Publish a consolidated budget to include all funds.
OD	Infrastructure	1997-1999	Renovate the IGT Edison Way building.
OD	Infrastructure	1997-1999	Acquire an equity position with the Old Town Mall facility.
OD	Infrastructure	1997-1999	Install and maintain both room and equipment security systems.
OD	Infrastructure	1997-1999	Develop a facility renovation master plan.
OD	Infrastructure	1997-1999	Develop and maintain an inventory control system using bar codes.
OD	Infrastructure	1997-1999	Consolidate and optimize photocopying services.
OD	Infrastructure	1997-1999	Provide academic computing support services.
OD	Infrastructure	1997-1999	Improve food services through new contracted or culinary arts provided services.
OD	Infrastructure	1997-1999	Develop a vending machines auxiliary enterprise.
OD	Infrastructure	1997-1999	Provide a student/staff identification debit/check-out card. This card could be used at all vending, photocopiers, bookstore and the cafeteria.

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College Strategic Plan

OD	Planning	1997-1999	Create a marketing plan by writing down the goals for each target market (goal, description of target market, message, quantitative benchmark, method of evaluation, time frame, and cost) and implementing the plan (one page chart, coordination across campus entities, relationship to enrollment management, student recruitment, etc.) (1997-1998)
OD	Participatory	1997-1999	Provide a campus climate which encourages and provides the tools for faculty and staff to reach their own potential and expand services to our diverse community by June 1997.
OD	Participatory	1997-1999	Provide a campus environment that encourages faculty to innovate and create new content and delivery options by 1998.
OD	Participatory	1997-1999	Provide extensive staff development for using new technologies in the classroom, shifting the emphasis from teaching to learning, identifying program/learner outcomes, developing course/program competencies, and utilizing continuous quality improvement techniques by June 1998.
OD	Participatory	1997-1999	Strengthen the planning elements such as environmental scanning, strategic planning, budgeting by programs and other accountability strategies by implementing a "continuous quality improvement" environment supported by planning teams such as the Institutional Effectiveness Committee and the Planning and Evaluation Council by January 1998.
OD	Participatory	1997-1999	College transformation - move from the bureaucracy to functional management. College reorganization. Shared decision making.
OD	Planning	1997-1999	Develop and implement an environmental scanning three-year cycle of data gathering, analysis, and planning involving the entire campus by December 1997.
OD	Planning	1997-1999	Develop a schedule of community needs assessments to target training needs and implement plan by June 1997.
OD	Planning	1997-1999	Design and implement timeline and statistical procedures for gathering, analyzing, and reporting data on institutional effectiveness indicators.
OD	Planning	1997-1999	College renewal - mission, vision, values, strategic goals.
OD	Planning	1997-1999	Expand use of Internet as source of local, State and Federal data and IR research information from other colleges.
OD	Programs	1997-1999	Provide training for faculty on new and effective teaching technologies and student learning styles.
OD	Measures	1997-1999	Determine efficiency measures (1) FTE ratios, (2) cost to programs, (3) space utilization, (4) student FTE to instructor ratio by December 1997.
OD	Quality	1997-1999	Quality teams: work teams, design teams, functional teams.
OD	Technologies	1997-1999	Develop a computerized plan to expand and maintain interactive learning in the classroom and enhance and/or expand other technologies equipment.
OD	Technologies	1997-1999	Administrative Computing - develop a client/server administrative information system. Develop data warehousing and executive information systems.
OD	Technologies	1997-1999	Establish and maintain a faculty/staff multimedia development center.
OD	Technologies	1997-1999	Develop an interactive learning paradigm - appropriate use of instructional technologies and instructional aides.

Truckee Meadows Community College
College Strategic Plan

OD	Technologies	1997-1999	Install an integrated digital telephony system including voice, data, and video switching, voice mail, interactive voice response, and computer to telephone applications.
OD	Technologies	1997-1999	Install networked work group application software.
OD	Technologies	1997-1999	Improve the internet web home page to possibly include: registration, distribution of class handouts, etc.
IE	Accountable/Measures	1999-2001	Develop tracking program for ESL students. (1998)
IE	Accountable/Measures	1999-2001	Develop and refine an "in-person" survey process to measure instructional effectiveness and student satisfaction – community services staff go to classes to gain certain knowledge such as information about students, their successes, number of classes taken over how many years, etc. (1998-2000)
IE	Diversity	1999-2001	Establish a scholarship funds for special population students that could not otherwise enter the Smart Starts II Program. (1999-2000)
IE	Diversity	1999-2001	Expand senior offerings to include more in-depth classes in basic computer training and a vocational classes – for example, greeting cards, planning trips and stocks and bonds. (1998-2000)
IE	Diversity	1999-2001	Explore possibility of designing Sign Language Interpreter program. (1998-2000)
IE	Outreach	1999-2001	Expand existing programs to evening and weekend offerings. (1998-1999)
IE	Outreach	1999-2001	Offer customized credit courses to community businesses. (1998-1999)
IE	Outreach	1999-2001	Expand Smart Starts II hub to the general population. (2000-2001)
IE	Outreach	1999-2001	Continue to serve on the K-16 Council Steering Committee to assist with planning and development of P-16 partnership linkages with WCSD, UNR, Sierra Nevada Job Corps, State of Nevada, local social agencies, and businesses. (1997-2002)
IE	Outreach	1999-2001	Participate in Nevada Employment and Training functions to assist with agency and community college planning and cooperation in basic education goals and training.(1997-2002)
IE	Partnerships	1999-2001	Complete surveys of the business community to identify other program areas that need services such as the computer service training program. (1999-2000)
IE	Partnerships	1999-2001	Implement at least one new program area that results from surveys done in previous year. (2000-2001)
IE	Partnerships	1999-2001	Emergency Medical Services: By fall 1999, provide at least one course/class offering for area fire department personnel.
IE	Partnerships	1999-2001	Collaborate with businesses and agencies in support of senior programs. (1997-2002)
IE	Partnerships	1999-2001	Continue partnerships with Department of Employment, Training and Rehabilitation in support to ESL classes. (1997-2002)
IE	Partnerships	1999-2001	Continue partnerships with schools, businesses and agencies while pursuing classroom space. (1997-2002)
IE	Planning	1999-2001	Paramedic: By spring 1999, explore feasibility of an associate in science degree in paramedic medicine.
IE	Planning	1999-2001	Develop a series of lectures on environmental issues.

Truckee Meadows Community College
College Strategic Plan

IE	Planning	1999-2001	Assess the current financial aid policy to ascertain the effects of tuition policy adjustments on student mix and institutional income and to analyze trends in student aid and institutional pricing. (1998-1999)
IE	Planning	1999-2001	Expand the role of environmental scanning and forecasting to facilitate college-wide planning, including site visits by consultant. (1997-2002)
IE	Planning	1999-2001	Coordinate community, college, system involvement in Future Search Planning activities, including conferences every other year (1998, 2000, 2002), and regular updates on planning functions every year. (1997-2002)
IE	Planning	1999-2001	Maintain liaison relationship with Walla Walla's President Steve VanAusdler for review of planning documents, flow of information, and guidance regarding Northwest Accreditation issues, including a site visit in 1997. (1997-1999)
IE	Planning	1999-2001	Conduct summer school surveys. (1998 and 2000)
IE	Planning	1999-2001	Continually evaluate and refine class/workshop offerings. (1997-2002)
IE	Programs	1999-2001	Writing Center and Grammar Lab will be housed together; details will be worked out with the Learning Hub.
IE	Programs	1999-2001	Review and assessment of current course offerings/recommendations for new offerings/statewide articulation coordination/recrafting of all courses in master course file to include objectives, skills and outcome assessment criteria.
IE	Programs	1999-2001	Provide services, facilities, and support programs which enhance the growth of the campus community, both internally and externally. (1997-2002)
IE	Programs	1999-2001	Develop and offer at least one Associate of Arts degree with an emphasis in a humanities areas; develop and offer at least one certificate of achievement program in a humanities area.
IE	Programs	1999-2001	Reduce costs to students and increase the effectiveness of textbooks and materials adopted for course offerings.
IE	Programs	1999-2001	Expand offerings in American Sign Language leading to associate degree. (1997-2002)
IE	Programs	1999-2001	Refine Court Reporting programs, design corresponding class in ethics and set procedure for internship class. (1998-1999)
IE	Programs	1999-2001	Develop additional certificate programs – for example, customer service, entrepreneurship, interpersonal skills. (1998-2001)
IE	Programs	1999-2001	Provide performing arts at OTM to enhance cultural atmosphere. (1998-2000)
IE	Programs	1999-2001	Create drama program for senior citizens. (1998)
IE	Programs	1999-2001	Initiate a developmental semester for at-risk students.
IE	Measures	1999-2001	Develop and implement a modular, competency-based courses of study (to include remote delivery) to which will reflect the labor market demands and employer needs in addition to the Institute's short, intensive workshop/seminar programming.
IE	Quality	1999-2001	Implement and maintain Continuous Quality Improvement methodology. (1997-1998)
IE	Quality	1999-2001	Update the Smart Starts II employability and critical thinking modules. (1998-1999)
IE	Quality	1999-2001	Convert Smart Starts II hub program to FTE generating credit courses. (1999-2000)

Truckee Meadows Community College
College Strategic Plan

IE	Quality	1999-2001	Examine belonging strategies: admissions contacts, orientation, early involvement, institutional traditions, peer mentoring, Freshman Seminars, and career exploration. (1997-1998)
IE	Quality	1999-2001	Examine achievement strategies: front-loading, academic advising, peer advising, provisional programs (a lot of faculty contact), academic support services, tutorial services, supplemental instruction, early intervention, honors program (look at retention rate by GPA), early college, learning centers. (1997-1999)
IE	Quality	1999-2001	Promote more activities that foster more faculty-student interaction. (1997-2000)
IE	Quality	1999-2001	Make presentations to faculty and staff on suggestions by teams. (1997-2002)
IE	Quality	1999-2001	Add part-time classified person to help with Silver College registrations. (1999)
IE	Technologies	1999-2001	By spring 1998, investigate the feasibility of providing one respite caregiver class.
IE	Technologies	1999-2001	Request a separate lab for environmental courses; develop a Shared Faculty Research Station.
IE	Technologies	1999-2001	Refine distance education classes and expand as needed. (1997-2002)
IE	Technologies	1999-2001	Develop internet/email class offerings and refine as appropriate. (1997-2002)
M	Measures	1999-2001	Require demographic tracking of high school and nontraditional students. (1998-2000)
M	Accountable	1999-2001	By 1998 provide mentoring in all program areas for every student who has language or cultural barriers and requests a mentor.
M	Accountable	1999-2001	Implement a comprehensive/mandatory intake system to include orientation, admission, testing, advisement, counseling and placement.
M	Measures	1999-2001	Assess students basic skills and provide necessary personal enrichment courses to maximize personal and professional growth.
M	Outreach	1999-2001	Expand the "one stop" comprehensive career center concept to include all aspects of a comprehensive center for all students.
M	Programs	1999-2001	Place program completers in work-related jobs within six months of graduation beginning May 1999.
M	Programs	1999-2001	Provide mandatory academic advisement for all declared major students who have completed 30 credits.
M	Quality	1999-2001	Assess students basic skills and develop necessary personal enrichment courses to maximize personal and professional growth.
M	Technologies	1999-2001	Upgrade counseling technology and implement interaction video advisement.
OC	Diversity	1999-2001	Strengthen educational links with State agencies by involving program faculty in planning, developing, delivering specialized curriculum either at the agency's site or TMCC's by December 1999.
OC	Outreach	1999-2001	Expand the college's contribution to the system-wide Manufacturing Assistance Partnership by adding a field agent and administrative support.
OC	Technologies	1999-2001	Develop and deliver coordinated distance education programming, including passive (not-registered broadcasts), active (registered broadcasts), and interactive (two-way video/audio).

Truckee Meadows Community College
College Strategic Plan

OC	Technologies	1999-2001	Improve high school and higher education relationships by encouraging faculty division participation in our school-to-careers commitment through the Washoe County K-16 Council.
OC	Technologies	1999-2001	In the design of the modular courses and programs, the following technologies will be included: computer-aided instruction, assessment tools, internet capabilities, and distance learning.
OD	Infrastructure	1999-2001	Develop a copyright processing and publishing center. Sell faculty developed learning packets in the bookstore.
OD	Technologies	1999-2001	Develop production admin. Information systems.
IE	Partnerships	2001-2003	Develop partnerships with businesses and agencies to enhance training programs, American Sign Language, etc. (1998-2002)
IE	Programs	2001-2003	Establish an Environmental Science Center at Redfield Campus; provide biology courses at OTM.
IE	Programs	2001-2003	The Smart Starts program and the course offerings are integrated into the mainstream occupational programs. (2001-2002)
IE	Programs	2001-2003	Develop a Personal Development Degree designed for seniors. (2002)
IE	Programs	2001-2003	Support staff development by offering workshops (AMA Front Desk Security, Silver/Kubistant Communication Skills, etc.) and continue Staff Development Credit Programs. (1997-2002)
OC	Programs	2001-2003	Wellness Center
OC	Programs	2001-2003	Redfield Campus
OD	Infrastructure	2001-2003	State higher education funding - change to minimize micromanagement and to facilitate FTE and the community colleges.

This Master Plan is a living document. It will be our guide for all college operations; it will also be reviewed and updated on a regular basis. The Master Plan is a major step forward in TMCC's strategic planning and continuous quality improvement commitment.

TRUCKEE MEADOWS COMMUNITY COLLEGE

COLLEGE STRATEGIC PLAN

1997 - 2004

EXECUTIVE SUMMARY

Truckee Meadows Community College has demonstrated a new focus on institutional planning over the past two years. The College has undergone significant philosophical and organizational changes during that period and now moves into an era in which more participatory planning will empower and drive budget-making decisions. The College has also successfully reversed a slowly declining enrollment through significant growth in the past two semesters, leading to a 13 percent increase in Full-Time Equivalents (FTE).

The College Strategic Plan demonstrates the commitment to the mission of the University and Community College of Nevada System (UCCSN). TMCC supports the six-fold mission of UCCSN with a variety of specific activities and initiatives. In addition to supporting the six-fold UCCSN mission, TMCC has also identified college-specific initiatives regarding students, policies and budgets.

The College Strategic Plan is organized into four chapters that address the major planning activities that occurred over the past two years. "Perspective" covers the background and trends. Major factors are:

- State supported programs grew substantially during the 1996-1997 year.
- The majority of TMCC's student population take fewer than 12 credits.
- Growth in the non-credit courses of Business and Industry, Community Services, workshop areas has continued to grow at a rapid rate.
- TMCC has expanded its partnerships with educational institutions as well as the business community.
- Support services for students are being used more extensively.
- Planning functions have fostered shared governance and continuous quality improvement concepts.

Chapter two, "Direction," identifies the campus-wide, planning activities. Concepts of shared governance planning were implemented with both internal and external participation. The steps taken for arriving at a mission, vision, and strategic goals are linked to the new organizational structure and community involvement. As these steps unfolded, the College identified the major challenges and opportunities it faced in a proactive planning process.

The "Analyses" looks at the challenges that the College faces in meeting the UCCSN six-fold mission. Directions that the College and UCCSN could take to improve each of the

six areas of the mission are included. These challenges address all aspects of community college education.

The last chapter "Action Plan - Initiatives" identifies how all college initiatives will be addressed by the four functional design teams: Instructional Effectiveness, Matriculation, Organization Development, and Outreach College. The initiatives identified in these four areas are the unit goals from all units on campus. Initiatives for the 1997-1999 Academic Master Plan will be identified, put in priority order, and recommended for funding through the Institutional Effectiveness Committee. Approval for the initiatives budget will come from the Planning and Evaluation Council.

Executive Summary - Academic Master Plan 1997 - 1999

TRUCKEE MEADOWS COMMUNITY COLLEGE

ACADEMIC MASTER PLAN

1997 - 1999

EXECUTIVE SUMMARY

Truckee Meadows Community College has demonstrated a new focus on institutional planning over the past two years. The College has undergone significant philosophical and organizational change during that period and now moves into an era in which more participatory planning will empower and drive budget-making decisions. The College has also successfully reversed a slowly declining enrollment through significant growth in the past two semesters, leading to a 13 percent increase in Full-Time Equivalents (FTE).

This document demonstrates the College's commitment to the mission of the University and Community College System of Nevada (UCCSN). TMCC supports the six-fold mission of UCCSN with a variety of specific activities and initiatives. In addition to supporting the six-fold UCCSN mission, TMCC has also identified college-specific initiatives regarding students, policies and budgets.

The Academic Master Plan proposes seven new academic programs for further study and implementation during the 1997-99 biennium budgetary period. Those programs are:

- Business Administration (Two-year core program articulated with the University of Nevada, Reno)
- Dental Hygienist (AAS)
- Elementary and Secondary Education (AA) (Lower division work articulated with the University of Nevada, Reno)
- Fire Technology/Fire Academy (AAS)
- Infancy and Toddlerhood (AA/AAS)
- Law Enforcement Studies Bachelor of Technology in cooperation with the University of Nevada, Reno - degree awarded by the UNR.
- Mental Health Technician (AAS)

The Academic Master Plan recommends a number of additional academic programs and areas for study during the 1997-99 biennium and for possible implementation during the 1999-2001 biennium or beyond. These recommendations are supported with demographic data related to the College's service area.

The 1997-99 Academic Master Plan is a major component of TMCC's institution-wide Strategic Plan. Finalization of TMCC's comprehensive Strategic Plan is scheduled for June 30, 1997.

Assessment Budget Requests 1997 - 1998

**Assessment Budget Requests
1997-1998**

The Placement Assessment Committee recommended the following allocations for the 1997-98 academic year:

CPT Annual Fee	\$ 600
Purchase of Tests	25,000
Equipment Maintenance/Replacement	5,000
Testing Staff	20,000
Advisement Staff	34,000
Materials/Supplies	400
Total	85,000

The Program//Learner Outcomes Committee recommendations are:

Coordinator of ETS General Education Testing	6,000
Coordinator of Program/Learner Outcomes	6,000
ETS Tests for General Education	4,580
Total	16,580

Grand Total Requested for Assessment

\$101,580

These amounts are listed as initiatives; the amounts that will actually be funded will be by priority as recommended by the Institutional Effectiveness Team and approved by the Planning and Evaluation Council.

Outcomes Assessment Report

Outcomes Assessment Report, September 9, 1997
Martin Meyers, Kevin Dugan

The following report illustrates the chronology of events regarding outcomes assessment efforts at TMCC. As can be noted, these efforts fall into two categories: General Education outcomes assessment and Program-Level outcomes assessment.

1) 1995-1996 : The Outcomes Assessment Committee was born as a result of a self-study in which three ad-hoc committees addressed the outcomes that our college felt were important in the areas of Critical Thinking, Problem Solving, and Communications Skills. That self-study occupied much of the 1995/96 academic year.

2) Fall, 1996: Outcomes Assessment Committee formed and began discussing both general education and program-level outcomes assessment.

3) October and November, 1996: Kevin Dugan proposed a pilot study for General Education assessment. The Outcomes Assessment Committee considered the proposal, and after discussion and some modification, the pilot project was approved. Complete discussion of the pilot project was distributed as Memorandum, 12/19/96, from Kevin Dugan. That memorandum is included at the end of this report.

4) January and February, 1997: The committee developed an outline for the Program-Level outcomes assessment report. This outline was designed to allow each program the opportunity to develop its own approach to assessment. The outline's purpose was to ensure that the reports be consistent as to criteria and format. See attached outline — "Program-level Outcomes Assessment Report Outline."

5) March, 1997: The committee approved the Program-Level outcomes assessment report outline and forwarded it to the college administration. The committee also recommended that the initial assessment plan concentrate on degree-granting programs, and defined "program" as a "degree-granting program." We also recommended to the college administration that an individual be retained to act as a consultant for the various programs on methodology and analysis for their program-level assessment efforts. The administration approved that recommendation and is currently recruiting for this position.

6) Spring, 1997: The pilot project was conducted for General Education assessment. The project generally followed the plan discussed in (3) above, with the following changes:

- a) Seven classes were used rather than six.
- b) In four of the seven classes, the "post-test" was eliminated. The time required to administer the test twice was deemed excessive. Instead, the post-test was used in only three classes to determine whether the pre-test/post-test approach was useful, while freeing up the additional class time for the other classes.
- c) The idea of administering a basic skills test as the pre-test for a comparison group

rather than administering the *Academic Profile* for that group was abandoned. Instead, a simple control group design was used, in which some students took no pre-test.

- 7) Summer, 1997: The pilot project was repeated in summer session number one, with the following changes:
- a) Eliminated the pre-test/post-test approach entirely for each class in which the *Academic Profile* was administered.
 - b) Eliminated LASSI. The analysis of Spring/97 data found that the dimensions of the LASSI scores were not meaningful predictors of *Academic Profile* scores.

The Nursing Program provided a program-level outcomes assessment report in the approved format. This report will be used as a sample for other programs. A copy of this report is included.

8) August, 1997: A report on various analyses on both Spring and Summer samples was completed and presented by Kevin Dugan. See attached memo, dated August 20, 1997, "Report of Spring and Summer 1997 Outcomes Assessment Project: General Education outcomes."

9) Fall, 1997: The General Education assessment project continued with seven classes tested. Data is currently being collected — results are expected by November, 1997.

Future Plans

General Education Outcomes Assessment Project

- 1) For this academic year, continue data (i.e., academic profile, demographic information) collection per the pilot study format.
- 2) This year, revise and solidify plans to reinstate a pre-post design, using samples of students matriculating through our orientation programs (starting next April, 1998, and continuing through August, 1988); and samples from randomly (or close to, hopefully) samples of exiting students. This would allow us a "before and after" TMCC picture, in addition to allowing us to compare our performance to national norms.
- 3) This year, we need to organize academic profile data to depict how our students, as a group, did (and do) on the sub-tests of the *Academic Profile*. Kevin Dugan has responsibility for that job, to be completed in initial draft form by the end of December, 1997.
- 4) We may wish to consider continuing the pilot project design in addition to the pre-post design

described in (2) above. We may find that this earlier approach, which has already yielded interesting and useful results, has advantages over the as yet untried pre-post approach.

- 5) The problems to be solved concerning the pre-post design are as follows:
- a) Determine selection method for sample participants in the pre and post groups;
 - b) Find effective motivators to ensure their participation;
 - c) Determine who is going to assume responsibility for these efforts after our initial "building" function is complete, and it is time for these procedures to be "mainstreamed" into existing campus programs and personnel; (Note: This may or may not be part of the committee's responsibility.)

6) Early in Fall semester, 1997, it became apparent that an area which needed further discussion concerned recommendations as to how the results of the assessment effort could and/or should be used in planning and budgeting for the college. The committee will consider this issue during this (Fall, 1997) semester to determine if such recommendations are within the purview of the committee, and if so, to come up with those recommendations.

Program-Level Assessment

Part of the initial charge for this committee was to recommend a plan for outcomes assessment at the program level. With the delivery of the Program Level Outcomes Assessment Report Outline, the recommendation for retaining an individual to act as a consultant to the various programs, the recommendation that the assessment effort begin with the degree-granting programs, and the delivery of a sample report (from Nursing), that charge seems to be largely fulfilled. The primary remaining issue is a modification or addition to the outline to give the programs a place to describe how they intend to use the assessment data in budgeting and planning. (A first step in that direction is the tentative addition of VI C in the attached outline.)

Memorandum

12/19/96

From: Kevin Dugan

Re: Outcomes Assessment Update

...introduction deleted ...

Outcomes Assessment Pilot Project: I suggested a design for a pilot project, and the final result to be carried out in the Spring is as follows:

- a) 6 classes in the "general education" area have been selected (i.e., Psy 101, D02, Psy 101, D07, Psy 210, D01, Math 112, D04, Math 127, D01, Phil 110, D03, and WT 202, D03.) During the second or third class meeting, these classes will take the instruments selected.
- b) In each of the classes above, 2/3 will take the *Academic Profile* and 1/3 (serving as a control, comparison group) will take some other basic skills test. All students will also take the Learning and Study Skills Inventory (LASSI) that measures 10 different student development characteristics (e.g., motivation, study skills, goal directedness, etc.)
- c) At the end of the semester, all students in the classes selected will take the *Academic Profile* and the LASSI.
- d) Difference scores will be computed for the pre-post group, and only the final semester scores will obviously be computed for the comparison group. This design should allow for estimates about the variance due to testing effects to be computer and statistically controlled.
- e) The LASSI, final grade in the class, and overall GPA for the participating students will be interesting co-variates to measure and study. For example, we may find that students who perform well at the end of the semester on the *Academic Profile* score higher on "goal directedness" on the LASSI than those students who don't score well.

Overall, this pilot will get us moving on the "general education" component of the outcomes assessment objective of the accreditation effort. Also, the project will help us to determine if the standardized test method is viable for TMCC.

... additional unrelated memo contents deleted ...

Program-level Outcomes Assessment Report Outline
rev. 9/24/97

I) Program Name

II) Brief Description of Program: Describe the skills and/or content that your program is attempting to teach. This description may be entirely conceptual. You should include an organizational chart of the program if you feel that such a chart will help the reader better understand your program.

III) Operational Definition: Include your program's definition of "outcomes." Outcomes must be defined using a method that allows for quantitative measurement (i.e., they need to become numbers). Some areas already have established, standardized assessment instruments that measure outcomes (e.g., Nursing, Welding.) Areas that do not have available standardized assessment instruments will need to develop an assessment approach that can be used over time.

IV) Methods for Data Collection: Describe in detail the procedures utilized for collection of your assessment data. The goal of this section is to allow the reader to understand fully the approach you have taken.

V) Results: Present summaries of your data (e.g., mean, median, mode, standard deviation, frequency tables.) Reserve subjective interpretation and discussion for following sections.

VI) Discussion: Provide conclusions and implications. Note: this segment should be the most detailed and comprehensive section of the report. It should be divided into two major sections:

A) Analysis of results: How does your program interpret the meaning of the data you have collected, and what conclusions do you draw from the data you have collected? Using your program's operational definition of "outcomes," summarize the competency levels of the students who have completed your program. Summarize the strengths and weaknesses of your program.

B) Goals and recommendations: How does your program intend to use the results and conclusions? Include description of any planned changes in either curriculum or approach.

VII) Connection with College-wide Budget and Planning: Provide description of the college-wide budget and planning recommendations and initiatives that your program will be generating as a result of the information obtained from this round of the assessment process.

Memorandum

August 20, 1997

To: Dr. Elsie Doser

From: Kevin Dugan 

Re: Report of Spring and Summer 1997 Outcomes Assessment
Project: General Education outcomes.

After compiling all the data into SPSS and conducting several analyses, the following results were found. The actual analysis performed and the accompanying conclusion for each test is described below.

- 1) Comparing Combined (both Spring and Summer) sample with 2 year college freshman norm: TMCC Mean: 442.29; Normative Mean: 436. T test concluded significance at $p < .0001$.

Conclusion: TMCC scores significantly higher than national 2 year freshman norm.

- 2) Comparing Combined sample with 2 year Sophomore norm (and Sophomore Liberal College norm). TMCC Mean: 442.29; Normative Mean: 444. T test showed no significant differences.

Conclusion: TMCC scored as being no different from national 2 year college sophomore norm.

- 3) Comparing the pretest and posttest scores of the Academic Profile for the Spring 1997 sample. Pretest Mean: 440.7; Posttest Mean: 445.11. Repeated Measures t test showed no significant difference between pretest and posttest scores.

Conclusion: the increase in scores from the pretest to posttest was due to chance, or confounding variables such as practice effects or test familiarity. Also, the repeated measures design used over only a 1 semester period is not a viable method for

assessing improvement. A larger time period is probably called for.

- 4) Comparing students who have completed 0-30 units with students completing 31 or more units on Academic Profile scores. Freshman Mean: 439.67; Sophomore Mean: 440.77. ANOVA showed no significant difference.

Conclusion: Students in these two groups scored no differently on Academic Profile.

- 5) In the Spring 1997 sample, classes were ranked as having three levels of difficulty: beginning, moderate, and advanced. Comparing these three groups on the Academic Profile using ANOVA showed a significant difference ($p < .027$). Scheffe post hoc analysis showed the significant difference to lie specifically between the beginning and advanced groups ($P < .036$). Beginning Mean: 436.94; Moderate Mean: 444.35; Advanced Mean: 445.6.

Conclusion: Students in the advanced classes score significantly higher on the Academic Profile than students in beginning curriculum. Students in moderate difficulty courses are no different from either the beginning or advanced groups.

- 6) Correlations were run between Academic Profile scores and final grades earned in classes for the Spring, Summer, and Combined samples. All were significant as follows: Spring: $r = .345$; Combined: $r = .408$; Summer: $r = .555$. All were significant at the $p < .05$ level.

Conclusion: The relationship between final grade earned and the Academic Profile is significant. However, this result has limited value. Upon squaring the r values to attain how much variance in final grade score can be accounted for by the Academic Profile (Spring: $r^2 = .12$; Combined: $r^2 = .17$; Summer: $r^2 = .31$), one finds that fairly small amounts of the variance of final grade scores can be accounted for by the Academic Profile.

Overall Conclusions and Discussion:

The Academic Profile Test seems to be a good instrument for TMCC to use as an assessment of general education outcomes. It is easy to order and administer, is judicious with respect to student time and classroom inconvenience, and holds us accountable to being statistically compared to national norms. As can be seen above, TMCC students scores at levels equal to or exceeding our respective national norms. Moreover, the Academic Profile is reasonably priced, making it a cost-effective tool.

If you have any questions, or wish other analyses run please let me know. I plan to repeat the data collection process the Fall semester, and will gain entry into various classes by the end of September, 1997.

OUTCOMES ASSESSMENT REPORT
NURSING PROGRAM

- I) Associate Degree Nursing Program
- II) Professional nurses integrate knowledge of the physical sciences, nursing theory, and sophisticated technology with an ability to care for and nurture people of all ages and cultural backgrounds. The A.A.S. degree with an emphasis in Nursing is 72 credits of both liberal arts and nursing core courses. This degree prepares the student for eligibility to take the National Council of Licensing Examination for registered nurses. Graduates with an associate degree in nursing are prepared to practice in structured care settings such as hospitals and nursing homes. Associate degree nurses presently constitute the largest group of graduating nurses.
- III) Program outcomes are the standards by which program effectiveness is documented. These are quantifiable and sometimes qualitative. Standards used include retention data, graduation rates, NCLEX-RN results, patterns of employment, graduate satisfaction, and employer satisfaction. The following are the seven program outcome statements:
1. 75% of students admitted to the nursing program will complete the course of study within four semesters.
 2. 90% of graduates will pass the NCLEX-RN on first attempt.
 3. 90% of graduates seeking employment in providing direct client care will be employed within 6 months of successful completion of the NCLEX-RN.
 4. Graduates express satisfaction with their program of learning.
 5. Graduates express confidence in their ability as a beginning practitioner.
 6. Graduates demonstrate commitment to professional development.
 7. Employers express satisfaction with graduates' performance as beginning practitioners.
- IV) Different tools are utilized to collect the data for determining and evaluating each outcome. For outcome number 1, the retention rate is calculated using admission numbers and continuing student numbers for each semester. Outcome number 2 is determined by the reported pass rate from the Nevada State Board of Nursing. Outcomes #3, 4, and 5 are

determined by response from the graduate survey mailed to program completers six months after graduation. Outcome 6 is tallied from responses to the 5 year graduate survey done each summer. Outcome #7 is determined qualitatively from responses from the advisory board members. A quantitative response can be calculated from an employer survey as well.

- V) I am forwarding as response to this section, the pages from the 1996 NLN self-study which addressed our evaluation findings. This should give you an idea of how we utilize the information we gather in evaluating our program and deciding upon subsequent changes in the curriculum or program structure.

TRUCKEE MEADOWS COMMUNITY COLLEGE

LEARNER OUTCOMES FOR NURSING

1. ROLE AS A PROVIDER OF CLIENT CARE:

A. Utilize basic process skills and nursing process skills with consideration of physiological, psychological, sociocultural, developmental and spiritual variables to provide nursing care of individuals to maintain and promote optimum levels of functioning.

1. Assessing

- a. Accumulate physiological, developmental, sociocultural, psychological, and spiritual data from available resources (e.g., client, family, medical records, and other health team members).
- b. Evaluate changes in health status which relate to the client with stable, reconstituted, impaired lines of defense and/or progressive degeneration (e.g. oxygen, nutrition, elimination, activity, safety, rest and sleep, and psychosocial well-being).
- c. Document assessment data on client's record.

2. Diagnosing

- a. Establish, prioritize and revise nursing diagnoses based on the client's actual or potential health care needs using physiological, psychological, sociocultural, spiritual and developmental variables.

3. Planning

- a. Formulate individualized nursing care plans based upon the nursing diagnoses and plan interventions that follow established nursing standards of care.
- b. Analyze and prioritize client needs with recognition of physiological, psychological, sociocultural, spiritual and developmental strengths & stressors
- c. Collaborate with clients, families, significant others, and members of the health team to establish client goals directed towards promoting and restoring the clients optimum level of wellness, preventing illness, and promoting reconstitution.
- d. Identify criteria for evaluation of individualized nursing care plans.
- e. Utilize critical thinking techniques to analyze and evaluate complex case scenarios.
- f. Support clients rights to make decisions about care.

4. Implementing

- a. Apply individualized nursing plans of care, according to priority of needs and established nursing standards of care.
- b. Collaborate in the prescribed medical regime by preparing, assisting, and providing follow-up care to clients undergoing diagnostic and/or therapeutic procedures.
- c. Consistently employ, analyze and synthesize nursing knowledge,, skills and care to assure an environment conducive to optimum restoration and maintenance of clients with stable, reconstituted, impaired lines of defense and/or progressive degeneration.

- d. While providing nursing care:
 - (1) Maintain and promote physical safety ie. Have RN or faculty present at all times when performing medication administration or any procedure invasive
 - (2) Maintain and promote psychological safety through consideration of each individual's worth and dignity.
 - (3) Apply nursing measures which assist in reducing developmental and situational stress.
 - (4) Measure physiological functioning and report significant findings.
 - (5) Administer all prescribed routine and PRN medications safely.
 - (6) Maintain and promote developmental, sociocultural and spiritual health.
- e. Intervene in situations where:
 - (1) Basic life support systems are threatened or compromised.
 - (2) Untoward physiological or psychological reactions are probable.
 - (3) Changes in normal behavior patterns have occurred.
- f. Participate in and evaluate established institutional emergency plans.
- g. Utilize communication theory and techniques the following ways: a. data-gathering, information sharing, and documentation; b. developing and maintaining interpersonal relationships with clients and families; and c. evaluating the effectiveness of one's own communication with clients, families, and others.
 - (1) Assess verbal and non-verbal communication of clients, families, and significant others based upon knowledge and techniques of interpersonal communication.
 - (2) Use lines of authority and communication within the work setting.
- h. Use communication skills as a method of data collection, nursing intervention, and evaluation, accurately and promptly.
 - (1) Communicate and record assessments, nursing care plans, interventions, and evaluation accurately and promptly.
 - (2) Establish and maintain effective communication with clients, families, significant others, and health team members, in order to assist them with coping skills and problem resolution.
 - (3) Communicate client needs and stressors through the appropriate use of referrals.
 - (4) Evaluate effectiveness of one's own communication with clients, colleagues, and others.
- i. Utilize the nursing process in developing teaching plans for individuals based on their level of knowledge as well as supports and reinforces the teaching plans of other health professionals.
 - (1) Assess situations in which clients need information or support to maintain health.
 - (2) Develop short-range teaching plans based upon long- and short-range goals for individual clients.
 - (3) Implement teaching plans that are specific to the client's level of development and knowledge.

- (4) Support and reinforce the teaching plans of other health professionals.
- (5) Evaluate the effectiveness of the teaching/learning process with respect to clients with stable, reconstituted, impaired lines of defense and/or progressive degeneration.

5. Evaluating

- a. Use established criteria for evaluation of individualized nursing care.
- b. Collaborate with clients, families, significant others and members of the nursing team in the evaluation of the established long- and short-range client goals.
- c. Formulate alternative methods of meeting client's needs, modify plans of care as necessary, and documents changes.

II. ROLE AS A MANAGER OF CLIENT CARE

A. For clients with actual or potential health care needs in the acute and long term care settings, collaborate, organizes, delegates nursing care. Demonstrates accountability behavior, client advocacy and respect for other health care providers.

1. Assess and set nursing care priorities for client with stable, reconstituted, impaired lines of defense and/or progressive degeneration.
2. Delegate aspects of nursing care to other health care workers commensurate with their educational preparation and experience.
3. Is accountable for nursing care delegated to other workers. Assists other nursing personnel to develop skills in providing nursing care.
4. Utilize appropriate channels of communication to accomplish goals related to delivery of client care.
5. Provides for continuity of care within the employing institution and community agencies.
6. Serves as an advocate for clients.
7. Seeks assistance from other members of the health care team when the situation encountered is beyond the nurse's knowledge and experience.
8. Utilizes current technology to increase efficiency of management of client care and resources.
9. Practices in a cost-effective manner.

III. ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING

A. Demonstrates commitment to professional growth by adhering to ethical and legal standards and assuming accountability for nursing practice.

1. Practice within the ethical and legal framework of nursing.
2. Maintain confidentiality of information regarding clients.

3. Communicate truthfully in verbal and written form the client's behavior and responses to interventions.
4. Report concerns regarding quality of care to the appropriate person.
5. Value nursing as a career and value own practice.
6. Support peers and other workers in the delivery of client care.
7. Recognize and report ethical dilemmas encountered in practice.
8. Serve as a role model to members of the nursing team.
9. Use information from current literature to provide safe nursing care.
10. Recognize the importance of nursing research in advancing nursing practice.
11. Use resources for continuous learning and self-development.
12. Use constructive criticism and suggestions for improving nursing practice.
13. Consult with more experienced registered nurses when client's problems are beyond the students' knowledge and experience.

MEASURERS FOR LEARNER OUTCOMES

- = Engages in prescribed behavior consistently 100% of the time
- = Engages in prescribed behavior with the exception of one or two incidents
- = Engages in prescribed behavior with the exception of three or four incidents
- = Fails to engage in prescribed behavior more than four times

I. ROLE AS PROVIDER CARE:

Utilize basic process skills and nursing process skills with consideration of physiological, psychological, sociocultural, developmental and spiritual variables to provide nursing care of individuals to maintain and promote optimum levels of functioning.

Assessing	1	2	3	4
1. Accumulate physiological, developmental, sociocultural, psychological, and spiritual data from available resources (e.g., client, family, medical records, and other health team members).				
2. Evaluate changes in health status which relate to the client with stable, reconstituted, impaired lines of defense and/or progressive degeneration (e.g. oxygen, nutrition, elimination, activity, safety, rest and sleep, and psychosocial well-being).				
3. Document assessment data on client's record.				
Diagnosing				
4. Establish, prioritize and revise nursing diagnoses based on the client's on actual or potential health care needs using physiological, psychological, sociocultural, spiritual and developmental variables.				
Planning				
5. Formulate individualized nursing care plans based upon the nursing diagnoses and plan interventions that follow established nursing standards of care.				
5. Analyze and prioritize client needs with recognition of physiological, psychological, sociocultural, spiritual and developmental stressors & strengths.				
7. Collaborate with clients, families, significant others, and members of the health team to establish client goals directed towards promoting and restoring client optimum level of wellness, preventing illness, and promoting reconstitution.				
8. Identify criteria for evaluation of individualized nursing care plans.				
9. Utilize critical thinking techniques to analyze and evaluate complex case scenarios.				
10. Support clients rights to make decisions about care.				
Implementing				
11. Apply individualized nursing plans of care, according to priority of needs and established nursing standards of care.				

12.	Collaborate in the prescribed medical regime by preparing, assisting, and providing follow-up care to clients undergoing diagnostic and/or therapeutic procedures.				
13.	Consistently employ, analyze and synthesize nursing knowledge, skills and care to assure an environment conducive to optimum restoration and maintenance of clients with stable, reconstituted, impaired lines of defense and/or progressive degeneration.				
While providing nursing care:					
14.	Maintain and promote physical safety ie. have RN or nursing faculty at all times when performing medication administration or any invasive procedure.				
15.	Maintain and promote psychological safety through consideration of each individual's worth and dignity.				
16.	Apply nursing measures which assist in reducing developmental and situational stress.				
17.	Measure physiological functioning and report significant findings.				
18.	Administer all prescribed routine and PRN medications safely.				
19.	Maintain and promote developmental, sociocultural and spiritual health.				
20.	Intervene in situations where basic life support systems are threatened or compromised.				
21.	Intervene in situations where untoward physiological or psychological reactions are probable.				
22.	Intervene in situations where changes in normal behavior patterns have occurred.				
23.	Participate in and evaluate established institutional emergency plans.				
Utilize communication theory and techniques the following ways:					
a. data-gathering, information sharing, and documentation;					
b. developing and maintaining interpersonal relationships with clients and families; and					
c. evaluating the effectiveness of one's own communication with clients, families, and others.					
24.	Assess verbal and non-verbal communication of clients, families, and significant others based upon knowledge and techniques of interpersonal communication.				
25.	Use lines of authority and communication within the work setting.				
Use communication skills as a method of data collection, nursing intervention, and evaluation, accurately and promptly.					
26.	Communicate and record assessments, nursing care plans, interventions, and evaluation accurately and promptly.				

28.	Communicate client needs and stressors through the appropriate use of referrals.				
29.	Evaluate effectiveness of one's own communication with clients, colleagues, and others.				
	Utilize the nursing process in developing teaching plans for individuals based on their level of knowledge as well as supports and reinforces the teaching plans of other health professionals.				
30.	Assess situations in which clients need information or support to maintain health.				
31.	Develop short-range teaching plans based upon long- and short-range goals for individual clients.				
32.	Implement teaching plans that are specific to the client's level of development and knowledge.				
33.	Support and reinforce the teaching plans of other health professionals.				
34.	Evaluate the effectiveness of the teaching/learning process with respect to clients with stable, reconstituted, impaired lines of defense and/or progressive degeneration.				

Evaluating

35.	Use established criteria for evaluation of individualized nursing care.				
36.	Collaborate with clients, families, significant others and members of the nursing team in the evaluation of established long and short-range client goals.				
37.	Formulate alternative methods of meeting client's needs, modify plans of care as necessary, and documents changes.				

ROLE AS A MANAGER OF CLIENT CARE

For clients with actual or potential health care needs in the acute and long term care settings, collaborate, organize, delegate nursing care. Demonstrate accountability behavior, client advocacy and respect for other health care providers.

38.	Assess and set nursing care priorities for client with stable, reconstituted, impaired lines of defense and/or progressive degeneration.				
39.	Delegate aspects of nursing care to other health care workers commensurate with their educational preparation and experience.				
40.	Maintain accountability for nursing care delegated to other workers. Assist other nursing personnel to develop skills in providing nursing care.				
41.	Utilize appropriate channels of communication to accomplish goals related to delivery of client care.				
42.	Provide for continuity of care within the employing institution and community agencies.				
43.	Serve as an advocate for clients.				
44.	Seek assistance from other members of the health care team when the situation encountered is beyond the nurse's knowledge and experience.				
45.	Utilize current technology to increase efficiency of management of client care and resources.				
46.	Practice in a cost-effective manner.				

ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING

Demonstrates commitment to professional growth by adhering to ethical and legal standards and assuming accountability for nursing practice.

47.	Practice within the profession's ethical and legal framework.				
48.	Maintain confidentiality of information regarding clients.				
49.	Communicate truthfully in verbal and written form the client's behavior and responses to interventions.				
50.	Report concerns regarding quality of care to the appropriate person.				
51.	Value nursing as a career and value own practice.				
52.	Support peers and other workers in the delivery of client care.				
53.	Recognize and report ethical dilemmas encountered in practice.				
54.	Serve as a role model to members of the nursing team.				
55.	Use information from current literature to provide safe nursing care.				
56.	Recognize the importance of nursing research in advancing nursing practice.				
57.	Use resources for continuous learning and self-development.				
58.	Use constructive criticism and suggestions for improving nursing practice.				
59.	Consult with more experienced registered nurses when client's problems and beyond the students' knowledge and experiences.				

TOTAL POINTS _____

Example - Area of Inquiry

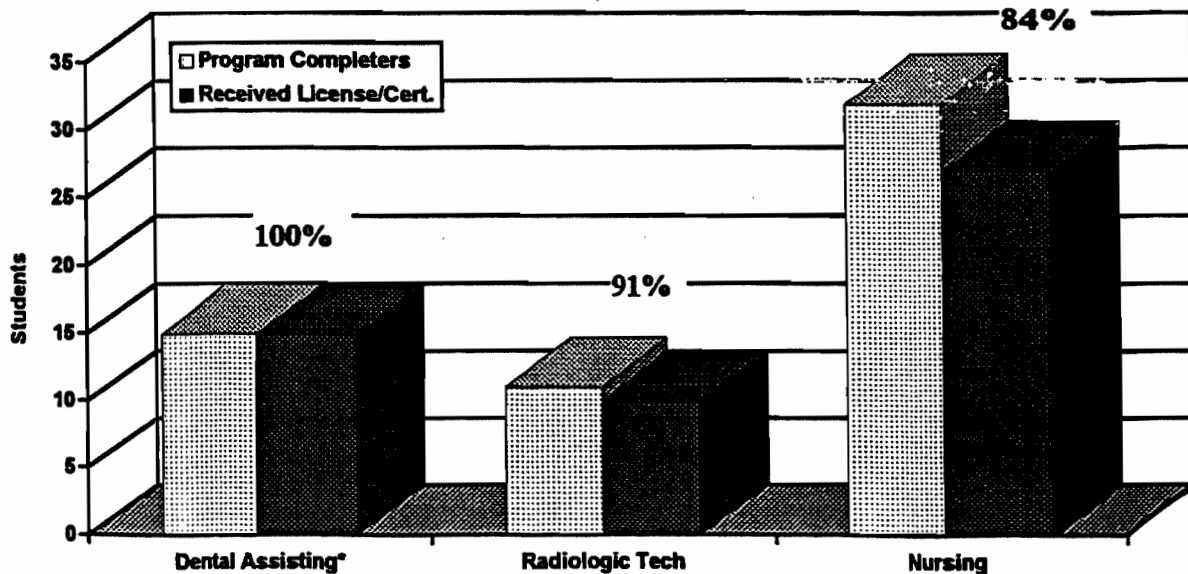
**AREA OF INQUIRY:
EMPLOYMENT PREPARATION
AND PLACEMENT**

Goals: Programs and Measures

INDICATOR	B-2 Completion of required licensure/certificate exams by program completers
RATIONALE	A primary goal of TMCC is to provide educational opportunities in order to enable students to upgrade skills, obtain specialized certificates, and enter the workforce.
DEFINITION	Number of program completers who go onto complete required licensure and certificate exams.
SOURCE	Ad hoc reports from program areas
OUTCOME ANALYSIS	In the 1996-97 academic year, 90 percent of those students who completed programs requiring a license or certification went onto pass licensure/certificate exams.

Standard: At least 90 percent of program completers will pass licensure/certificate exams.

**Completion of Required Licensure/Certificate Exams
1996-97**



*1995-96 academic year

Examples of Internal Approach

NORTHWEST ACCREDITATION
 Summary of Recommendations
 February 24, 1997

- Dick Brand, Vice President of Academic and Student Affairs
- Rita Huneycutt, Vice President of Planning & Development
- Dave Keebler, Vice President of Resource Management

<u>QUESTION</u>	<u>TASK NAME</u>	<u>COLLABORATOR</u>	<u>DUE DATE</u>	<u>STATUS</u> (Completed, In Progress, No Report)
R-1	General Education: What is being done in the AIT Division, Dental Assisting, Early Childhood Education and Architectural Design areas to comply with Policy 15, Eligibility Requirement 10 regarding general education components needed in the program areas?	*Dick Brand Bill Verbeck Dennis Hennings Sandi Emerson Chris Wagner	April '96 - August '96	AIT - Complete Dental Assisting - Complete Earl Childhood Ed - In Progress Architectural Design - Complete
R-2	Continuing Ed and Court Reporting: What is being done to address credits earned in this program, how they are reflected on the transcript, and how is the curriculum being approved?	*Dick Brand Rita Huneycutt Pat Slavin Kathy Odynski	May '96	Completed
R-3	Assessing Institutional Effectiveness: What is being done to develop and implement a plan for assessing institutional effectiveness?	*Rita Huneycutt Dick Brand Dave Keebler Elsie Doser Paula Ringkob	December '96	In Progress

**NORTHWEST ACCREDITATION RECAP
RECOMMENDATIONS**

July 31, 1997

EXAMPLE

<u>RECOMMENDATIONS</u>	<u>ACTION TAKEN</u>	<u>SUPPORT DOCUMENTS</u>	<u>COMMENTS</u>
<p>R-1 General Education: What is being done in the AIT Division, Dental Assisting, Early Childhood Education and Architectural Design areas to comply with Policy 15, Eligibility Requirement 10 regarding general education components needed in the program areas?</p>	<p>AIT - Courses in communications, human relations, and computation are degree and certificate of achievement requirements (computation is no longer identified as embedded instruction). The catalog will reflect this change. DENTAL ASSISTING - Math & Human relations are embedded within the curriculum. EARLY CHILDHOOD EDUCATION - ECE Teacher Certificate of Achievement - math component. ARCHITECTURAL DESIGN - program redesigned and math components are included. (The math component in the AA and AAS degrees meet the requirement of the College System as stated in the catalog. In the AA degree the student must complete technical calculus, in the AAS degree the student must complete a business math course or math for technicians.)</p>	<p>Copies of worksheet - TMCC 1996-97 catalog. Lists - Math and Human Relations. Approval form. List of classes for AA Landscape Architecture and Architecture</p>	
<p>R-2 Continuing Ed and Court Reporting: What is being done to address credits earned in this program, how they are reflected on the transcript, and how is the curriculum being approved?</p>	<p>The curricula for the court reporting classes listed under Community Services are being rewritten and will be taken to the Curriculum Committee this fall where approval will be sought for the use of the "B" designator. The courses will become state supported and FTE generating and will no longer be listed as Community Services credits on the TMCC transcript. (Course outlines have been presented and approved by the Curriculum Committee. The course outlines are being circulated for the appropriate signatures.)</p>	<p>Master Course Outlines</p>	

APPENDIX C

LIBRARY AND INFORMATION RESOURCES

Elizabeth Sturm Library - Goals & Objectives

April 14, 1997

The Elizabeth Sturm Library

Goals and objectives:

- ◆ **Continue the development and implementation of electronic and computer technologies within the library.**
- ◆ Increase the electronic data bases and full text resources of the library to meet the needs of students and staff of the college. Keep resources updated and expand access to the upstairs area.
- ◆ Provide an increasing selection of video materials to be used in class lectures and to be available for check out by students and staff. Develop a working check out procedure that reduces lose, but allows access.
- ◆ Re-introduce computers into the upstairs computer lab with access to internet and basic standard programs. Develop "www" information search capabilities on student computer stations in downstairs area. Develop library website.
- ◆ Study the introduction of new formats of information transfer into the library. (Interactive media, Multi-media presentations, Distance information transfer, Simulation)
- ◆ **Develop and continue improvement of more effective and efficient interactions between library staff and those being served.**
- ◆ Study and implement new procedures for loaning materials out that maximize security of resources and service to the customers. Investigate tracking and resource management software that is available.
- ◆ Try and improve the cataloging procedures with UNR to reduce the bottleneck in getting books on the shelves.
- ◆ Provide services to students and staff in copying, and information printing from computer data bases at least cost.
- ◆ Integrate the faculty and students when possible into the selection process for all library holdings.

- ◆ **Involve the library in community learning projects.**
 - ◆ Continue to provide a site for special programs through agencies such as EPA that address solutions to problems facing the community.
 - ◆ Provide public interest and self improvement programs sponsored by agencies like PBS.
 - ◆ Be a site resource for community forums and be an information resource for these groups.

- ◆ **Expand the library personnel presence on the second floor.**
 - ◆ Install a circulation desk on the second floor with limited services in check out and material search assistance.
 - ◆ Provide electronic and computer equipment on the second floor to simplify and speed up student access to data bases.
 - ◆ Employ library assistants to man the second floor desk and to increase security for the book stacks. Also, to enforce library policies.

- ◆ **Study the feasibility of teaching library science courses and integrating the library usage curriculum module into existing instructional courses.**
 - ◆ Continue the expansion of the library methods training program into receptive curriculums.
 - ◆ Develop credit generating courses for students wanting formal library science classes.
 - ◆ Continue to encourage library staff to teach courses in other programs.

- ◆ **Investigate the development of library intern programs.**
 - ◆ Work with UNR and TMCC programs in placing students interested in library science.
 - ◆ Look at library special research methods programs that may provide intern opportunities for students in other programs.

- ◆ **Investigate library/private industry cooperative research activities.**
 - ◆ Students and staff paid to work on information research projects initiated by industry.

- ♦ Provide an open library for industry that allows them to send employees to do special information research.
- ◆ **Develop and implement a continuing donor program for the library.**
 - ♦ General donors to the library for furniture, equipment, collections and construction.
 - ♦ Investigate possible special collection donations to the library in specific topic areas.
 - ♦ Donations of staffing, possibly to coincide with special collection donations.
 - ♦ Volunteer staffing for special populations, elders.
 - ♦ Donor recognition program.
- ◆ **The Arts and the library. Showcase various arts and coordinate them with library collections.**
 - ♦ Continue the development and quality of the library visual arts gallery.
 - ♦ Combine the visual arts showings with coordinated culinary arts offerings from the food service program.
 - ♦ Explore the development of other arts showcasing audio, performing arts, and computer arts.
- ◆ **Develop a special equipment library that provides customers access to uncommon equipment.**
 - ♦ Computer peripherals, (scanners, 35 mm scanners, high grade graphics printers, CD-ROM recorders, etc.)
 - ♦ Audio and video players use, possible loan.
 - ♦ Multi-media and interactive computer software and equipment.
 - ♦ Photographic equipment, (cameras, picture framing and matting equipment, etc.)

Library-Faculty Survey

From: The Staff of the Elizabeth Sturm Library

To: Part and Full Time Instructors

Date: April 11, 1997

Re: Library-Faculty Survey

The Library-Faculty Survey of December 1996

In December of 1996 Instructors were provided with a Library-Faculty Survey when they picked up their grade sheets from the admissions office. The library would like to personally thank all instructors who filled out the survey.

The library assignment was designed for two specific purposes:

- 1) To discover what instructors know about library resources and services.
- 2) To promote our resources via the format of a survey.

The library feels that it is extremely important that instructors and library staff work together so that the library book, serial and database resources reflect the needs of curriculum. The library also feels it is important that instructors know what services are available at the library to assist student needs.

The Library received a total of 220 survey responses of which 101 instructors provided students with some form of assignment that would take them to the library. 119 instructors did not require assignments that entailed research in the library. These classes included, but are not limited to: math, computer programming, art, accounting, yoga and the technical programs based at TMCC. The survey breakdown reveals that 46% of the instructors required students to come into the library for some form of research or assignment while 54% of the instructors did not require students to visit the library to satisfy course requirements.

The survey analysis will first focus on instructors requiring a library assignment or research assignment for their course. Of the 101 instructors requiring library research:

- 77 or 35% required 1-2 library assignments in their class
- 12 or 5.5% required 3-4 library assignments in their class
- 5 or 2.3% required 5-6 library assignments in their class
- 7 or 3.2% required 7 or more library assignments

One of the most important facets of an academic (rather than technical) program is a student's ability to do research in the library. In order to write essays, research papers and to quote trends or substantiate opposing viewpoints students must at some point in time explore a library and its resources. Thus, the library believes that one of the most important questions on the survey was the instructor's evaluation of their students' ability to do research.

Regarding instructor appraisal of their students' ability to do research I have broken this figure down by the number of assignments associated with an instructor. Of the 77 instructors who required 1-2 assignments per class:

- 2 judged their student research skills to be poor
- 20 judged them to be fair
- 12 rated their students' research skills to be satisfactory
- 22 rated student research skills to be good
- 11 rated their student research skills very good
- 3 judged their student research skills to be excellent
- 7 had no opinion

The numbers demonstrate that 36 of the instructors felt that their students performed good to better than good research, 12 were satisfied with student research skills and 22 judged student research skills to be fair. The numbers balance on the positive side of student performance. However, the numbers still indicate the need for improvement in the eyes of 37% of the instructors assigning 1-2 library assignments during the semester. This is a tangible number to address.

Of the 12 instructors who assigned 3-4 library research assignments:

- 4 rated their student research skills to be poor
- 3 rated their student research skills to be satisfactory
- 2 rated their student research skills to be good
- 2 rated their student research skills to be very good
- 1 had no opinion

Again we are witness to a high dissatisfaction figure, but this time in a class with double to four times the number of library assignments per semester. The question arises as to whether with subsequent return to library are these students perpetuating bad research skills and if so what can the library do to take bad research skills and transform them into good research skills?

Of the 5 instructors who assigned 5-6 library research assignments the range was:

- 1 very good
- 1 good
- 1 satisfactory
- 1 fair
- 1 poor

Here we are witness to a small pool of data and one that addresses each of the categories. Variables can range from the nature of the assignment, background information provided by the instructor and level of librarian assistance associated with the assignment. Two positive and two negative appraisals are not testimony that with more assignments students get better at library research.

Of the 7 instructors who assigned 7 or more library research assignments:

- 2 rated their student research skills to be fair
- 2 rated their student research skills to be satisfactory
- 3 rated their student research skills to be very good

7 plus assignments and 3 very good and two fair responses. With 7 assignments we should be witness to greater improvement of the students' ability from the inception of the semester.

In the section: *Actions Taken Since December*, the library will address what has been done to address student ability to do research.

The next survey questions was: How valuable would library instruction be for your students?

Of the 77 instructors who assigned 1-2 library assignments in their class the response was:

- 16 responded extremely valuable
- 36 very valuable
- 18 valuable
- 2 little value
- 1 not valuable
- 4 no opinion

The response of the 12 instructors who assigned 3-4 library assignments to the question: How valuable would library research instruction be for your students? The response was:

- 5 extremely valuable
- 4 very valuable
- 3 valuable

The 5 instructors who assigned 5-6 library assignments in their class responded as follows:

- 1 extremely valuable
- 1 very valuable
- 2 valuable
- 1 little value

The 7 instructors who assigned 7 or more library assignments responded:

- 4 extremely valuable
- 2 very valuable
- 1 little value

The numbers indicate that instructors value library research instruction for their students. The question arises where will this instruction come from? In the section, *Actions Taken Since December*, the library discusses programs enacted during the Spring 1997 semester.

Of the 101 instructors who assign library related research work or assignments 25 brought their class into the library during the Fall 1996 semester for a library tour of available online, CD-ROM and printed resources. This included:

- 21% of the instructors requiring 1-2 assignments
- 50% of the instructors requiring 3-4 assignments
- 20% of the instructors requiring 5-6 assignments
- 29% of the instructors requiring 7 or more assignments

What we see here is that frequently with a library assignment requirement instructors are not bringing their students into the library for a formal tour of our resources. What is missing is the element of structure so that students can successfully navigate their way through the library resources. This structure can be best supplied by a library tour.

For the 25 instructors who brought their students in for a tour, 19 (76%) noted that following a library tour there was evidence in the completed assignments that greater use of library materials was made. Now, the library cannot guarantee that students will write better papers. What the library can promise is that students who experience a library tour will have greater awareness of available resources and the hope is that these resources will be used by students to their academic advantage. In addition, library tours demonstrate how quick and effortlessly exhaustive research can be performed.

Of the 76 instructors who did not bring students in for a tour of the library 20 did not know library tours were available and 21 found it difficult to schedule library tours into the class schedule. 6 instructors preferred to do library instruction themselves. This may have taken place in the classroom where they discussed materials found at the library appropriate for the assignment or as a brief cruise through the library.

As stated in the introduction, part of the rationale for the Library-Faculty Survey was to promote awareness of library resources and services. In the Spring 1997 semester the library has conducted approximately 60 tours. The traditional English and Western Tradition classes have come to the library for tours. More surprisingly, the library was host to a tour for abasing and an Art class.

77 of the 101 (76%) instructors who assign library work felt that some brief formal library instruction should be incorporated in the English or Business 101 classes. Of the 119 instructors who did not assign a library assignment to their classes 63% (75/119) felt that the English 101 classes should incorporate a brief formal library instruction module. More about this will be discussed in the section, *Actions Taken Since December*.

The nature of resources available at the library can very well be shaped by what instructors feel are important tools for their students. Without instructor input the library makes judgement calls in the collection development program which may and may not benefit curriculum. Instructors were surveyed regarding the specific information needs of their students as pertaining to books, magazine articles, academic journal articles, reference materials, media, opposing viewpoints and the world wide web. For this question they were asked to circle as many resources as apply to

Actions Taken Since December

During the latter half of the Fall 1996 semester the library worked closely with Hugh Fraser of the English Department and Dave Surgis of Professional Business Studies to establish a Library Research Assignment for the English and Business 101 courses. The library produced a general and business related assignment for each of these class groups. Included along with the assignment was an introduction to the Elizabeth Sturm Library which outlined our hours, resources, available services and a map of the library. In addition, a seven page Library Research Strategy section was incorporated into the package which in a chatty narrative describes how to navigate through many of our online and CD-ROM based databases, as well as the reference collection. This assignment was designed for students to use beyond the English and Business 101 courses. The reason for selecting the English and Business 101 classes is because 90% of the matriculated students will have to pass through either of these classes. Figuring that such students would take these classes no later than their second semester it was the perfect point to expose them to formal library instruction early in their academic program. Being a two year school many of our students will proceed to a four year institution. The Library Research Assignment does not exist in a TMCC vacuum for the majority of our databases are available throughout academia.

Following a prototype run using Hugh Fraser and Marilyn Schenk's English classes the kinks were addressed in the project and a formal program was established thanks to the efforts of Hugh Fraser and Dave Surgis.

Since the inception of this project and the opening of the ATC building student traffic in the library has risen by over 600%. In addition, this project has created a momentum across the curriculum which has attracted other department instructors to request tours and to pay additional attention to the library. Again, key examples are a tour for a Baking class with an associated assignment and a tour for an Art class.

In the first seven weeks of the semester eighteen English 101 classes have participated in the Library Research Assignment, three English 102 classes have completed the assignment while three other English 102 classes have received tours, five English 082 classes and two English 114 classes have received tours and tours are still scheduled for at least six more English classes! In total, five hundred English 101 and 102 students have toured the library and completed the Library Research Assignment. Eighty Business 101 students completed the tour and the Library Research Assignment and another one hundred and thirty eight students taking an English class have passed through the library on a tour. At the end of the seventh week of classes fifty-three library tours have taken place with 1,053 students being in attendance!

The importance of the Library Research Assignment is that students have recognized its value as it pertains to their overall success at this institution. They are hopefully applying what they have learned in the English and Business 101 classes to their history, biology, sociology, psychology and other classes. It would not be surprising if the element of rating your students' ability to do library research improves beginning with this semester.

their syllabus. The following table lists the preference of instructors assigning library work:

47 responded that General Magazines and Newspapers were important
42 responded that Academic Journals were important
72 emphasized books
63 responded to Reference materials
42 responded to pages located on the World Wide Web
30 responded to Critical Views/Opposing Viewpoints
24 responded to Media

For instructors not assigning a library assignment the numbers break down as follows:

30 responded that General Magazines and Newspapers were important
16 responded that Academic Journals were important
40 emphasized Books
36 responded to Reference materials
23 responded to pages located on the World Wide Web
10 responded to Critical Views/Opposing Viewpoints
16 responded to Media

From these responses we can clearly see that circulating books and reference books followed by periodical articles were the most specific information resources appropriate for TMCC students. For instructors requiring library assignments academic journals were virtually as important as general magazines and newspapers. One should note the value associated with World Wide Web sites which is equal to the tally on Academic Journals for instructors assigning library work. The library is responding to the acceptance by professors of web information by adding six additional web work stations to the library. The Reference Staff at the Elizabeth Sturm Library also value instructor (part and full time) input on titles to be added in both the book and periodical collection. In March we responded to the book needs of Brent Harper, Director of Fire Technology, we have met with Sandy Emerson and her Health Science Staff, John Adlish of Biology came into the library with a list of serial titles to add to the collection, Dennis Hennings had a special book reserve area established for his students and Erik Lauritzen comes in regularly with Art titles to add to the collection. The library can only succeed in addressing your student and personal needs by your input! Collection Development is a major element in determining the success of your students. As individuals and as a collective group you can shape the focus of the library collection.

Furthermore, the library and faculty through the survey and the library assignment and tours are creating a synergy which address the accreditation committees recommendation that we partner to embed information competencies in the curricula, participate in the collection development process and address resource based instruction or use the library for research. Collaboration as called for in the accreditation report has been expanded and systematic planning is being achieved.

James Roderick and Hugh Fraser of the English Department plan to take library research beyond the Library Assignment by incorporating specific research modules into their English 101 classes. These classes will be taken to the library where the library will assume the role of classroom until student research is completed. Once this method is tested sufficiently, it will be formally presented to the English Department as an option that can expand research techniques in English 101.

The Elizabeth Sturm Library Staff thanks all instructors who filled out the Library-Faculty Survey in December of 1996. The Library appreciates your contribution to collection development, the scheduling of tours, the use of our library and your encouragement of students to take advantage of our resources and services.

In addition, the Staff of the Elizabeth Sturm Library look forward to building a relationship with the TMCC technical classes and other classes where library assignments are not a requirement. The Library believes there are ways that we can provide some benefit to these students and instructors.

There will probably be a brief follow-up survey to be handed out with your grade sheets in May 1997 to determine whether our goals have been achieved and you have seen a difference in your students research skills.

Yours,

The Staff of the Elizabeth Sturm Library

If you have any questions about this survey, would like to develop a library research assignment for your class or would like to work closely with the library in the area of journal and book collection development, do not hesitate to call:

Madge Cooney Head of Reference 674-7614
Neil L. Siegel Reference Librarian 674-7608

Or

Feel free to visit the library to discuss what the library can do for you. We are open from 8-9 Monday - Thursday; 8-4 on Friday, 10-4 Saturday

Library Assignment - English Department

TMCC

LIBRARY ASSIGNMENT

ENGLISH DEPT.

**TRUCKEE MEADOWS COMMUNITY COLLEGE
ELIZABETH STURM LIBRARY**

Phone Numbers: Reference: 674-7602 Circulation: 674-7600
Semester Hours: Mon - Thur 8:00 AM - 9:00 PM Fri 8:00 - 4:00 Sat 10:00 - 4:00
Summer and Intercession Hours: Mon - Fri 8:00 - 4:00

The Elizabeth Sturm Library at Truckee Meadows Community College has a wealth of resources available to assist students doing research assignments. **Information is Power. What you learn about accessing information in the library is a lifelong lesson. Upon graduation libraries will continue to assist you in major life decisions. Always feel free to ask librarians for assistance and never shy away from asking questions. Our job is to assist you in understanding how libraries work and how information can benefit you. We are the only profession that gives away the tricks of our trade! Tap into our knowledge and experience and reap the benefits!**

Over the last ten years libraries have been witness to tremendous change. Card catalogs have given way to **online book catalogs to make your searches faster and easier. Magazine indexes have also gone online. Not only will you find citations which contain detailed abstracts, but frequently you will also find FULL TEXT articles which were entered into the database the same day the magazine hit the newsstand. Librarians will train you in the use of our online and CD-ROM based databases, as well as traditional book materials. Our databases were designed for user friendliness. Within a few simple keystrokes you should be able to locate hundreds of books and articles relevant to your research! Full Text Articles located on the electronic databases can be printed at the computer workstations for \$.10 per page. Articles based on the TMCC CD-ROM Network can also be saved to diskette so that you can view and print them on your home computer. If you do not have a diskette they can be purchased at the circulation desk for \$2.00. Passwords to search the online databases from your home are available at the library as is, FREE access to the World Wide Web at certain computer stations. The library also houses an excellent collection of videos!**

The TMCC library card is valid at UNR libraries. Within minutes TMCC library staff can issue a library card, providing you have a legal photo ID. Instructors frequently place books, videos, magazine articles and tests in the Reserve section located behind the circulation desk. These items are available for limited check out. The library has photocopying machines located near the circulation desk for students to copy magazine articles, books and reserve materials.

The library is here to assist with your research needs! Our goal is to aid you in understanding the value of our available resources so that you can use them to the best of your ability. What you learn about research at the Elizabeth Sturm Library will serve you in good stead the rest of your life. Library Research is a lifelong, money saving skill!

We look forward to seeing you very soon.

The Staff of the Elizabeth Sturm Library, Truckee Meadows Community College.

Neil Mudge, Maureen Smith, Barbara Avis Donna

LIBRARY RESEARCH STRATEGY

INTRODUCTION:

Welcome to the TMCC library. The seven most important areas in the library for a student are: the reference desk and the reference collection, the computer databases, the circulating book collection, the serials and vertical file materials and the circulation desk.

The library plays a vital role in today's "Information Age." Information is power. Libraries are more than places to go in order to get an "A" on a term paper. What you learn today about accessing the power of information is a lifelong lesson. It can influence the decisions on: the car you drive, the stocks you select, where you go on a vacation and many other important issues.

Over the last ten years libraries have been witness to tremendous change. The most notable change is the disappearance of the card catalog and its replacement by online public access catalogs. Another major change is the ability to access magazine articles from either an online or a CD-ROM database.

Generally, a new student's first stop in the library is at the reference desk. Librarians are here to assist you in finding materials and to instruct you in how to use our many resources. We are the only profession that willingly gives away the tricks of our trade and teaches self-sufficiency.

The first element of research is selecting a topic. Generally, it is best if you select a topic that you are interested in. This makes writing the paper more interesting and less labor intensive. If you can't find materials to support your topic, then you should ask yourself whether you are being too specific. Sometimes it is better to come in with a broad approach to a topic and then narrow it by the available resources. The more materials you find on a topic the better you will be able to state and support your arguments. This will also ensure an easier time in drafting and polishing the paper.

Computer databases make your time spent in the library more efficient. Within a few simple keystrokes you are able to pull up hundreds of books and articles relevant to your research. Article abstracts of 150 and less words allow you to make quick decisions on whether an article is appropriate for your research or not. The ability to save full text articles from the TMCC CD-ROM databases to a diskette allows you the freedom to work on materials at home. In addition, a password and instruction sheet issued at the circulation desk will allow you to access the NEON card catalog and the Academic Index databases from your home.

Libraries have changed with the new modes of information availability. However, although the medium has changed, the process of doing research is fundamentally the same. Only solid research skills will lead to successful research!

AUTHOR SEARCH ON THE NEON COMPUTER CATALOG

Student: I need to find a book written by John Steinbeck but I don't know the title, but I do know that TMCC has the book.

Librarian: Have you ever done a search on the NEON computer catalog?

Student: This is my first time in the library and I really don't like computers.

Librarian: NEON is very simple to search and I think you'll get the hang of it quickly. The screens are designed so that with a single keystroke you can manipulate a great deal of information. Under the letter "N" you will find books held by TMCC, the various UNR libraries and other Northern Nevada Community Colleges. From the main menu we can also access the Washoe Public Library Catalog and other national libraries.

Student: I see that I can search by a variety of options. If I strike the "S" key will I be able to search by subject?

Librarian: That is correct. The people who designed the software wanted it to be as user friendly as possible.

Student: So, by striking the "T" key I can search by title and the "A" key allows me to search by author. Okay. Now I can type in John Steinbeck and the screen tells me to enter the last name first.

Librarian: The computer pulled up two entries for John Steinbeck. One with 3 matches and one with 72. Now type the one which you want to see.

Student: I'll select the one with 72. Oh, I see that it lists the book titles alphabetically and also includes where the book is located.

Librarian: That is correct and your TMCC library card allows you to borrow books from UNR, but do you intend on visiting UNR today?

Student: No.

Librarian: Then let's limit the search to books by John Steinbeck held at TMCC.

Student: How can we do that?

Librarian: To limit your search is an easy process. At the bottom of the screen is a sort of Cheat sheet. Do you see the "+" sign at the bottom right?

Student: You mean where it says, "additional options?"

Librarian: Correct. Now press the "+" sign key. The next screen shows you the many ways you can further limit your search. Sometimes when we do a subject search we find 1000s of titles. For example: United States History. At this screen we can further limit a search by subject by typing in Civil War. This will cut the number of titles down most considerably.

Student: But today we wish to limit our search by location, with the desired location being TMCC. Let me try to figure this out by following the screens. I would type "W" for where item is located. Now it gives me another screen. I then type a "T" for TMCC. At this next screen I type an "F" to find and the computer begins to limit By where the item is located.

Librarian: The computer has found 13 titles by John Steinbeck which belong to TMCC. Do you recognize any as the book you want.

Student: Cannery Row. That's the place I visited when I was in Monterey, CA. If I hit the item number I bet I can pull up the book information.

Librarian: Here is the full bibliographic record. Now if you were doing a research paper you would save this information for your bibliography.

Student: How would I print this?

Librarian: Strike "P" to print and then strike the "1" key for the printer which is attached to this printer. Now if you notice the bottom line it tells us three things.

Student: It tells us the location of the book, the call number which is its address on the shelf, and whether the book is checked out or not. This one is not checked out. Cool.

SUBJECT SEARCH on the NEON COMPUTER CATALOG

- Student: For my sociology class I need to do a research paper on gun control. My professor wants book, magazine, and newspaper sources and she wants me to look at both sides of the issue.
- Librarian: Let's first start with a book search. At the NEON Main Menu are listed the various search options. Pick "N" for books at the main menu.
- Student: To do an author search I typed "A". To do a subject search I guess I would type an "S" for subject.
- Librarian: That's correct. After typing "S" for subject the computer automatically takes us to the subject search screen. Now we enter our topic terms, GUN CONTROL and then press the return key. The computer searches far faster than you could ever thumb through a card catalog.
- Student: It took a few seconds to list 64 books dealing with the topic gun control.
- Librarian: And as we can see by the location portion of the screen these titles are held by many different libraries.
- Student: That's right and I have no intention of going to UNR to do research. So, I'll limit my search by only the books held by TMCC. Let's see if I remember how to do that. I type the "+" sign for additional options. I hit the "L" key to limit the search. Now I type "W" for where item is located. I will limit the list by TMCC and "F" will command the computer to find the books.
- Librarian: And TMCC has seven titles dealing with the issue Gun Control.
- Student: I like item number two, Crime and Criminals: Opposing Viewpoints. Let's see, if I press the item number I bet I'll get the full book record. It's at call number HV6028 and the lower right hand side of the screen tells me its not checked out. If I hit "P" to print I'll be able to save the citation for my bibliography and I'll also be able to use this printout as my road map to the book's shelf location.
- Librarian: Not only is the call number the shelf address for a book, but it places materials on the same topic in one area. A very good way to augment what you find in the online catalog is by going to the circulating stacks finding your book and then looking at the books to the left and right of your book. Perhaps the titles would suggest that these books are related to your research. But besides looking at the titles, you might want to scan the index at the back of the book and the table of contents at the front for chapters or pages related to your research topic. Book bibliographies are also a valuable research tool.

ACADEMIC INDEX - INFOTRAC MAGAZINE ARTICLE SEARCH

- Student: The professor also wants me to find magazine articles on gun control. How would I go about finding an index to magazine articles.
- Librarian: Like the book catalog the magazine index has undergone a major transformation.
- Student: Are you going to tell me that a guide to magazine information is now on the computer?
- Librarian: That's correct and it's even better than that. Not only will we be able to get citations, but frequently we'll be able to find the full text of an article. Do you remember those green books called the Readers' Guide to Periodical Literature?
- Student: Yes, and I hated them because all those books provided was a brief citation. Frequently you had to wait until someone finished using them. Then you needed to find a pen or paper to write down the citation and then after minutes spent looking for the magazine you located the article and found that it was not at all related to the research topic. On top of that, you had to repeat the search over and over in later volumes.
- Librarian: Times are easier today. At the main menu, press "T" for indexes, then select "A" for Academic Index. On the ACADEMIC-ASAP database you can type in your search term two ways. It can be either a keyword or a subject search. Let's type **Gun Control** in the subject field.
- Student: The computer pulls up nearly 300 articles on the subject **Gun Control** and it looks as if these 286 articles can be divided into 46 sub-divisions. Does this mean that I could narrow my search by a specific sub-division?
- Librarian: Absolutely. At this screen we could narrow it by: cases which contains eight articles, laws and regulations which constitutes 87 articles and political aspects where we would find 54 articles. Do you think 87 articles on the political aspects of gun control would be enough to write an "A" worthy paper?
- Student: You bet. But are all those 87 articles full text?
- Librarian: Unfortunately not. Some of them are a brief citation which only provides the title of the article, who wrote it and where it is found. Citations also provide subject headings which assist you in finding very specific articles. Another important element found in many citations is an abstract.
- Student: Is that a summary of what the article is about?

Librarian: That's right. The abstract is basically a nuts and bolts summary statement and within 150 words we know whether this article is appropriate for our research. Now because the article isn't available full text on the database doesn't mean you can't find it here at TMCC. See this black book.

Student: You mean THE TMCC SERIAL LIST?

Librarian: This SERIAL LIST alphabetically lists all the magazines which we receive from publishers, on microfiche, and which are FULL TEXT on the PROQUEST computer database. So let's look at one of the citations on GUN CONTROL.

Student: How about this one found in the New York Times?

Librarian: When we look up the New York Times in the TMCC SERIAL HOLDINGS LIST we see that we receive it as a daily newspaper and that we hold it for three months back and that it is also found as a CD-ROM database extending back three years.

Student: What about this article from TIME magazine? The computer database only has it available in the citation format.

Librarian: According to the TMCC SERIAL LIST we keep physical copies of TIME for two years, we have it on MICROFICHE since Jan of 1986 and it can be found in the FULL TEXT format on PROQUEST since Jan 1988. Frequently, students focus exclusively on the computer availability of a serial and forget that it is also available as a physical item, as an item on MICROFICHE, or on another database.

Student: That's right. The most current NEW YORK TIMES articles are available from the actual newspaper, or from the CD-ROM NEW YORK TIMES DATABASE. TIME magazine I could have found three ways: the actual magazine, on microfiche, or on PROQUEST.

Librarian: And let's not forget that on the ACADEMIC INDEX not only can we find FULL TEXT articles by clicking on the citations where the bottom line cites "TEXT AVAILABLE" but we can also print them out by following the instructions on the computer screen.

SOCIAL ISSUES RESOURCES CD-ROM DATABASE

- Librarian: We also have an excellent topic oriented database called Social Issues Resources. This database is found on the library's **CD-ROM Database Network**. Other databases to be found on these dedicated workstations are: **The New York Times** and **Washington Post Newspapers**, and for your English literature classes: **Discovering and Contemporary Authors**. If you have a computer at home you can save full text articles from these databases to a diskette to read and print on your home computer.
- Student: That sounds like an excellent way to be both productive and efficient.
- Librarian: And it is extremely easy to use. We select Social Issues Resources from the menu of available databases. We then press enter on **FULL TEXT ARTICLES**. On the next screen we select **SUBJECT HEADING SEARCH** by again pressing enter. An alphabetical list of subjects will then appear. When we type the first letter of our subject search a box will automatically appear where we can enter our subject terms. Now we'll press enter and...
- Student: It took us immediately to **GUN CONTROL** on the subject list. I guess at this point if I press enter on gun control I'll be able to see the list of articles on that topic.
- Librarian: The database has thirty articles about gun control. By clicking on any title we will automatically access the **FULL TEXT** article. By hitting the **F7** key we can print the article and if we have a computer diskette we can save articles by following the procedures listed on the screen. If a student does not have a diskette they can be purchased at the circulation desk for \$2.00.

NEW YORK TIMES CD-ROM DATABASE SEARCH

Student: On the Academic Index I found a number of excellent articles cited which are in the **NEW YORK TIMES**. Did you say there are two ways to find New York Times articles?

Librarian: That is correct. The TMCC library holds the newspaper copy of the **New York Times for three months**. The Academic Index frequently has articles from two days ago cited in the database. Thus, it is nearly effortless to find the most current subject information in the New York Times. Because it takes time to manufacture a CD-ROM disc, our **FULL TEXT NEW YORK TIMES CD-ROM DATABASE** is generally three months behind the current date. To insure that there are no gaps we hold the physical copy of the paper until the new CD-ROM disc arrives. Again, the Academic Index is very prompt in listing the most recent noteworthy articles, sometimes within 48 hours.

Student: I held on to the article citations to the **NEW YORK TIMES** that I found on the Academic Index. These articles were written over three months ago. How would I go about finding the **FULL TEXT** article in the **NEW YORK TIMES CD-ROM DATABASE**?

Librarian: First we need to search the appropriate year index to the **NEW YORK Times**. All our articles were written within the last six months correct?

Student: Yes. So I guess we should select this year's database by pressing enter. On the next screen I see two search options:

SEARCH USING A LIST OF TOPICS (TOPIC SEARCH)
SEARCH USING MULTIPLE KEYWORDS (BOOLEAN)

Librarian: Because we already know the article we want, we can look specifically for that article by doing a **MULTIPLE KEYWORD** search. Let's type words we believe to be unique to this citation. When you press "ENTER" very few articles should be retrieved.

Student: Only two were found using keywords found in the article title and one of them is the article cited in the Academic Index. Now if I wanted to find all the articles related to gun control I would do a **SEARCH USING A LIST OF TOPICS**.

Librarian: That's correct. Type "gun control" in the search box. Press enter. The computer screen displays a list of citations. Press enter on a citation of interest and up comes the **FULL TEXT** article. To print the article you need to strike the F4 key. You can also save the **FULL TEXT** articles to a diskette for use at home. If you don't have a diskette with you, for \$2 one can be purchased at the circulation desk.

PROQUEST CD-ROM DATABASE

Librarian: The ProQuest CD-ROM Database differs in two ways from the online Academic Index. Because ProQuest articles are found on CD-ROM discs the process of getting them to a library user is more involved. The images captured on the discs are actual photographs of the articles. This means that unlike the Academic Index, one can see the photographs and charts associated with an article. But to accomplish this there is frequently a two to three month time lag. On the Academic Index we can frequently read this week's articles this week!

Student: Are the articles stored on a CD-ROM disc?

Librarian: One that looks just like your standard music disc. Instead of carrying digitized sound information the disc holds images. One CD-ROM disc can hold close to one million pages of information. There are three ProQuest search options:

SEARCH USING A LIST OF TOPICS

SEARCH USING MULTIPLE KEYWORDS

SEARCH USING A LIST OF PUBLICATIONS

Student: I guess if we type "GUN CONTROL" in the TOPIC SEARCH screen I should find ample articles. Something is wrong. When I hit ENTER after typing "GUN CONTROL" the computer informed me that:

The term you have entered is not in the Topic List

Librarian: If you press "ENTER" again the system will default to a keyword search.

Student: The database has retrieved ninety articles on gun control, but will all these articles be relevant to my research?

Librarian: In some citations there will be false hits. As an example, The San Francisco 49ers gun to control their division. This citation is not relevant to our topic but the computer picks it up because the words appear in the record. We can easily dismiss these false hits. A key to finding exactly the items which are relevant to our research is by scanning appropriate citations for their **SUBJECT HEADINGS**. A subject heading is basically the grouping in which a library cataloger places related articles. If we look at one of our citations we see that this database favors **FIREARM LAW & LEGISLATION** over **GUN CONTROL**. Sometimes catalogers don't agree with our everyday phrasing and this sometimes makes topic searching difficult. The option of a keyword search frequently supersedes this difficulty. So, we need to hunt for clues like the television detective Colombo to figure out how catalogers have placed information in the database. Once we determine their cataloging terms research should be smooth sailing.

Student: Does this PROQUEST database contain FULL TEXT articles?

Librarian: Approximately 50% of the citations in ProQuest will lead to FULL TEXT articles found on CD-ROM discs.

Student: I notice that on the list of articles retrieved when I typed "gun control," ProQuest gave me a list of brief citations that include: the article title on the top line, the article source, date, volume and pages on the second line. Don't tell me, these are all the required components for my bibliography! Let's see what happens when I hit the ENTER key. The computer brings up an extended citation that includes: names, companies, and those subject headings which you told me to pay attention to. Also included is the ABSTRACT, that 100 - 150 word summary statement which tells me the essence of the article.

Librarian: At this point if you strike the ENTER key the computer will tell you whether the Article is available on a CD-ROM disc or not. If it is not available do you remember what to do?

Student: I should consult the TMCC SERIAL LIST because the library may receive the magazine or it might be available on Microfiche. But if it is available on ProQuest how would I know that?

Librarian: Press enter on the extended citation and if a number appears, like for instance, 96 10 04, go to the cabinet next to the ProQuest workstation, find that CD-ROM disc, use the yellow block to mark its space in the cabinet, place the disc in the CD-ROM drive and within ten seconds the first page of the article will appear on the screen. The type may be a bit small. The F8 key will enlarge the page. To proceed to the second page press the powder blue page down key. If the article matches your needs hit the F4 or green key and the full article will print on the Laser Printer. The green key will also print your citations, but they will print on the Dot Matrix printer. The blue ESCAPE key on the top left hand corner always takes you back a step and ENTER always takes you forward a step.

Student: It seems pretty easy. If I ever have any problems can I call on a librarian for assistance?

Librarian: Absolutely. We are here to assist you with your research needs. All your questions are valid questions even if you feel they are silly. Our goal is for you to understand the resources here at the library and to use them toward your best ability. What you learn here you will take to any future college and you will also use it in your every day life.

Name: _____

Instructor: _____

Date: _____

LIBRARY RESEARCH ASSIGNMENT

This assignment is structured so that students will come away with a strong understanding for the resources available in the library and how to use them. You are permitted to ask librarians for assistance. They will not do the assignment for you, but will explain how the databases and book materials work. All searches will be done by the student with the librarian providing verbal instruction. The skills you learn in this assignment will prove vital to all your courses at TMCC, as well as any college or university you attend upon graduation.

The NEON Book Catalog:

NEON contains listings for books held at TMCC, UNR and other Northern Nevada Community Colleges. To isolate the TMCC holdings in a list that includes various libraries do the following:

- *Strike the "+" key at the bottom of the screen for additional options.
- *Strike the "L" key to limit the search.
- *Press "W" to limit the search by where the item is located.
- *Press "T" for TMCC and then strike "F" to search the list for titles found at
TMCC

To print screen information: Hit the "P" key and then the "1" key for the attached printer.

The NEON section of the assignment will ask you for either a list of books or a citation.

LIST : is a listing of various titles on the computer screen and their location.

CITATION : is more detailed information. Besides the title you will find the author, publisher, year of publication, subject headings and sometimes the Table of Contents.

Listed at the bottom of a NEON citation are: the holding library, call number & circulation status. Call Numbers are important not only because they are the physical address for a book's location on the shelf, they also group titles on the same subject in the same place.

1. In the space below, list three books authored by John Steinbeck and found in the TMCC library. Use the "Author Search" function of WOLFPAC on the NEON database. Press "N" for books on the main menu screen. Then press "A" for an "Author Search." Always enter the last name first to do an author search.

2. In the space below, list a book title dealing with the subjects "Ulysses S. Grant" and "Robert E. Lee." Limit the subject search to books held at TMCC. Include the title, author, publisher, year of publication and pages.

3. In the space below, list a citation for a "JAZZ" film/video held by TMCC. List the video title, producer and year the video was produced.

First type "**JAZZ**" as a subject search. Next strike the "+" key for additional options. Since we wish to limit the search, hit the "L" key. Limit the search to material type by typing the "Y" key. Since we want a video, strike the "G" key for film/video. At this point we should limit the search further to only items held by TMCC.

When you make your selection be sure the video is not about JAZZ DANCE or the JAZZ AGE. This can be guaranteed by looking at the applied subject headings for each item.

The ACADEMIC INDEX TO MAGAZINE ARTICLES

The ACADEMIC INDEX is a general index to articles in all subject areas. Frequently, FULL TEXT articles are added to the database the same day that the magazine appears on the newsstand. After you type in your search terms, article citations will appear on the screen. These citations will include: the article title, the author, the magazine where the article was published, the date of publication, the volume, issue and pages. The bottom line of each of these citations will inform whether the article is available only as an Extended Citation, whether an Abstract is included with the citation, or whether the article's Full Text is available. Not every item in the Academic Index is available as a Full Text article. Magazines not found on the Academic Index may be found on the CD-ROM Database ProQuest, on the Magazine Shelves, or on Microfiche. Consult the TMCC Serials Holding List for magazines belonging to the library. Abstracts are an important component of citations. An **ABSTRACT** is a 100 - 150 word summary statement outlining the article's salient points. Within seconds of reading an abstract you will be aware of whether this article meets the requirements of your research assignment.

Abstracts are designed to save you time!

To get to the ACADEMIC INDEX type "P" at the main menu screen. At the next screen type an "A" for ACADEMIC INDEX. A number of selections will appear on the screen. Scroll down to ACADEMIC-ASAP. Press the ENTER key. On the right hand side you will note that the database is current to this month's publications. Below the ACADEMIC ASAP is the ACADEMIC INDEX BACKFILE. The backfile allows us to access articles from 1980 -1992.

4. Using the Academic Index - Academic ASAP, on the NEON database, write in the space below the citation for the article, "*The Secret Life of Jerry Garcia.*" Include the author, magazine where the article was published, volume and issue of the magazine, and the date of publication.

5. Using the **Academic-Index**, write in the space below the citation for an article on *Reno, Nevada* which deals with *divorce*. First, search by using the **keyword search** method, then use the same words to search using the **subject guide** method. Include the magazine where the article was published, the author, the title, volume and issue, and date of publication. What is the difference between the subject and keyword methods?

Return to the InfoTrac Available Databases Menu by hitting the "" key. Select the **Business Index** by using the "Down Arrow" and pressing ENTER.

6. Using the **Business Index ASAP**, provide a citation in the space below for an article that shows other neck accessories *Jerry Garcia* was interested in placing on the market besides the sounds emanating from the neck of his guitar. List the author, title of the article, journal where it was published, volume, issue and date of publication.

The TMCC CD-ROM Databases

TMCC has a number of CD-ROM databases available on a local area network file server. These databases are found on dedicated workstations at the main library and at the library workstations in room B6 at Old Town Mall. If you have difficulty locating our satellite branch at Old Town Mall, contact Di Morningstar at 829-9004.

The physical characteristics of manufacturing and shipping a CD-ROM disc requires time. Thus, CD-ROM databases are rarely as current as online databases such as the ACADEMIC INDEX. Generally, CD-ROM databases have a lag period of two to three months. Many CD-ROM databases are better than the online counterparts in that the CD-ROM disc contains pictures and charts.

The TMCC library presents a wide variety of CD-ROM databases. On the main menu you will find two major national newspapers, two databases dedicated to authors, a database dedicated to social issues, and a newspaper index (NEWSBANK) dedicated to contemporary issues and covering over three hundred daily newspapers. To access any of these databases use the keyboard Down Arrow to highlight your selection. Press the ENTER key and follow the steps

PROQUEST CD-ROM DATABASE

11. Using **ProQuest**, search and **list two citations** for articles about *Homeless* people with *AIDS*.
12. Using **ProQuest**, search and **list two citations** for articles on *Nevada* and *Radioactive Wastes*. First use the **subject search** method and then the **keyword search** method. With which method did you find more articles?

NEWSBANK

13. Using the **NewBank NewsFile** database, **list two article citations** found using the search terms: *Nevada* and *Crime*.

MAGAZINE COLLECTION

14. Browse the **Magazine Collection** and **list four computer magazines** held by TMCC. How are issues that are older than one year stored in the magazine collection?

VERTICAL FILE

15. Use the **Vertical File** to find **four** articles on *Sexual Harassment*.
List the source of the article, the title, date and pages.

REFERENCE COLLECTION

16. Use the NEON catalog to find the **Encyclopedia of the Peoples of the World**. Locate it in the reference collection.

1)Where do the ***KOTOKO*** people live?

2)What is the chief religion of the ***Kotoko*** people?

3)On what continent do they live?

17. **Ready Reference** is located at the **Reference Desk**, use the **CO Researcher and Issues and Controversies On File**, to find and cite articles about "***Animal Rights and Protection***."

18. Use a **Reference Collection Atlas** to find and photocopy a map of ***Egypt***.

19. Find the **Political Handbook of the World** on the NEON catalog. **Use the call number to locate it in the reference collection.** List the (1) ***Egyptian Government's Political Party***, (2) ***the Legal Egyptian Opposition Political Parties*** and (3) ***Egyptian Illegal organizations***.

20. Look up either Barron's Profiles of American Colleges or Peterson's Guide to Four Year Colleges in the NEON catalog. Use the call number to locate these books in the Reference Collection. Find the *College of the Ozarks*. What is the toll free and toll phone numbers for *College of the Ozarks*?

What state is this college in?

21. Look up the Encyclopedia of Psychology or Dictionary of Psychology in the NEON catalog. Locate them in the Reference Collection. Use one of these books to get the definition of the term "*Attention Span.*"

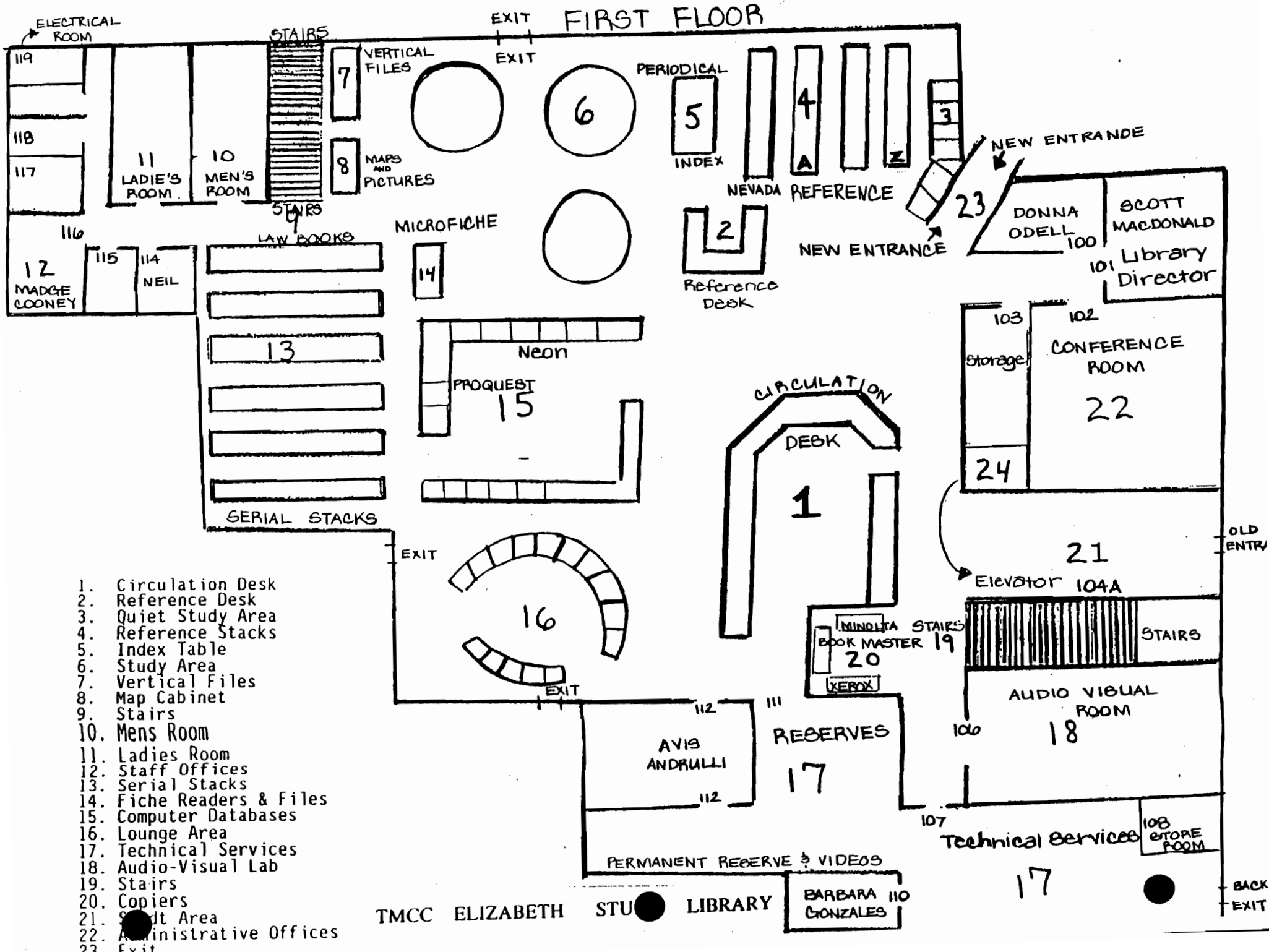
LIBRARY USE

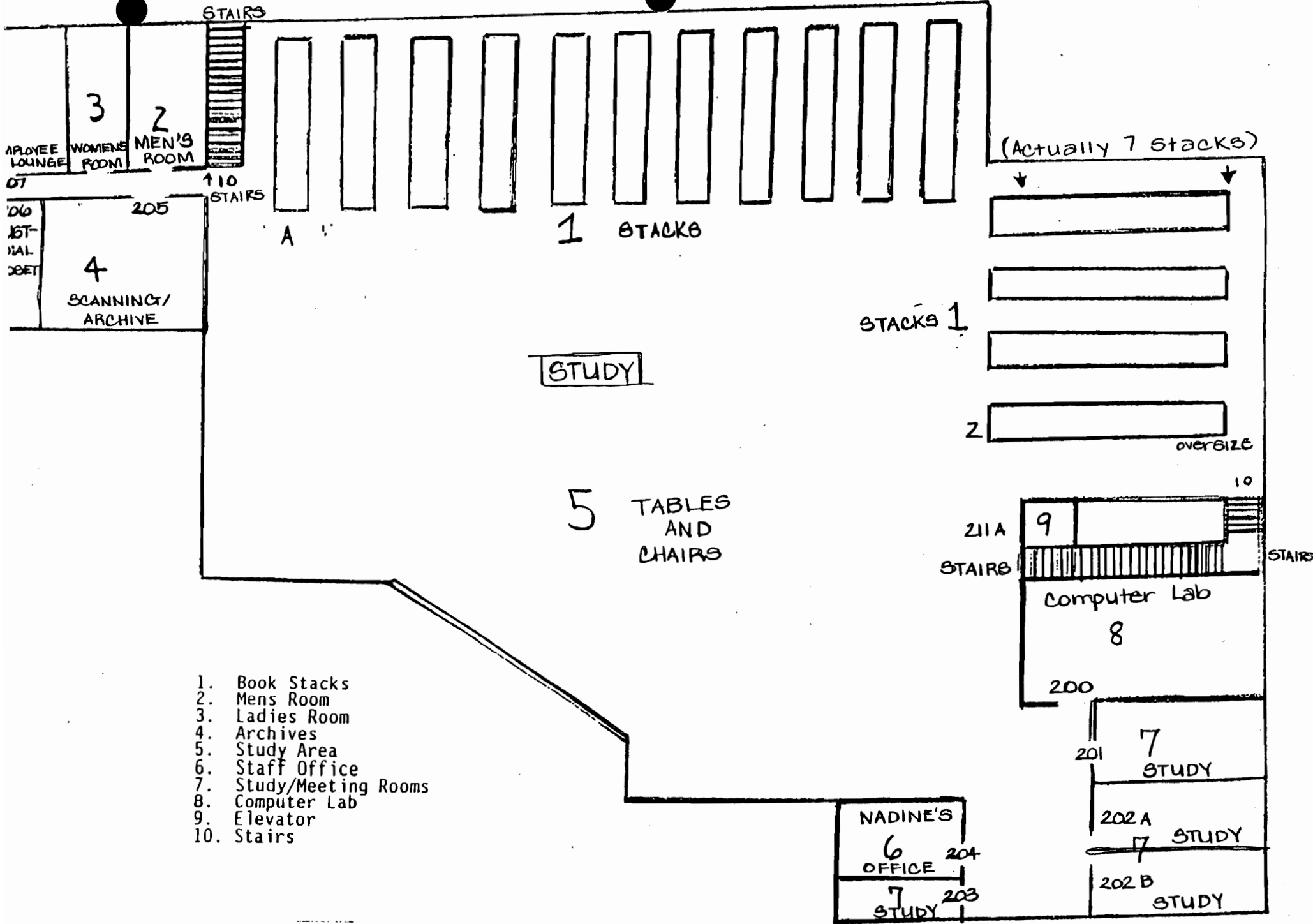
- 22.. Go to the **Circulation Desk**, apply for and receive a library card.

23. Is a **TMCC** library card good at **UNR**?
Is a **TMCC** library card good at the public library?

24. What is the **TMCC** library's policy for **RESERVE** materials?

25. Where are the books that circulate located at the **TMCC** library?





- 1. Book Stacks
- 2. Mens Room
- 3. Ladies Room
- 4. Archives
- 5. Study Area
- 6. Staff Office
- 7. Study/Meeting Rooms
- 8. Computer Lab
- 9. Elevator
- 10. Stairs

APPENDIX D

FACULTY EVALUATION

Student Appraisal of Instruction



Student Appraisal of Instruction
TRUCKEE MEADOWS COMMUNITY COLLEGE

Directions

1. DO NOT Write on this form.
2. Mark your responses on the scantron form; make sure you are using a No .2 lead pencil.
3. Using the rating scale (below), rate your instructor on each statement.
4. You are encouraged to add written comments. Write your comments on the form provided. Prior to sharing written comments with your instructor, all comments will be typed. Please do not sign your name.

* * * * *

A = Strongly Agree; B = Agree; C = Disagree; D = Strongly Disagree; E = No Opinion

1. A course syllabus was handed out during the first class session.
2. Major course objectives were made clear to students.
3. Lessons presented were in agreement with course objectives.
4. Class presentations are well planned and organized.
5. Important ideas (new knowledge/skills) are clearly explained.
6. Instructor speaks clearly (pronunciation, vocabulary, speed).
7. Instructor speaks loud enough so all students can hear.
8. Instructor encourages critical thinking and analysis.
9. Instructor encourages learning-relevant student involvement.
10. Instructor is knowledgeable with subject area.
11. Instructor is sensitive to student-learning difficulties.
12. Students feel free to express their opinions or ideas.
13. Tests are appropriate for the course material covered.
14. Instructor is punctual—classes begin on time.
15. Instructor makes full use of the class periods.
16. Students feel free to ask the instructor for assistance.
17. The grading system is fair and consistent throughout the semester.
18. Fellow students show respect for the instructor.
19. Instructor maintains my interest.
20. Instructor displays "enthusiasm" for subject matter.
21. Homework is appropriate for the course.
22. Textbook matches course content and instructor's lectures.
23. Instructor uses a variety of teaching methods.
24. Instructor uses the blackboard and/or overhead effectively.
25. My instructor is a better than average teacher.

* * * * *

Office for Part-time Faculty: Your Support Is Our Mission

**Student Appraisal of Instruction
Written Comments
TRUCKEE MEADOWS COMMUNITY COLLEGE**

Instructor _____ *Course Call No.* _____ *Date* _____

STUDENT WRITTEN COMMENTS: Student written comments are valuable feedback for the instructor. Please take the time to write comments. If you need additional space, use the backside of this form.

Written Comments: _____

(Continue comments on backside of this form)

Instructor Self-Appraisal

INSTRUCTOR SELF-APPRAISAL
TRUCKEE MEADOWS COMMUNITY COLLEGE

Instructor _____ **Course Call No.** _____ **Date** _____

•••••

Thoughtful self-evaluation may assist you in improving your teaching performance. This self-appraisal is designed for that purpose. You are asked to assess your own teaching performance.

Directions. By using the following rating scale, rate your performance on each statement. Upon completion, return this form to the evaluation administrator.

4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree; 0 = No Opinion

- ___ 1. I handed out a course syllabus during the first class session.
- ___ 2. Major course objectives were made clear to students.
- ___ 3. Lessons presented were in agreement with course objectives.
- ___ 4. My class preparations are well planned and organized.
- ___ 5. Important ideas (new knowledge/skills) are clearly explained.
- ___ 6. I speak clearly (pronunciation, vocabulary, speed of delivery).
- ___ 7. My voice carries so all students can hear.
- ___ 8. I encourage critical thinking and analysis.
- ___ 9. I encourage learning-relevant student involvement.
- ___ 10. I am knowledgeable with subject area.
- ___ 11. I am sensitive to student-learning difficulties.
- ___ 12. My students feel free to express opinions or ideas.
- ___ 13. Tests are appropriate for the course material covered.
- ___ 14. I am punctual—classes begin on time.
- ___ 15. I make full use of the class periods.
- ___ 16. Students feel free to ask me for assistance.
- ___ 17. My grading system is fair and consistently followed throughout the semester.
- ___ 18. Students respect my position as an instructor.
- ___ 19. I capture students' interest.
- ___ 20. My presentations are "enthusiastically" delivered.
- ___ 21. Homework is appropriate for the course.
- ___ 22. Textbook matches course content and lectures.
- ___ 23. I use a variety of teaching methods.
- ___ 24. I use the blackboard and/or overhead effectively.
- ___ 25. I rate my overall teaching as better than average.

•••••

In about a week your Division Office will be submitting to you the results of the Student Self-Appraisal of Instruction and your Instructor Self-Appraisal. You will be able to match and correlate student responses with your own. Also, you will be receiving a typed compilation of your students' written comment. Please keep in mind, the purpose of this mid-term assessment is to provide you with information aimed at assisting you in assessing your own teaching performance, and making mid-term teaching adjustments, if necessary. After comparing your self-evaluation with your students evaluation of instruction, please feel free to use this data as a forum for discussion with your students, division chair, mentor, or others.

Instructor Personal Annual Plan

PERSONAL ANNUAL PLAN

Please use the following format. Please add additional pages if needed.

NAME:
DIVISION:
ACADEMIC YEAR:

OBJECTIVES	ACTIVITIES	OUTCOMES	Time Frame	
			From	To
A. INSTRUCTION				
B. PROFESSIONAL DEVELOPMENT				
C. SERVICE TO COMMUNITY/ INSTITUTION				

Peer Evaluation of Teaching Effectiveness



**TRUCKEE MEADOWS COMMUNITY COLLEGE
PEER EVALUATION OF TEACHING EFFECTIVENESS**

INSTRUCTOR _____

COURSE _____

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY	COMMENTS
1. Begin on time					
2. Presents content in an organized and scholarly manner					
3. Full use of class hour					
4. Demonstrates knowledge of subject					
5. Communicates ideas and concepts clearly					
6. Utilizes teaching methods appropriate to content					
7. Provides opportunity for student questions and participation					
8. Able to hear instructions clearly					

9. What did the instructor do well in teaching the class?

- ★
- ★
- ★
- ★

10. What specific things do you believe might be done to improve instructor's teaching?

- ★
- ★
- ★
- ★

EVALUATOR

DATE

ADDITIONAL COMMENTS:

- ★
- ★
- ★
- ★

APPENDIX E

PARTICIPATORY GOVERNANCE



MAGSTADIT, KAREN
PRESIDENT'S OFFICE
M-01

TMCC infogram

Innovative instruction is the hallmark of Summer Youth College and Academy

This summer, 36 local middle-school-aged students get to sample a slice of college life at TMCC. The Summer Youth College and Academy program began June 16 and runs through July 2.

"To prevent dropouts, we want them to love college."

—Aurora Cortez
SYCA director

SYCA is designed to provide young people with a chance to enhance and expand their knowledge of the college experience. Organizers also want kids to realize the value of higher education while having fun.

"It's about learning lifeskills as well as academics in a hands-on experience," Aurora Cortez, SYCA director, said.

Classes are taught by TMCC instructors and staff. Reading, computers, dance, drama/theater, music, arts, math, construction, health, nursing, library, biology, chemistry, culinary arts, criminal justice and law enforcement are all part of the curriculum. Past projects have included using tennis balls to find the beat in music class and making egg rolls in culinary arts. The work environment is hands-on, providing a nontraditional way of teaching and learning.

There are no tests, no homework, no grades given and the students love it, Cortez said. Because the pressure is taken away from learning, kids can enjoy themselves and learn at the same time.

However, she is quick to point out that not everything is fun. Students have to attend study skills and reading—two classes that are

See Youth, page 2

TMCC joins Harvard, Ohio State in teaching ground-breaking Internet calculus course

Harvard. Ohio State. Truckee Meadows Community College. While this lineup may sound strange, TMCC is the nation's only community college to join the country's top universities in teaching Internet calculus through the NetMath Consortium. Come fall, this leading-edge technology opens up new math possibilities to students in nine Nevada high schools and to the general public as well.

This engineering calculus course — the equivalent of college calculus I, II, III—is showing promise in more effectively teaching higher math to students. Computer technology allows students to work at their own pace with on-line, real-time mentors. Since the class uses the same technology as the workplace, students can spend more

time learning mathematical applications and less time learning math processes. By learning the practical uses of calculus, students can move onto even higher levels of math.

"It feels good that TMCC is at the forefront of this evolution."

—Bill Newhall
TMCC NetMath director

The interactive computer-based program, *Calculus & Mathematica*, was created by faculty at Ohio State and the University of

See Harvard, page 6

On this issue

Page 4

Students have more degree options, thanks to the regents' approval of two new degree programs.

Page 5

TMCC's newest students will be 5-year-olds. Kindergarten program receives certification.

Summer
1997

Youth

From page 1

not particularly popular. Learning how to take notes and to get the most from their reading prepares students not only for college, but for high school as well.

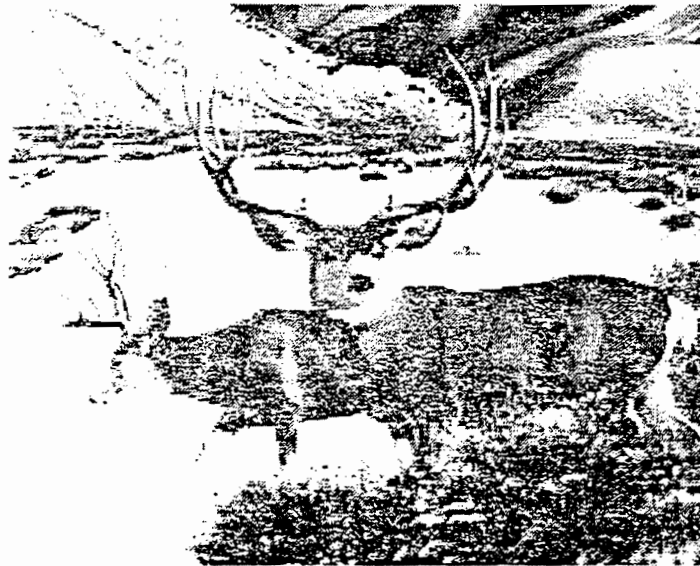
"None of last year's class has dropped out or even gotten into trouble," she said.

According to the director, this program is one-of-a-kind. Cortez hopes that it will serve as a model nationwide. Great Basin College has adopted the idea, beginning a program of its own this summer.

Reaction to the year-old program has been very positive. SYCA students felt good about their experience last year. "I learned a lot of things that were inspirational," wrote one student. "I loved it."

Lifestyle Homes, Inc. provides a \$50 scholarship for each Sun Valley resident. Washoe County School District provides a bus from O'Brien Middle School to TMCC. SYCA is looking for additional partners to accommodate more students.

Local artists display works of natural beauty at the library



This is an example of an oil painting by Fred Boyce.

The library is more than a place to find information, it also is a place to discover the talents of local artists.

The library is now featuring the works of William Chan and Helen

Lew Chan through July 7.

Beginning on July 8, the work of Fred Boyce will be on display. Boyce depicts the natural beauty of wildlife using watercolor, oil, acrylic and etching mediums. His artwork has been published by national groups including Ducks Unlimited, Kendall Oil and Gray's Sporting Journal.

He has won numerous awards including the Nevada Ducks Unlimited Artist of the Year five times and the 1987 Nevada Trout Stamp Art Contest. His work will be on display during regular library hours July 8 through Aug.

Campus briefs

Hawkins Foundation makes donation to fire science program

The Hawkins Foundation gave the new TMCC Fire Science Academy a boost with a \$10,500 gift for TMCC to purchase fire suppression training equipment. The money was awarded to purchase three self-contained breathing apparatus and one Cascade System to refill the air bottles.

"The Hawkins Foundation has been a strong supporter of TMCC for many years, with substantial gifts to the Center for Applied Technology, the library and this Fire Science Academy," said Anne-Louise Pacheco, director of the TMCC Foundation.

The donation is a big help to this rapidly expanding program. Twenty-

eight of the 37 new course titles for this fall are within the fire science/wildland fire program.

Grad videos for sale

Media services has produced a video that allows graduates to relive their graduation moment during TMCC's 1997 commencement, held May 21.

Two tapes are now available for purchase. The entire commencement was captured by this award-winning video production team. The tape is 79 minutes long and includes all speakers and diplomas granted. The cost is \$19.95. Commencement speaker and humorist Toody Byrd is featured in another commencement video for \$12.95.

For more information, call media services at 673-7177 or 673-7179.

Great minds don't think alike

This summer and fall, the 4MAT Fundamental Training System will be available for instructors of all levels to learn the importance of different teaching styles.

4MAT stresses reaching students using methods other than the traditional lecture format. Teachers learn to design instruction for all students including those who learn better by acting on information, feel a need to connect with classmates and the instructor, and need to think out a concept first.

The summer session of the class is Aug. 12-15, from 9 a.m.-5 p.m. The fall semester class is offered Aug. 22-Oct. 27, from 4-7 p.m. every Monday. The cost is \$73.

People in the news

Mickey Hagar works at the Old Town Mall Education Center as a building custodian, and was the classified employee of the month for May. He is kept busy with setting up equipment and removing it for many workshops and special events.

Because of his thoughtful assistance, the Re-Entry and Women's Center staff calls him their "Guardian Angel."

"We really appreciate his thoughtfulness,

generosity and willing spirit," wrote his nominator for the award.

The letter nominating Mickey cites many examples of a considerate worker who is willing to help out in any way he can. He has helped decorate for parties, clean up after events and find special equipment to use at workshops.



Mickey Hagar

Hispanic magazine published an article about the work of architecture professor **Ellis Antunez**. Ellis is president of the Council of Landscape Architectural Registration Boards, an organization established to protect the safety and welfare of the public in landscaped areas. The article highlights Ellis' heritage and the fact that he uses inspiration from his childhood in landscaping projects today.

Nevada Archeologist published two articles written by **James D'Angelo, Ph.D.**, a part-time philosophy and archaeology instructor. He also works as a contract archaeologist in Nevada.

Karen Cannan-Parks participated in the annual "Fantasies in Chocolate" competition. Her local business specializes in providing desserts to restaurants. Karen graduated from the culinary arts program this spring.

Dr. Aurora Cortez, ESL/English professor, was elected as the president of the Nevada Federation of Business and Professional Women, BPW/USA for 1997-1998.

Flor Villatoro, a management assistant in the multicultural diversification office, has been recognized as a TMCC outstanding Hispanic employee.

At the Western Association of Financial Aid Administrators conference, **Mona Concha-Buckheart**, TMCC director of financial aid, was elected president of the Nevada Association of Financial Aid Administrators. Mona has been active in NAFAA for six years.

Sharon Wurm, student employment coordinator, was honored by the Western Association of Student Employment Administrators with the Bill Mayes Award for 1997. The award commends the recipient as a new professional who has made an outstanding and unique contribution to the association.

Gail Small Ferrell and **Bill Newhall**, both mathematics professors, used materials developed by the NetMath Consortium and other reform projects to teach college mathematics instructors the reform of business calculus. The National Science Foundation provided a grant to support this undergraduate faculty enhancement project.

Diane Nicolet has been the acting director of the E.L. Cord Child Care Center since June 1997 and has recently accepted the permanent position of director beginning July 1.

Please welcome a few new faces to TMCC this summer. Numbers and address' are included to update your

directories. **Bonnie Green** is a placement specialist for student development. She is located in room 315A at the Student Information Center. Phone: 674-7904. **Marie Mittlestead** is a personnel technician for human resources. She is located in room 209. Phone: 674-7655. **Art Lenon** is the acting director for plant and facilities. He was the director of purchasing for the business center north purchasing before taking this position. He is located in room 229. Phone: 674-7616.

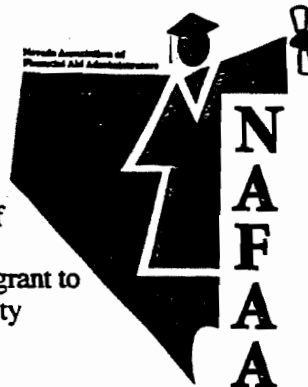
Congratulations to the newly elected Classified Council members: vice president/president-elect **Howard Craig**, secretary **Kitty Mentaberry**, treasurer **Cheryl Hinman** and hospitality officers **Marie Gaspari** and **Olivia Hull**. Individual representatives volunteering for their areas are: **Kelly Larson** and **Barbara Wood**, for administration; **Saloma Helget** and **Dawn Hines-Krips**, for instruction; **Angie Erquiaga**, for admissions and records; and **Tina Sidles** for the library.

Graphic arts major **Andrew**

Ferguson won a \$500 prize for his NAFAA logo design.

Congratulations to these TMCC employees who graduated in May. **Marlene Wallace**, assistant to the SYCA program, received a degree in arts and graduated with more than a

3.75 GPA. **Terry Alexander**, grounds worker II, received a degree in industrial maintenance systems. **Donovan Fansler**, repair specialist I, received two degrees, one in building systems maintenance technician and another in



See People, page 4

People

From page 3

refrigeration and air conditioning technologies. **Janet Karsner**, work study in Foundation/Development, received two degrees, one in office administration and another in computer and office technology. Both **Kim Sambrano**, administrative aid, and **Alicia Wadsworth**, student assistant, received degrees in financial aid. **Rebecca Amezquita**, management assistant, received her degree in counseling and testing. **Amy MacQuarrie**, student employee in the student information center, received her degree. **Kayleen Mahlberg**, administrative aid, received her AA degree. **Julie Bender**, management assistant III,

received her degree in general studies. **Shannon White**, student employee in the scheduling office, received her AA degree.

Pat Durham-Taylor, nursing instructor, received her Ph.D., from the college of education at UNR. **Dave Mosley**, mail clerk, received his BA in secondary education with an emphasis in social studies from UNR. **Gary Skibinski**, communication system operator II, received his BA in political science from UNR.

* * *



Julie Bender

Julie Bender works as a management assistant III in the public service department. She is the employee of the month for June. Julie works closely with the new Fire Technology program and the police academy. She helped to maintain funding for the police academy as the department transitioned from self-to state-funding.

"Julie works to find a solution and loves a new challenge," said the letter written by her three nominators.

Regents approve transportation, graphic communications degrees

Technology plays a major role in the two new degree programs TMCC will start offering this fall. Come August, students can work toward degrees in graphic communications or transportation. The curriculum for each degree was created with assistance from local industry professionals, so students will be "job-ready" at graduation.

The associates degree in graphic communications offers two differ-

ent tracks: one in graphic design and the other in print reproduction. Traditional subjects such as design, color, drawing and typography will be taught alongside cutting-edge topics like 3-D design, digital manipulation and CD multimedia design. Labs will feature high resolution scanners, digital photog-

raphy equipment, the latest computer software and hardware, and, in the near future, digital printing equipment. In addition to classroom and lab work, students must complete an internship.

The associates degree in transportation also has two areas of emphasis: students can choose between diesel or auto technology. Curriculums are based on the National Automotive Technicians Education Foundation Standards. Automotive students will learn: engine repair; suspension and steering; brakes; engine performance; heating and air conditioning, among other subjects. The diesel program includes instruction in

gasoline engines, diesel engines, drive train, brakes and preventative maintenance inspection. All students will be required to participate in highly structured internships.

If the legislature funds the Center for Applied Technology, transportation classes will be held at the Edison Way location by fall '98.

Student wins national weightlifting award

Randhir Singh Wirak carries more than his own weight. Up to 220 pounds to be exact. This automotive student took the silver medal in the U.S. Weightlifting Federations' Olympic Style National Masters Tournament at the Olympic Training Center in Colorado Springs in April.

An immigrant from India, Wirak had always dreamed of attending the Olympics, but at the time India did not have an Olympic weightlifting team. He took the sport as far as he could in his native country, winning the All-India University Championship and finishing third in the Indian nationals.

He stopped training in 1974 and resumed the sport 22 years later in February 1996. Remarkably, after only 14 months of training, Wirak's average of two lifts — 167.5 kilograms — placed him second in the 55-59 age group, 91 kilogram body weight category.

Wirak just completed his first semester at TMCC. His dream is to eventually own an automotive repair shop.

In Sept., he travels to Poland for the World Championships.

"The industry is desperate for individuals trained with the skills our students will learn."

*—Dan Bouweraerts,
graphic communications*

ent tracks: one in graphic design and the other in print reproduction. Traditional subjects such as design, color, drawing and typography will be taught alongside cutting-edge topics like 3-D design, digital manipulation and CD multimedia design. Labs will feature high resolution scanners, digital photog-

Students win five medals at state VICA Championships

Four vocational students showed their proficiency in leadership and competitions at the statewide Vocational Industrial Clubs of America competition in April.

Victor Macedo, James Carducci, Wesley Smith and Josh Casinilli all came away from the competition wearing medals. The job interview category was dominated by Macedo, Carducci and Smith with gold, silver and bronze finishes. Carducci brought home a pair of silver medals in the job interview and auto services technician categories. Smith grabbed a bronze medal in the interview. Casinilli took the bronze in the diesel mechanics division.

First place finishers from 52 VICA territories and states attend nationals in June. Because of his first-place distinction in the job interview category, Macedo, an exchange student from Mexico, will continue competing in Kansas City.



From left: Les Garaventa, Dan Adams, James Carducci, Jonathan Young and Victor Macedo.

VICA has been active on campus since 1992. The program helps vocational students prepare themselves for the job market through leadership development programs and skill training. There are about 1,300 members of the Nevada VICA Association. TMCC has 18 student members and three advi-

sors. There are eight diesel club members, with advisor Les Garaventa, and ten automotive club members, with advisors Jonathan Young and Dan Adams.

Jonathan Young thinks the program is an important link with area high schools and helps recruit many students into the ATEC program. Each year, TMCC holds a preliminary contest for high school members. The contest prepares them for the statewide competition and gives students an opportunity to experience part of the ATEC program.

E.L. Cord Childcare Center starts kindergarten program this fall

When these students start their first-ever day of school, they'll also be starting their first day at college. Beginning this fall, TMCC will provide a Nevada Board of Education Certified Kindergarten Program at its E.L. Cord Childcare Center. Applications are being accepted until all student openings are filled.

The program, which is open to everyone in the community, offers several advantages.

- Class size will be limited to 18 children. Besides receiving instruction from a licensed teacher, students will work with an AmericaReads volunteer who will work with children to develop their literacy skills. This enables children to receive the personalized instruction

with a ratio of one instructor to nine students.

- This is a full-time kindergarten program which combines a kindergarten curriculum from 12:30-3:00 with childcare activities the rest of the day. This frees parents from making daily shuttle runs between kindergarten and daycare.

- Curriculum parallels Washoe County School District's program, allowing students a smooth transition into the school district once they enter first grade.

- Students are screened prior to starting school, so that the teacher can tailor instruction to their needs.

Cost is \$120 a week which includes kindergarten, childcare and two snacks a day. For more information, call 674-7515.



Congratulations to TMCC's 422 May grads.

Illinois. Students are given more responsibility for their own learning and problems are open-ended. When they need help, they can electronically access instructors, teaching assistants and peer mentors.

TMCC gave this class a trial run on campus last spring, and University Parallel Mathematics Chairman **Bill Newhall** said the students were excited. "Students tested well and stayed in the course. We didn't see as many dropouts as we do in traditional classes."

He also added that other NetMath

Consortium schools find their students perform better than others on standard skills tests and have a better mastery of math concepts. High school students who took the class are

among the top of their first year college peers. Participating Nevada high schools are: Dayton High School, Eureka High School, Fernley High School, Lowry High

School, Moapa Valley High School, Pahrnagat Valley High School, Smith Valley High School, Virginia

City High School and Yerington High School.

"Math instruction is moving forward and


it's wonderfully exciting," said Newhall.

Lars Jenson, math professor, also is instrumental in TMCC's NetMath project.

"Working closely with large institutions is providing us with resources we wouldn't have on our own."

—Newhall

The *Infogram* is published monthly by Truckee Meadows Community College's Publications and Public Information Office. Information must be submitted in writing to PIO by the 15th of each month for inclusion in the following month's issue. We reserve the right to edit submissions for clarity, space limitations, and editorial style and policy. Submission of information does not guarantee publication. **Editor:** Kathy Berry. E-mail: Kathy Berry at TMCC-ADMIN@fs.scs.unr.edu. **Editorial assistant:** Kelly Holmstrom. Visit TMCC's web site at <http://www.scs.unr.edu/tmcc>.

 **Truckee Meadows Community College**
7000 Dandini Boulevard
Reno, NV 89512-3999

TMCC infogram

Richardson takes over TMCC helm

John Richardson has gone from navigating naval ships to navigating Nevada's educational waters. On March 17, he took the helm of TMCC as its acting president.

Richardson will serve at TMCC through June 1998. He replaces **Ken Wright**, who requested reassignment. Already familiar with TMCC through his previous positions as UCCSN vice chancellor and interim chancellor, Richardson has quickly developed a sense of pride toward TMCC.

"One of the neat experiences I've had is the number of people in our community who tell me that they've taken a class here and had a good experience," said Richardson. "It feels good when I walk out to my truck at night to see the students pour onto campus. Even if it's been a tough day, I watch these students and think, 'we are doing good things here.'"

Four priorities are foremost on Richardson's agenda: the legislative session; the TMCC reorganization; to personally meet with staff, faculty and students; and to help the institution engage in a healing process.

Much of Richardson's first few weeks were

consumed with meeting legislators regarding TMCC's needs. Richardson said it is important to have a successful legislative session for TMCC. He hopes to get the governor's budget amended to reflect TMCC's growth, which has been greater than the original projections. An increased budget would mean that TMCC could hire more faculty for its growing student body. He's also pushing for \$2.8 million to go to the Center for Applied Technology.

In regard to TMCC's reorganization, he feels that the preparations made so far are on track and he's pleased with the consensus behind it. He'd like the reorganization structure to be finalized by the semester's end, so it can go to the Regents this summer.



John Richardson

See Richardson, page 4

1997 commencement comes home

For the first time in TMCC history, graduates will march to Pomp & Circumstance, May 21 at 10 a.m. on the TMCC Dandini Campus. Past ceremonies have been held at the Pioneer Center and Rancho San Rafael Park.

What makes this year different is that the campus has the new Advanced Technology Center to "show off" during the ceremony. This addition also provides more space for the participants and their guests.

Commencement will be in the parking lot between the child care center and the ATC. Certificates and degrees will be given out to graduates from spring, summer and fall programs. More than 350 individuals have applied for graduation.

"This year we wanted to be on campus to

allow students to share with family members where they go to school." **Kathy Lucchesi**, director of admissions and records said.

Commencement is expected to last about one-and-a-half hours. It is open to anyone who would like to attend.

Several people will speak during the ceremony. Regents' Scholar **Denise Abbey** will address the audience. Following tradition, the convocation/invocation again will be given by **Dr. Jackie Mathisen**. **President John Richardson** will introduce commencement speaker **Toody Byrd**. Byrd has been the recipient of many honors and awards in her home state of Texas, including being selected as one of the 150 most interesting people in Austin.

JOHN RICHARDSON

On this issue

Page 5

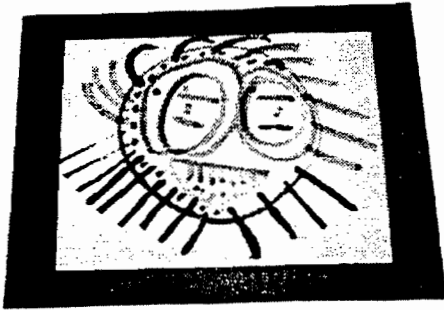
Enrollment for state and non-state supported students peaks 10,000 milestone.

Page 6

Denise Abbey, a single mother, and Re-Entry student, is named 1997 Regents' Scholar.

April/May
1997

Show exhibits developmentally disabled student art



"Wildman" was created by Jan Nowinski.

On Sat., May 10, an art exhibit will showcase the culmination of a semester's work by developmentally

disabled artists. Their work, on display in room 223 of the Red Mountain Building from 10 a.m. to 3 p.m., represents the full spectrum of art from sculptures to movie-making.

The art show, open and free to the public, celebrates the work of the two dozen students, most of whom were significantly developmentally disabled prior to turning 18. Visitors can view: movies that were written, photographed and produced by students; sculptures; ceramic work; print-making; painting; and written works.

Student artists will be on hand to discuss their art.

"The show has been part of the class' curriculum for the past three years. This class gives the developmentally disabled a chance to better express themselves," said instructor **Craig Smyres**, who created the course in 1988. "During the semester, they've gained confidence and their artwork has matured."

Two sections of the course are held each fall and spring. Besides Smyres, **Jill Neri** also teaches the class.

Campus briefs

TMCC Foundation shows students the money

The amount of scholarship money the TMCC Foundation gives to our students is "outside the realm of most community colleges," said Foundation Director **Anne-Louise Pacheco**. For the 1997-98 school year alone, the group will award more than \$150,000.

"Two reasons for this remarkable growth are the goodness of the college staff and community support" said Pacheco. "In 1990, we gave \$22,000. Since that time, we've awarded more than \$800,000 to students."

Staff can contribute to college fundraising by calling the development office at 829-9035 to enroll in the payroll deduction plan.

Most of the scholarships for the upcoming academic year were awarded during the TMCC Foundation and Financial Aid Scholarship Reception on May 1.

Staff, students honored

An awards ceremony will be held on May 14 to recognize faculty, students and classified employees of TMCC. The ceremony will be hosted at the Old Town Mall Education Center on the second floor from 4-6 p.m. Award presentations will commence at 5 p.m. Everyone

is invited to attend the ceremony and congratulate those receiving awards.

The following people will be recognized: **John Scally** and **Tom Tooke** as tenured faculty; **N. Jean Pontrelli** and **Ed Hancock** as emeritus faculty; **Hugh Fraser**, part-time teacher of the year; **Linda Stetter**, full-time teacher of the year; **Danny Burress**, outstanding alumnus; **Denise Abbey**, Regents' Scholar; **Humberto Hernandez**, classified employee of the year; **Jo Conkey** and **Eva Dellera**, distinguished retired classified employees; **Perralina Palm** and **Phil Amundson**, community services teachers of the year; and **Doc St. Clair**, student employee of the year. The engineering drafting student of the year also will be announced.

\$10,000 installment given by Sierra Pacific

Greig Barrett, customer account manager for Sierra Pacific Power Company (in picture to right), gave **President Richardson** another \$10,000 toward the company's \$50,000 pledge to help refurbish the Center for Applied Technology on Edison Way.

Daughters flock to TMCC

Daughters, nieces and neighbors of TMCC staff learned what the future was about on April 24, during Take Our Daughters to Work Day.

The event, sponsored by The Status of Women and Barnes & Noble campus store, was divided into two sessions. The morning session included a HUM-VEE tactical vehicle demonstration, paper quilt making, a presentation by an illustrator and a dissection in the biology lab. That afternoon, a panel of guest speakers talked about their various professions. The day ended with a story, "The Necklace," told by **Mary Lee Fulkerson**, master basket weaver and storyteller.



People in the news

Two of TMCC's chemistry instructors, **John Clevenger, Ph.D.**, and **Eun-Woo Chang, Ph.D.** conducted a workshop for Washoe County School District's Institute Day on breaking down the artificial barrier between the classroom and lab in the field of science. The workshop taught high school science teachers the benefits of the calculator-based laboratory method of gathering and interpreting data.

* * *

Robert Hernandez and **Ken Mela**, of Veterans Upward Bound, have recently shared their knowledge at the Western Association of Educational Opportunity Personnel Conference in San Francisco. Robert presented a workshop called, "How to be Successful in Work without Really Dying: Wellness in the Workplace." Ken's presentation was a workshop called, "Surf's Up: Teaching on the Internet."

* * *

Karen Magstadt was named March's classified employee of the month. Karen is a hardworking management assistant in the president's office. Her nominator highlighted Karen's willingness to help students and her commitment to maintaining the integrity of TMCC as reasons for the award.

"I just try to enjoy my job," she said, "and I do."

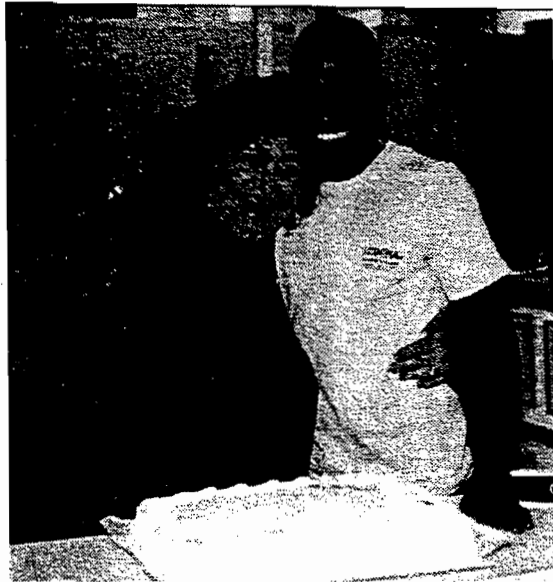
Karen is a regular volunteer at the student Help Desk. Frequently, Karen helps with major projects on campus as well as picking up TMCC visitors at the airport and guiding them around campus. She gives these visitors a valuable first impression.

* * *

On Feb. 27, **David Wilkins** passed away. Dave had been at TMCC since it opened in 1971, first as an administrator and then as an

instructor in the math department. The memorial service was held at Walton's Funeral Home in Sparks. A scholarship fund is being set up in Dave's name. To contribute to the fund or for more information about it, please contact **Tammy Wilkins** at 673-7185. Or make checks out to the Board of Regents and send them to Tammy at mailstop A-08; she will forward the money to the scholarship fund.

* * *



Student employee of the year **Doc St. Clair** hugs co-worker **Lin Gable** right after he learns of his award.

The winner of the Student Employee of the Year Award is **Doc St. Clair**. Doc was chosen from a finalist set of seven Student Employees of Distinction for exemplifying superior service to students and staff. To see him in action, stop by the veteran's desk at admissions and records. Doc was honored with a cake, certificate, plaque and a \$100 check.

* * *

Smart Starts Coordinator **Sandra Borelli** will be a guest speaker at two prestigious conferences. The National Institute for Staff and Organizational Development International Conference and the 31st Annual National Employment and Training Associa-

tion Conference have both invited her to speak.

* * *

John McCann is a new employee with Smart Starts joining TMCC's staff from Job Opportunities in Nevada. John is working with Smart Starts as the workplace coordinator.

* * *

David Hodder has been published in the Feb. issue of "Vehicular Technology." The paper is titled, "Beam-Selection Performance

Analysis of a Switched Multibeam Antenna System in Mobile Communications Environments." David is an associate professor of electronics and computer technology.

* * *

In a reception on March 13, the Board of Regents recognized the outstanding students and employees for 1997.

Linda Stone was recognized as an outstanding student.

Cindee Davis was recognized as an outstanding faculty member.

Howard Craig (institutional research), **Linda Fitch** (admissions and records specialist), **Lin Gable** (admissions and records specialist), **Phil Kowalski** (media ser-

VICES), **Alice Kunselman** (admissions and records specialist), **T.W. Landis** (media services), **Ralph Micone** (grounds supervisor), **Diane Morningstar** (information center), **Patty Scollard** (admissions and records), **Randy Smith** (plant and facilities), **Jennifer Sussman** (re-entry) and **Flor Villatoro** (multicultural office) were honored as 1996 classified employees of the month.

* * *

Dr. Paul Davis, a professor of political science, has been chosen to be included in the 26th edition of *Who's Who in the West: 1998-1999*.

See People, page 4

People

From page 3

Robert Hernandez, project coordinator for TMCC's Veterans Upward Bound and vice president of the national Veteran's Upward Bound, is compiling a publication for the 25th anniversary of its national programs. It will include student success stories, data on the outcomes of veteran students and history highlights.

The publication is the first of its kind and will be used to "demonstrate effectiveness and accountability" to legislators and others who are interested in the program. Robert plans to have a first draft ready for the National Veteran's Upward Bound Conference in New Orleans on May 14.

Media services has been honored for the third consecutive year by the National Council for Marketing and Public Relations as a Paragon Award winner. Out of 1200 entries at the nationwide March 18 conference, the film "25 Years of Community Colleges in Nevada" took third place in the Best Promotional Video category. This award was the fifth given to media services team **Creel Snider, Phil Kowalski** and **T.W. Landis** by NCMPR in the last three years.

Student Employees of Distinction named during National Student Employment Week (April 11-17) were: **Dawna Bessey, Alma Griss,**

Michon Harder, Rebecca Maxie, Amy Senh and **Lee Witze.**

Student employees had the opportunity to win daily raffle prizes during National Student Employment Week. Prizes included items from the bookstore and local vendors. The grand prize, a 3-credit tuition voucher, was awarded to **Dawna Bessey**. The prize was donated by the president's office.

The April classified employee of the month is **Cathy Catania** from information technology services. Cathy is one of the forces behind the technological advances at TMCC, especially at the Old Town Mall campus. Cathy worked extra hours to ensure that computer labs would be ready for students at the beginning of the semester, unpacking boxes and setting up the equipment.



Cathy Catania

"Her confidence and diligence keep those of us who are technologically challenged from being in a total panic," said her nominator.

In addition, Cathy works to stay alert to new technology. She volunteers her time outside of the workplace, and her nominator believes that, "TMCC is the

direct beneficiary of her diligence."

Sharon Wurm, from student employment services, has been honored for her hard work and outstanding contributions to the Western Association of Student Employment Administrators. She is the recipient of the Bill Mayes Award.

In the month of April, TMCC suffered the loss of two people. **Jesus Ramirez**, who worked for plant and facilities, lost his battle with cancer in the early part of the month. **CC Lee**, who worked as a part-time physics instructor, passed away in the middle part of the month.

A new player has joined the TMCC team. **Liz Claypool** is now working in the accounts payable department. Liz has many years of experience in accounts payable and is a valuable addition to the office.

Industrial Training Center Associate Director **Scott Alquist** and Business and Industry instructors have been teaching inmates in the Washoe County Sheriff's Boot Camp Program about industrial safety. The group, which includes **Rich Melillo, Mike Gartner, Les Ede, Bryan Staples** and **Scott**, have volunteered to conduct nine workshops this year alone.

Richardson

From page 1

His other two priorities go hand-in-hand. He's looking forward to meeting everyone at TMCC and helping to reduce the tension on campus.

"This is a neat place. These really should be good times for us," he said. "I want everyone to take a deep breath, relax and move forward. I want us all to enjoy a calmer, more pleasant atmosphere."

Richardson has served in administrative capacities for the North Dakota University System, Montana

University System and Oregon State System of Higher Education. He's been with the UCCSN system for five years. Although never before a community college president, he studied community colleges as part of his doctoral study and worked closely with many presidents in Nevada and other states.

A retired naval officer, Richardson is married (his wife is a reverend) and has two grown sons. He earned a bachelor's degree in history and a master's in student personnel and

"I'm enjoying being on campus and meeting everyone. There are so many positive things here at TMCC to continue on—" Richardson

counseling from the University of Oregon. His doctorate is in higher education and sociology from Stanford. He also is a graduate of Harvard's Institute for Educational Management.

Travel the world and never leave the library

Visitors to the library can travel the world through the eyes of **Dianne Cheseldine**. This humanities professor has chronicled her journeys through Spain, Tunisia, Vietnam and Borneo in "Journeys through the Lens of Dianne Cheseldine" a photographic exhibit through May 21.

Cheseldine has captured her experiences of an archeological dig in Carthage, Tunisia; a bicycle trip from Hanoi to Ho Chi Minh, Vietnam; and her work with ex-captive orangutans in Borneo. She wants her photographs to increase the appreciation of cultural differences and awareness of the fragility of the earth and all its inhabitants.

Her work was selected by *Photographer's Forum* in national contests and published in the 1996 *Best of Photography*.

The next exhibit at the TMCC Library, May 22-June 30, will be the oil paintings of **William** and **Helen Lewman**. William specializes in looking for realism in old buildings, ghost towns and other remnants of the "Wild West." Helen's work is more abstract: she gains her inspiration from unusual land formations. The Chans, who both studied under numerous TMCC art instructors, will host an exhibit reception on May 29, 4-6 p.m.

The library continues to look for artists interested in showing their work. For more information, call **Neil Siegel**, 674-7608.

Infogram note:

Due to technical and logistical difficulties, the April *Infogram* has been combined with the May issue. We apologize for the information that was cut due to timeliness factors. Over the summer, one *Infogram* will be disseminated the first week of July. With the start of the semester, this publication will resume a regular schedule.

Enrollment surpasses 10,000

For the first time in TMCC's history, official semester enrollment surpassed 10,000 students. This spring, 10,381 students (state and non-state supported) attended classes: a thousand more pupils than the 1996 spring term.

TMCC shattered its goal of 9.1 percent growth. This spring, enrollment rose 16 percent.

"We have never had more than 10,000 students enrolled in a semester. On top of that, this semester bucks the trend of having more students in the fall semester than spring. Almost 400 more students are taking classes this semester than last," said **Kathy Lucchesi**, admissions and records director.

Shattering TMCC's goal of 9.1 percent growth, the full-time equivalent enrollment jumped 16 percent this spring compared to spring 1996 and increased one percent from the

1996 fall term. These equivalents are based on dividing total credits of all students by 15.

More students continued their education from the fall, but **Lucchesi** also believes that enrollment increased thanks to the Advanced Technology Center that opened in January. In all, TMCC is conducting 1,210 classes this semester. The previous spring only 925 were held.

The new building, which houses about 29 percent of the semester's courses, made way for additional class sections to be offered. In just four academic divisions — humanities, professional business studies, public service and social sciences — up to 2,892 more students could have been accommodated in classes this spring over fall. Student space in this semester's French, humanities, philosophy, insurance and real estate classes more than doubled. However, the greatest impact was on drafting, accommodating up to five times the number of students.

Student wins photography award

TMCC art student **Deborah Cruze** won first place for the speaker's pick during "Shooting the West," a photo workshop, held in Winnemucca in March.

Cruze's 35 mm black and white photo of a steer wrestler at the 1996 Reno Rodeo was selected by photographer **Bee Jay Larsen-Stewart** as the show's best picture. Larsen-Stewart was a guest speaker at "Shooting

the West." Cruze, an honor society student, graduates from TMCC in May with an associates in art degree.

"**Erik Lauritzen** (TMCC art chairman) was the catalyst in helping me to produce something that is worth producing. He has taught me



This is a workprint of Cruze's award-winning photograph.

so much about photography," Cruze said. "He gave me the confidence and provided a good environment for me to work on my own."

With the help of Lauritzen, she is expanding her photography skills to include large format cameras.

Re-Entry student named Regents' Scholar

As a woman who did not finish high school and the single mother of three teenage boys, **Denise Abbey** does not come immediately to mind as someone to be recognized in academic circles. However, Abbey is the TMCC recipient of the 1997 Regents' Scholar Award.

The award was announced at the March 14 Board of Regents meeting. Abbey will receive a \$5,000 scholarship and a medal to commemorate her accomplishments as a business student.



Denise Abbey

She was not only honored by the award itself. There were nominations by twelve separate people who be-

lieved Abbey was an excellent candidate for the scholarship.

"Denise exemplifies persistence and courage in the face of adversity," said the letter that nominated her for the award.

Abbey maintained a cumulative GPA of 3.9 at TMCC. She was listed on the 1995-96 and 1996-97 National Dean's List.

The Regents' Scholar Award criteria is not only for scholastic accomplishments. The award selection committee also looks for the leadership ability and service contributions of each candidate while a student at TMCC.

In addition to her studies, Abbey volunteers approximately three to four hours per week at the Children's Cabinet. She is a member of Phi Theta Kappa Honor Society and a volunteer mentor for the students in the TMCC Re-Entry

and Women's Center.

"She is a wonderful example of what our program represents," **Barbara Twitchell**, Re-Entry Coordinator said.


"Denise is a model of what these people can do with a little helping hand —"

Barbara Twitchell

Abbey will graduate with honors after completing her last semester. She plans to continue her studies at UNR toward a degree in business.

"It is my dream and ambition to combine business with the community and be able to provide services to those who are in need, especially single mothers, those who have been abused, children and others in need," Abbey said.

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NEWSLETTER



Planning & Development

To Develop Our Communities' Diverse Human Potential

DOSE, ELSIE
DEAN, INSTITUTIONAL
EFFECTIVENESS

Volume 2, Issue 6
Vice President Rita Hunevutt

RECEIVED September 1997
Laurie Vill Editor
SEP 11 1997



We in Planning and Development, hope that each and every one of you had an enjoyable and relaxing summer. With the summer barbeques behind us and following the successful Kick - Off Week festivities, read on, as our newsletter contains information of "happenings" at the college this summer.

General Updates

Affirmative Action: The Office of Affirmative Action has been involved in setting up training in the area of disability accommodations. Two training sessions were offered to staff and faculty of the college before the start of the fall semester on August 18 & 22, 1997. Harry Heiser was the presenter of these informative training sessions that will ensure that every student with a disability will be provided the proper accommodation to aid their education.

The summer months were busy ones for the office because of the hiring of thirty-two (32) new employees. Interview committees were common place around the college! Affirmative Action welcomes all the new employees and appreciates the hard work and effort by faculty and staff that was necessary to make this happen.

Distance Education: TMCC is beginning its second year of electronic delivery with: 1) three classrooms linked by compressed video technology (Dandini ATC 115, OTM C2, and Incline Village High School); 2) financial support under AB606 to continue to develop and expand course offerings; 3) a variety of methods of electronic delivery being utilized including: compressed video, telecourses on Channel 5, telecourses on SNSCAT/Channel 16 TCI Cablevision and via the Internet; 4) development of a number of initiatives with Channel 5, the WCSD, SNCAT and the UCCSN; and 5) specific partnerships with Greater Basin College, CCSN, UNR and UNLV.

ELSIE DOSE, DEAN

College-Wide Projects

Academic and Master Plans: A presentation of the strategic process now in place and highlights of the academic and college-wide master plans were presented to Faculty Senate on Friday, August 22. These are important college documents that reflect where TMCC will be going in the future. Anyone wanting a copy should check with their Vice President or Elsie Doser's office. It is being investigated how to put the documents on the network's Reference Section.

Community Services

We're not alone! Community Services is continuing to expand its partnerships with community agencies and businesses.

This summer an agreement was finalized with Community Services and Sparks Florist, Inc. to partner in TMCC's Florist Training Program. The program, which has already met with great success, will be enhanced even more as students have the opportunity to see a florist operation from the ground up. In addition to making space available for classes at their Floral Design Center, Sparks Florist will assist with marketing and job placement.

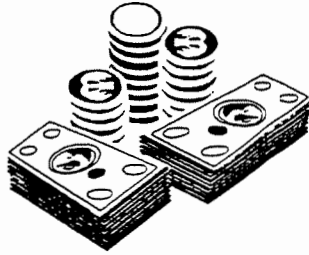
PARTNERSHIPS ON THE RISE

Enrollment Management, Community Services and St. Mary's have joined forces to provide Spanish for Health Personnel class to the employees of St. Mary's Medical Center. The class taught by Paul Marsala is designed to meet the needs of St. Mary's employees and is offered at their facility at times they feel will best suit their employees' busy schedules.

A partnership between Community Services and Washoe County School District has resulted in the design of three new classes that may qualify for teacher license renewal. The classes are: Building ESL Bridges, ESL Instruction in the Elementary School and Nevada Language Issues.

Business & Industry

TMCC's School-to-Careers grant program has been funded for another year with both state and federal dollars. The majority of the funds will continue to go to fund the two half-time computer technician positions in the career center and provide stipends for faculty to participate in next summer's externship program. Our campus-wide School-to-Careers steering committee meets monthly and all faculty and staff are welcome. Call Craig Crick at 674-7586 for the next meeting date and time.



Institutional Effectiveness and Research

The offices of Institutional Effectiveness and Institutional Research have been merged under Elsie Doser as part of the reorganization. The research services to the college will be enhanced with the addition of a research coordinator. Statistical information, surveys, and other data collection will remain at the OTM office.

Tyler Trevor joined the office September 2 as the Institutional Research Coordinator. He comes to TMCC from College of the Siskiyous in California. Tyler and his wife, June, have two young sons. Tyler will be located in Paula Ringkob's former office at OTM (824-8615); Howard Craig and Glenn Johnson will be his office support. Margie Lish and Elsie Doser will remain on the Dandini Campus. Please stop by E-11 at OTM and give Tyler a TMCC welcome!

Accreditation: Dr. Steve VanAusdle, President of Walla Walla Community College, spent August 21 on our campus as a consultant in preparation for our focused fall visit and other accreditation issues. He met with the Accreditation Committee and Programs Assessment Committee, college administrators, and had lunch with the Leadership Team. His perception of TMCC's efforts is that the college has made a substantial amount of progress in general education, program/learner outcomes as well as the five general recommendations TMCC has to address. He also provided the college with some general accreditation trends from a Commissioner's perspective.

Environmental Scanning: Training will be provided for new faculty and staff as well as faculty who missed previous training in the techniques of environmental scanning during the fall semester. Events will be publicized as soon as dates have been confirmed. In the meantime, scanners, please continue to read and leave your articles in the scan boxes located throughout the Dandini Campus.

Enrollment Management

Enrollment Management had an eventful summer. EM was busy arranging for the publication of a new business viewbook. Gloria Enterprises was hired to create media and print advertisements and EM paid for the design of a general college brochure. These publications, the viewbook and the brochure will soon be at the college. Hopefully you've heard or seen all of the publicity that the college has received via media and print. TMCC is truly blessed to have Anne-Louise Pacheco, Cindy Kimball, Kathy Berry, and Tracy Bible as our new PIO and Institutional Advancement staff. They've done a remarkable job of pulling everything together in such a short time.

EM arranged for a marketing consultant, Kathy Swanson from Clarus Corporation, to visit our college and discuss marketing plans, institutional research needed for enrollment management, and marketing techniques. Kathy reinforced old and new ideas with several college personnel involved in college promotion. The college needs to be able to better identify our market segments. Anne-Louise and Mich Glazier have been meeting with several key TMCC personnel to get these audiences identified.

Corporate Recruitment: Corporate recruitment ended with a bang this summer with the advent of the Macy's college fair. EM wants to publicly thank Howard Craig, Dawn Cranfield-Nichols, Cindy Thomas, Kathy Odynski, Linda Fitch, Paul Davis, Barbara Chism, Anne-Louise Pacheco, Dick Brand, Michael Guerra, Kelly Holmstrom, Donna Bradley, Lynn Wilson, Faustina Washburn, Dave Carrothers, Tom Fitzgerald, Art Bonnel, Michelle Sissom, Laura Williams, and Kathleen McGowan for giving up part of their Saturday to work this event.

MANY RESPONSIBLE FOR THE SUCCESSFUL SATURDAY RECRUITMENT AT MACY'S!

For those who didn't hear about it, TMCC hosted a KWNZ remote in the Junior Section of Macy's in Meadowood Mall on August 2nd. The remote was supposed to run 1 p.m. to 5 p.m., but started around noon as soon as the tables were set up. Everyone who attended received gifts from Clinique (both men and women) and Guess Jeans. It was a tremendous success, and TMCC has been asked to do it again! The event was highly publicized, which truly helped in making it so favorable.

"The larger the island of knowledge, the longer the shoreline of wonder."

- Ralph E. Sockman

NEWSLETTER



Planning & Development
To Develop Our Communities' Diverse Human Potential

DOSER, ELSIE
DEAN, INSTITUTIONAL
EFFECTIVENESS

Volume 2, Issue 7
Vice President Rita Huneycutt

October 1997
Laurie Vill. Editor

Ghosts, witches, and Jack O'Lanterns may start to show up this month but Planning and Development's activities continue every month! Continue reading for our most recent updates.



General Updates

Affirmative Action: Affirmative Action has recently completed the training seminars for faculty and staff in disability accommodation. Harry Heiser presented the series. A video is now available for each of the departments check out. The departments can arrange to allow any faculty or staff to take the video home to view. Many of the part-time faculty have schedules that did not allow them to attend the formal training sessions. The video check out system, therefore, will afford everyone a chance to view the informative session.

Marsha Lindeken presented another training session on the law of Sexual Harassment in September. Many new employees attended the training as well as several employees that had missed the training. The training in Sexual Harassment is required for all new employees of the college and another formal session will be presented in October for everyone that was unable to attend in September. The training in Sexual Harassment includes discussion and information relevant to the application of Sexual Harassment Law to an academic setting. If any employees or departments are interested in group presentations, please contact the Office of Affirmative Action at 674-7678 to arrange a training seminar. Additionally, if you have any questions in the area of Affirmative Action, Equal Employment Opportunity, Disability Law, Sexual Harassment or accommodations contact the AA Office.

Distance Education: This month the spring schedule is being crafted which will include the following: 1) 12:00 on - 4:00 Monday through Friday, on SNCAT Channel 7/TCI Cable - five TMCC classes being delivered live during this timeframe (it will permit students taking the

courses from home, the opportunity to telephone questions during the class thus making it more interactive and relevant); 2) course exchanges with GBC and hopefully, WNCC, CCSN, and UNLV; 3) continued discussions with Channel 5 to develop a "Going the Distance" 2-year degree program (telecourse); 4) further efforts to promote statewide coordination of DE; and 5) improvement of the Incline Village site and discussions with the Incline High counselors and principal to identify needs.

College-Wide Projects

Academic Master and College Strategic Plans: Copies of the Academic Master Plan and the College Strategic Plan are available in either the Vice Presidents' Offices or Elsie Doser's Office. Anyone who wants a copy should contact these offices.

Community Services

The official numbers are showing that summer school 1997 had a 14.6% increase in FTE. The continued increase in summer enrollments is an indicator of the desire of students to continue their educational pursuits outside the traditional fall and spring semesters.

An audit previously conducted of TMCC graduates showed that 75% of those graduates had taken advantage of summer school offerings before earning their degrees. In our last summer school survey, over half of the students responding indicated they would attend another institution if summer school were not available to them at TMCC. Not only has summer school proven to be a good recruiting tool but a means of assuring access for students year round.

Summer school's continued success provides support for TMCC in pursuing its goal of creating a trimester system funded by the state. Thanks to all who supported this year's summer school effort.

"October. This is one of the peculiarly dangerous months to speculate in stock. The others are July, January, September, April, November, May, March, June, December, August and February." --Mark Twain

Business & Industry

The Computer Training Center at Business & Industry has a notably improved infrastructure this fall. Director Tom Sargent reports that two additional labs are now connected to the Internet, and the Donner Room has been upgraded to state-of-the-art multimedia PCs. Tom would like to credit much of the journeyman's chores in this endeavor to the Training Center's summer intern, Ervin Catherine. Ervin is



currently enrolled in seven units of computer courses, attending B&I workshops, and holding down a full-time job in addition to his duties as an intern.

The Training Center will host an open-house showcase with local business leaders

this fall, highlighting the services Business & Industry provides local agencies: Computer Software, Business Skills, Industrial Safety, Manufacturing and Construction Support and Training.

Mike Rainey was a guest presenter at a seminar for Hispanic businesspeople held at UNR in cooperation with the Hispanic Chamber of Commerce. Mike discussed the importance of computers in running a successful small business.

Again this year, the Institute's Industrial Safety Training Center is a co-sponsor along with the local chapter of the American Society of Safety Engineers of the Governor's annual safety conference to be held in Reno in November.

With the tremendous demand for call center customer service representatives by local businesses, the Institute has developed a short intensive course using the Kaset International curriculum. The course covers an overview of CSR as a career and practical hands-on experience. Successful completers will be invited to a job fair with a group of local employers who helped design the course.

Institutional Effectiveness and Research

Accreditation: We've received word from the Northwest Accreditation Commissioner's office that the date of our site visit is confirmed for October 28. We'll have a one day visit with two representatives from Northwest with us. Elsie Doser will set appointments with the people they request to see within the next ten days. Our written report addressing the five general recommendations will be printed the first

week of October. Special thanks to all the faculty who responded to the Northwest Commissioners recommendations/suggestions over the past year. Also a special thanks to those who served on the Accreditation Committee and the Program/Learner Outcomes Assessment Committee for their contributions to the Report.

An outgrowth of the accreditation efforts will be two short, specialized reports that will be available in a couple of weeks. One is an Institutional Effectiveness Report that is based on eleven of the 1996-97 performance indicators on the Institutional Effectiveness Chart; the other will be an Assessment Report that links together the assessment efforts of the past year including the pilot study for general education.

Institutional Research: A significant needs assessment telephone survey of the Incline Village and Galena High School areas will be available soon. Tyler Trevor, Howard Craig and Glenn Johnson are tabulating the results of the survey that was completed for instruction and marketing. The results will be used for determining what academic courses to offer in these areas as well as to identify the areas general interests of the families and businesses so TMCC can better serve the community.

Institutional Effectiveness: The Institutional Effectiveness Committee met September 23. The Committee reviewed their responsibilities and heard a presentation on budgeting. Minutes will be posted on the Bulletin Board.

Enrollment Management

Corporate recruitment is back! TMCC will be having another exciting recruitment at Macy's Saturday, November 22 from 1:00-5:00 pm.

There will be a radio remote with KWNZ scheduled from 2:00-5:00 pm. With the new location at the front entrance to the mall, contact with more of the community is expected.



Second Macy's Recruitment Scheduled - Saturday, November 22

Tyler Trevor and the gang from Institutional Research is also providing student profiles that will enable Enrollment Management and Marketing/Public Information Office to better reach our target audience. The profiles should be available in the next couple of weeks.

From: Tracy Bible
To: Classified, other, professional
Date: Thu, Oct 2, 1997 8:23 AM
Subject: TMCC Today 10/02

Good Day!

TMCC Today - Your source for news about your college and colleagues.

Today _____

- * Travel and Professional Development Committee meeting, RDMT 312, 3:30 to 5 p.m.
- * The Golden Frog restaurant will be serving Acorn Squash Soup, Catfish/Franqelicot Cream, Rice-Vegetable and Chocolate Cream Pie. For reservations call 673-7096. Lunch is served at 11:45 a.m. in RDMT 216.
- * Christy Cranmer's Farewell Party, VSTA B206, 1 to 3 p.m.

Today's Reminder _____

- * There will be a Deans' and Directors' meeting on Monday, October 6, in the corporate room RDMT 333 from 1:30 to 3 p.m.

Highlights _____

- * If you have any information for this section please contact Tracy Bible.

People _____

- * If you have any information for this section please contact Tracy Bible.

Tomorrow _____

- * Deferment payments are due in the Controller's Office by Friday, October 3.
- * Faculty Senate meeting, corporate room RDMT 333, 12:30 to 3:30 p.m.

News from Around the Country

This information is in the current printed issue of the Chronicle of Higher Education that is available in the Library.

- * **New Grant Competitions:** Grants to support international collaboration in research on AIDS. For more information, please contact the Institutional Effectiveness and Research office at 824-8615 or 673-7184.
- * The City University of New York Tuesday banned an appearance by Democratic mayoral candidate Ruth W. Messinger scheduled for later this month unless her Republican opponent, Mayor Rudolph Giuliani, was also invited.
- * A University of North Texas professor who remarked that minority students have poor class attendance has been placed on paid leave, university

officials said Tuesday.

Thought for the Day

* "In this house, the laws of thermodynamics will be obeyed!"
-- Homer Simpson

TMCC Today is as newsworthy as the news you send in. So please think of TMCC Today for news about: Events, Moves, People, Programs, Services, Changes, Achievements and Department Closures, etc.

TMCC Today is a service of the Publications and Public Information Office. Typical submissions should be no more than three sentences and we reserve the right to edit submissions for clarity and brevity. Please cc:Mail Tracy Bible or call her at 673-7087 with comments, ideas or news items.

Have a Great Day! ;)

MEMORANDUM

July 24, 1997

TO: Future Search Conference Participants
Environmental Scanning Retreat Participants
TMCC Advisory Board
TMCC Foundation Board

FROM: TMCC Leadership Team
John Richardson, Acting President
Rita Huneycutt, Vice President of Planning and Development
Dick Brand, Acting Vice President of Academic & Student Development
David Keebler, Vice President of Resource Management

SUBJECT: IMPLEMENTATION OF PLANNING

Our last update provided you with our proposed mission, vision, strategic goals, and the processes we underwent to achieve the documents that we would be sharing with the UCCSN Committees and the Board of Regents. It's our pleasure to provide you with today's update that reflects the Board of Regents acceptance of not only our mission and strategic planning documents but also our 1997- 1999 Academic Master Plan and our new organizational structure that focuses on continuous quality improvement through our shared governance philosophy.

Mission, Vision, and College Strategic Goals: We've listed these on a single sheet and enclosed them today for easy reference use. Our College strategic goals are supported by unit initiatives (goals) that are linked specifically to the eleven strategic goals and to a specific funding period. The college initiatives are part of the College Strategic Plan. The Institutional Effectiveness Team has the responsibility of putting the initiatives for the 1997-99 funding period in priority funding order and forwarding them to the Planning and Evaluation Council for approval.

TMCC College Strategic Plan: Our plan consists of four sections that bring focus to the last section which summarizes the College's initiatives for the next two biennial periods and beyond. We addressed the planning process with an internal team of ten individuals who represented faculty, classified, and administrative staff. The team began regular meetings with a two day retreat and continued to meet until the planning document was ready for final revisions and editing. We are attaching the Executive Summary to provide an overview for you.

1997-1999 Academic Master Plan: Our Academic Master Plan went before the Board of Regents along with our organizational structure June 20, 1997. The purpose of the Academic Master Plan document is to demonstrate that planning comes before budgeting. Our institution presented its short term goals for the biennial funding period with brief justifications for the decisions. The programs that we anticipate establishing over the period are identified. These programs reflect input from several sources--advisory boards, the community at large, information from the "Ten Points of Common Ground" (the Future Search Conference), and the "Core Trends" from the Environmental Scanning retreat. We extracted our Academic Master Plan from our College Strategic Plan. The Executive Summary is included with the materials being sent today.

Organizational Structure: We have streamlined the organizational structure to provide for decision-making at the lowest possible level. We have a Leadership Team that consists of the President and Vice Presidents; an Administrative Team that consists of the Instructional Deans, the Dean of Outreach and the Dean of Organizational Development; four functional design teams (Instructional, Matriculation, Organizational Development, and College Outreach); work teams; Faculty Senate; Associated Student Body; and Classified Council that will share in the management of the College. College-wide support teams exist also. Details on the make up and the responsibilities of these groups are in the College Strategic Plan.

Future Planning Functions: All of us on the Leadership Team believe that we have sound documentation upon which to expand and improve TMCC because of the participation of dedicated community leaders who believe that our communities' future must be linked to sound educational practices. We are especially grateful to you, our Future Search Conference and the Environmental Scanning Retreat participants, who helped us organize our planning processes. We will continue to use community leaders as a part of our review of accomplishments and planning for the future. It's imperative that our institution reflect the needs of our service area. You provide us with a critical component. We are planning activities for both The Future Search and the Environmental Scan participants during the biennial period. Early in the semester we'll be pulling together a small task force to help us with the planning.

Availability of Planning Documents: In addition to the executive summaries we're sending, we have copies of the Academic Master Plan and the College Strategic Plan that are available to you. Contact any of our offices or Elsie Doser's (673-7134) for copies.

We will continue to provide updates to you. In the meantime, contact any of us with any suggestions or ideas that you have regarding our continuous quality improvement college-wide efforts.

Attachments

Truckee Meadows Community College Mission Statement

TO DEVELOP OUR COMMUNITIES' DIVERSE HUMAN POTENTIAL

Vision for Truckee Meadows Community College

Truckee Meadows Community College will become the nexus for life-long learning for all members of the community. Truckee Meadows Community College faculty will **accredit and guarantee learning, skill acquisition, employability skills and quality.** Truckee Meadows Community College will provide lower division transfer curriculum, student **services,** and continuous training programs for the workforce. With the development and **accessibility to information systems and networks (interactive learning),** the community college **will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments.**

1997-1999 Strategic College Goals

Truckee Meadows Community College will optimize the use of resources available while **continuously improving the following areas:**

- **Keep pace with changing technologies to ensure student success while expanding the use of technologies to enhance workforce development.**
- **Demonstrate evidence of student learning and achievement of educational goals.**
- **Be the catalyst for strategic alliances with business and industry and expand community partnerships.**
- **Expand educational opportunities to meet changing and diverse needs of the community by continuing to seek out and serve populations that are diverse—socially, cognitively, physically, culturally.**
- **Enhance the college's outreach efforts to understand the economic, political, social, cultural and environmental climates.**
- **Deliver the highest quality educational programs and services to upgrade skills and to provide degrees, certificates, transfer credit, and opportunities for lifelong learning.**
- **Expand environmental scanning and forecasting activities and institutional research techniques to assess more efficiently the training and upgrading needs of a high employment service area.**
- **Establish effective internal systems and processes to provide excellent educational programs effectively and efficiently.**
- **Assess instructional effectiveness and student satisfaction.**
- **Promote participatory decision-making through shared governance.**
- **Continuously improve college operations.**

TRUCKEE MEADOWS COMMUNITY COLLEGE

COLLEGE STRATEGIC PLAN

1997 - 2004

EXECUTIVE SUMMARY

Truckee Meadows Community College has demonstrated a new focus on institutional planning over the past two years. The College has undergone significant philosophical and organizational changes during that period and now moves into an era in which more participatory planning will empower and drive budget-making decisions. The College has also successfully reversed a slowly declining enrollment through significant growth in the past two semesters, leading to a 13 percent increase in Full-Time Equivalents (FTE).

The College Strategic Plan demonstrates the commitment to the mission of the University and Community College of Nevada System (UCCSN). TMCC supports the six-fold mission of UCCSN with a variety of specific activities and initiatives. In addition to supporting the six-fold UCCSN mission, TMCC has also identified college-specific initiatives regarding students, policies and budgets.

The College Strategic Plan is organized into four chapters that address the major planning activities that occurred over the past two years. "Perspective" covers the background and trends. Major factors are:

- State supported programs grew substantially during the 1996-1997 year.
- The majority of TMCC's student population take fewer than 12 credits.
- Growth in the non-credit courses of Business and Industry, Community Services, workshop areas has continued to grow at a rapid rate.
- TMCC has expanded its partnerships with educational institutions as well as the business community.
- Support services for students are being used more extensively.
- Planning functions have fostered shared governance and continuous quality improvement concepts.

Chapter two, "Direction," identifies the campus-wide, planning activities. Concepts of shared governance planning were implemented with both internal and external participation. The steps taken for arriving at a mission, vision, and strategic goals are linked to the new organizational structure and community involvement. As these steps unfolded, the College identified the major challenges and opportunities it faced in a proactive planning process.

The "Analyses" looks at the challenges that the College faces in meeting the UCCSN six-fold mission. Directions that the College and UCCSN could take to improve each of the

six areas of the mission are included. These challenges address all aspects of community college education.

The last chapter "Action Plan - Initiatives" identifies how all college initiatives will be addressed by the four functional design teams: Instructional Effectiveness, Matriculation, Organization Development, and Outreach College. The initiatives identified in these four areas are the unit goals from all units on campus. Initiatives for the 1997-1999 Academic Master Plan will be identified, put in priority order, and recommended for funding through the Institutional Effectiveness Committee. Approval for the initiatives budget will come from the Planning and Evaluation Council.

TRUCKEE MEADOWS COMMUNITY COLLEGE

ACADEMIC MASTER PLAN

1997 - 1999

EXECUTIVE SUMMARY

Truckee Meadows Community College has demonstrated a new focus on institutional planning over the past two years. The College has undergone significant philosophical and organizational change during that period and now moves into an era in which more participatory planning will empower and drive budget-making decisions. The College has also successfully reversed a slowly declining enrollment through significant growth in the past two semesters, leading to a 13 percent increase in Full-Time Equivalents (FTE).

This document demonstrates the College's commitment to the mission of the University and Community College System of Nevada (UCCSN). TMCC supports the six-fold mission of UCCSN with a variety of specific activities and initiatives. In addition to supporting the six-fold UCCSN mission, TMCC has also identified college-specific initiatives regarding students, policies and budgets.

The Academic Master Plan proposes seven new academic programs for further study and implementation during the 1997-99 biennium budgetary period. Those programs are:

- Business Administration (Two-year core program articulated with the University of Nevada, Reno)
- Dental Hygienist (AAS)
- Elementary and Secondary Education (AA) (Lower division work articulated with the University of Nevada, Reno)
- Fire Technology/Fire Academy (AAS)
- Infancy and Toddlerhood (AA/AAS)
- Law Enforcement Studies Bachelor of Technology in cooperation with the University of Nevada, Reno - degree awarded by the UNR.
- Mental Health Technician (AAS)

The Academic Master Plan recommends a number of additional academic programs and areas for study during the 1997-99 biennium and for possible implementation during the 1999-2001 biennium or beyond. These recommendations are supported with demographic data related to the College's service area.

The 1997-99 Academic Master Plan is a major component of TMCC's institution-wide Strategic Plan. Finalization of TMCC's comprehensive Strategic Plan is scheduled for June 30, 1997.

ACCREDITATION UPDATE

January 1997

Introduction

Truckee Meadows Community College prepared its self-study during 1994 - 1996. Our site was visited in October 1996, and TMCC received the first draft of the visiting team's report in November. In December 1996 President Wright, Vice President Rita Huneycutt, and Dean Elsie Doser attended the Northwest Commissioners' meeting to respond to the Northwest Report and answer commissioners' questions. Notice of reaffirmation of our accreditation came later in December.

This accreditation update focuses on the five major college recommendations and the progress being made across campus. The various program/department/services suggestions and recommendations are included in the updated accreditation chart that will be distributed at the February meeting. The chart shows which Vice President has the major responsibility for that function and the date that the action should be completed. Copies of the chart are in the office of the Dean of Institutional Effectiveness.

General Recommendation One

The Northwest report cited one degree program and several certificate programs which lacked one or more components of general education or related instruction. Reference was made to Commission Policy and Eligibility Requirement 10. Changes were to be made no later than fall semester 1996. (See last page of report for exact wording.)

To address this issue, we met with directors and program faculty directly involved. The general education or related instruction courses were added to the requirements. Where we had embedded curriculum in these program areas, regular classes replaced the embedded curriculum except for Dental Assisting where the instructor prepared extensive course outlines identifying the embedded instruction and the amount of time spent on it in each of the classes.

This recommendation was the only one to be addressed in the October report to the Commission. In response to our report, we received a letter from the Executive Director saying that the report needed to provide documentation for the changes made in programs such as course outlines; needed to address teacher qualifications for those teaching the English, mathematics, and human relations; and needed to use the term "related instruction" instead of "general education" when addressing mathematics, English, human relations as they relate to an associate degree. We are addressing these areas by meeting with the appropriate directors and faculty and will submit documentation to the Commission office for review this spring in preparation for the focused site visit.

General Recommendation Two

Recommendation two focuses on assessment, student learning outcomes, technology, program review documentation, planning processes, and shared vision. Cited in particular were Institutional Mission and Objectives; Educational Program and Its Effectiveness, and Educational Assessment. The College has several initiatives underway.

Institutional Mission and Objectives: The College has:

- (1) reorganized to provide for a Vice President of Planning and Development
- (2) held a Future Search Conference to bring together community leaders and TMCC representatives to assist in planning for our communities and students
- (3) provided training for faculty and staff to use environmental scanning and forecasting to assess the external factors that influence our planning
- (4) pursued institutional effectiveness by adapting areas of inquiry from the National Alliance of Community and Technical Colleges and added internal accountability
- (5) drafted mission and vision statements and ten strategic goals that are ready for review and input by internal groups and the Institutional Effectiveness Committee and approval by the Planning and Evaluation Council.

Educational Program and Its Effectiveness: We are refining the areas of inquiry for institutional effectiveness, identifying the performance indicators, and developing the measurements for each performance indicator according to a three year timeline. The College also used an outside consultant who is a Northwest Commissioner to review our planning processes.

Instructional directors will be maintaining copies of all program reviews developed by their divisions. A "Program Improvement" document will be completed after the review and used for budgeting and planning.

Educational Assessment: There are three initiatives underway in this area:

1. carry through with the general education assessment started in 1995. The Program/Learning Outcomes Committee chaired by Martin Myers addressed the three areas of critical thinking, problem solving and writing skills identified by faculty as being the most important. Kevin Dugan accepted the responsibility of developing a procedure and piloting an assessment project this spring.
2. identify program/learner outcomes. Some programs already have outcomes; we will develop common criteria, timelines, and assessment activities this semester.
3. develop a college timeline, gather and analyze data, and utilize the information in planning and budgeting. Results from these assessment activities and Institutional Effectiveness will be compiled and presented to divisions as well as the Institutional Effectiveness Committee.

General Recommendation Three

This recommendation asks that we assure students the opportunity to acquire skills associated with accessing, retrieving, and applying information resources and technologies.

The College has:

1. established a "Technologies" Committee to review equipment and its utilization
2. asked instructional directors to review and improve what each program area does to incorporate technologies in teaching/learning strategies
3. moved the library into its new facility with more space and equipment for class assignments
4. improved our library connections with other libraries through electronic mediums
5. expanded the number of computers available in the library and the new advanced technology building
6. asked library staff and faculty to work more closely for instructional support
7. started to develop special library student workbooks by subject area.

General Recommendation Four

Faculty evaluations and the use of multiple indices for this process need to be consistent.

The instructional directors and the Acting Vice President for Academic and Student Affairs are :

1. compiling information from each division to standardize procedures for this year
2. addressing evaluation of part-time faculty—criteria, timing, frequency.

General Recommendation Five

This recommendation requested that we consider an organizational structure and operating procedures that are clearly understood and provide for participation and effective communications.

The College has:

1. provided for a Vice President of Planning and Development
2. conducted numerous staff development/team building workshops
3. held forums and "listening post" sessions for receiving input
4. improved communications between administrators and program units
5. encouraged faculty and staff input in instructional reorganization
6. committed to have improved its organizational structure and communications by the end of the 1996-97 academic year.

Summary

College administrators, faculty and staff are working diligently to address all the issues cited in our Northwest Accreditation report. We've made substantial progress; most of the smaller unit suggestions and recommendations are met. Documentation for all changes exists. Steady progress on the five major college recommendations is on-going. By the time the focused site visit occurs, TMCC should have all major issues resolved with timelines for areas such as assessment and institutional effective indicators in place.

FIVE MAJOR RECOMMENDATIONS FOR ACCREDITATION

Northwest Commission Report - December 1995

January 1997

General Recommendation One

One degree program and several certificate programs identified in the body of this report lack a component of general education or other related education, resulting in noncompliance with Commission Policy 15 and Eligibility Requirement 10. The Committee recommends that the College incorporate the missing components into those programs no later than the fall term 1996.

General Recommendation Two

Documents exist which identify criteria, indicators of institutional effectiveness, and assessment processes. However, there is little evidence that planning; assessment of student learning outcomes; and relevant data retrieval, interpretation, and application actually take place. Also, sufficient supporting data for institutional program review and evaluation could not be found. There is not a conceptual framework or scheme which links data/information to a planning process which would provide the institution a sense of direction or purpose. Many of the basic components are present, but they are not focused. In fact, most employees freely admit there is no general sense of where the institution is going or a shared vision. It is recommended that the College immediately implement energetic efforts to correct this situation. These efforts should be clearly delineated, have specific time lines, and involve all constituencies (Standard I - Institutional Mission and Objectives; Standard V - Educational Program and Its Effectiveness; Commission Policy 25 - Educational Assessment).

General Recommendation Three

It is recommended that faculty, in concert with appropriate administrators, define opportunities within their curricula to ensure that students acquire the skills associated with accessing, retrieving, and applying information resources and technologies (Standard IV - Library and Information Resources).

General Recommendation Four

Where there are indications that there are departments in the College closely following Commission Policy 26 as it relates to faculty evaluation, some are not adhering to the utilization of multiple indices for this process. Therefore, it is recommended that the College achieve consistency in faculty evaluation across campus by adhering to the provisions of Standard VII - Instructional Staff and Commission Policy 26 Faculty Evaluation.

General Recommendation Five

It is recommended that priority be given, particularly in the instructional area, to establishing an organizational structure and accompanying operating procedures which are clearly defined and understandable; allow for responsible participation in decision-making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for effective communication throughout the institution (Standard VIII - Administration).

Committee Minutes

TRUCKEE MEADOWS COMMUNITY COLLEGE
ADVISORY BOARD MINUTES

MEETING OF THURSDAY, MAY 15, 1997
VISTA BUILDING, ROOM B-206, DANDINI CAMPUS

MEMBERS PRESENT: Fred Boyd, Daniel Grubic, Karen Hruby, Gordon Kramer,
Dotti Loader, Bob Pearce, Hans Wolfe

MEMBERS ABSENT: Chuck Alvey, Ray Bacon, Robert Barengo, Timothy Grant,
Richard Harjo, Robert Jones, Walt Katai, Celia Kupersmith,
Carol Miller, Kathleen Olson, Janice Pine, Evan Ray, Stan
Thomas, Jim Thompson

GUESTS AND
STAFF PRESENT: John Richardson, President; Rita Huneycutt, Vice President;
Dick Brand, Vice President; JoAnn Coy, Foundation Board
President; Anne-Louise Pacheco, Director, Foundation
Office; Teri Yeoman, Assistant to the President; Karen
Magstadt, Secretary to the President

The meeting was called to order by Co-chair Fred Boyd at 4:09 p.m.

I. WELCOME AND INTRODUCTIONS

Co-chair Fred Boyd welcomed all present noting there was not a majority of members for a quorum. Board members, guests and staff introduced themselves.

II. APPROVAL OF JANUARY 9, 1997 MINUTES

Minutes of the January 9, 1997 meeting were approved and seconded.

III. PRESIDENT'S REPORT - DR. JOHN RICHARDSON

President Richardson introduced himself and stated the Board of Regents had requested he serve as acting president of TMCC through June 30, 1998. He reported that TMCC's annualized full-time enrollment was 3,908 students, giving credit to the faculty and staff for their efforts, and hopes to increase enrollment for next year. He invited the Advisory Board members to attend TMCC's commencement on Wednesday, May 21, 1997 at 10:00 a.m. on the main campus.

John spoke of his presentation made at a legislative hearing in Carson City on May 14th, concerning the IGT/Edison Way facility. He stated this facility is 7th on the Board of Regents priority list and believes we are in good shape on this project. John believes the Governor is recommending a good budget for higher education, adding that TMCC will receive an additional \$600,000.00 to support six full-time faculty in both years of the biennium.

John reported on two exciting projects for TMCC, which include TMCC's Reorganization and the WCSD/TMCC Magnet High School. The Reorganization Plan is moving forward and in the final stages. It will go to the Board of Regents' June meeting for approval. The Academic Master Plan will be included also.

The Magnet High School will consist of high school students in the junior and senior levels taking college-level courses for dual credit toward both high school and college. The high school staff, which will have offices on the TMCC campus, consist of 1 principal, 3 teachers, 1 counselor & 1 secretary. There will be a possible 150 students attending who must have high school, as well as parental, approval. Dick Brand gave a synopsis of the school for the Board members including topics such as; the general courses offered, the elective courses offered and that credits can be transferred to a 2-or 4-year degree. Dick feels this is a very good cooperative venture with the school district.

Rita Huneycutt stated that copies of the Academic Master Plan and the Reorganization Plan will be sent to all Board members when it is completed.

IV. FUTURE AND PURPOSE OF THE ADVISORY BOARD

Fred Boyd spoke of School-to-Careers and the educational legislation in Carson City. At a recent lunch between himself, Chuck Alvey, John Richardson & Rita Huneycutt, they spoke about the value of the elements of the Advisory Board. Fred asked if we have arrived at a time when the Advisory Board and the Foundation Board should be merged into one Board. Do we need to redefine the roles? He spoke about members of both Boards assisting with fund-raising and unifying efforts. He asked the Board members how they felt about this.

Karen Hruby stated that they were headed in that direction about 3 years ago and then there was a change of administration. Anne-Louise Pacheco said that members of both Boards have crossed over to work together on different committees already. JoAnn Coy stated there had been a past consensus to do this and believed the Foundation Board would accept the concept if the Advisory Board was willing. Gordon Kramer believed it would be more productive to merge. President Richardson stated this should not be a forced issue, that both bodies need to be in favor of this. Anne-Louise Pacheco stated she would get handouts explaining the Foundation Board, its sub-committees,

activities and a list of the current members to distribute to the **Advisory Board members** for their review.

Inasmuch as the Foundation Board is regulated by the IRS, President Richardson indicated the **Advisory Board** would need to be incorporated under the "umbrella" of the Foundation Board. This proposal would also need to go to the **Board of Regents** for approval of merging the two bodies.

JoAnn Coy discussed an overview of some of the **Foundation Boards activities**. Fred Boyd noted there were enough other activities for those who did not want to be in fund-raising. Further discussion and concerns continued regarding the merging of the two boards.

President Richardson put forth a recommendation/motion to have members from both boards - namely, Fred Boyd, Chuck Alvey, JoAnn Coy and Jeff Griffin, along with himself and TMCC representatives - meet and discuss merging/goals and put together a proposed structure of both bodies. Bob Pearce seconded the motion.

Fred Boyd suggested that given a quorum of the Board was not present, a ballot be prepared and distributed to all board members soliciting their position and views regarding a possible merger with the TMCC Foundation Board. Those in attendance agreed with Fred's suggestion.

Fred also invited the Board members to contact either himself or Chuck Alvey to discuss concerns, feelings, ideas and/or suggestions.

V. **ADJOURNMENT**

The meeting was adjourned at 5:05 p.m. No future meetings have been scheduled at this time.

TMCC Foundation Board handout attached

UPDATE ON OUTCOMES ASSESSMENT COMMITTEE

January 1997

Background

In preparation for establishing program specific learner outcome assessment, two areas had to be addressed: (1) general education assessment, and (2) program specific outcomes assessment. TMCC undertook the general education assessment first and surveyed faculty asking them to rate seven major outcomes: Communication Skills, Critical Thinking, Problem Solving, Global Perspectives, Community Service, Social Interaction, Content Area. From this list, the three highest ranking ones were selected to be undertaken for assessment. Wirt Twitchell chaired the Communication Skills, Jim Cotter the Critical Thinking, and Charlotte Cox and John Scally agreed to be team leaders for the Problem Solving area. Additional in-service training was provided to twenty-two faculty and guests through a one day learning outcomes process workshop by Kathy O'Hara of Johnson County Community College.

The three subcommittees for assessing the general education components of critical thinking, problem solving and communication skills met several times during spring semester 1996. In May the three groups met together and shared their discussions and recommendations for assessing learner outcomes. Such topics as how to develop the curriculum identifying learner outcomes, measuring what the students learned, analyzing the process, reporting the results, and utilizing the information for future curricular changes were covered. No single approach was adopted for curriculum development although at least two models were presented. John Scally agreed to modify two or three of his courses during the 1996-97 year to demonstrate one of the plans.

In addition, Peggy Mills met with members of each division to determine which program specific areas had program standards for skills being taught, student outcomes identified in courses, assessment of students' skills mastered, and results of the assessment process being used for program improvement. A number of program areas have some or all of these elements in place. The format for the criteria was not standardized across the college. The Outcomes Assessment Committee will discuss this area during the 1996-97 year. No meetings will be held during the summer. Martin Meyers agreed to chair the first meeting.

1996-97 Undertakings

The Outcomes Assessment Committee began meeting early in September; in preparation for that meeting, Martin Meyers developed an Outcomes Assessment "White Paper" that covers three major areas: (1) the tasks associated with assessment of general education, (2) the need to schedule for the tasks identified, and (3) the need for a college-wide assessment plan and how it might be developed. Martin Meyers distributed the document

to the Committee through ccmail. The group continued meeting approximately every two weeks until November 27, the last meeting of the semester. Participants were: Dan Adams, Bobbeye Bowes, Barbara Chism, Charlotte Cox, Craig Crick, Sharon Dirlam, Elsie Doser, Kevin Dugan, Ron Evans, Helen Hecimovich, Dennis Hennings, Martin Meyers, Elsi Reinhardt, Jim Roderick, John Scally, Sue Turbow, Bill Verbeck, and Wirt Twitchell, Minutes were circulated on ccmail. The agendas for the meetings focused on major assessment processes and components such as the following:

- Reviewed tasks, accomplishments and future direction from 1995-96.
- Agreed to focus on general education assessment first and then the program assessment.
- Reviewed accreditation assessment needs and timelines, and Martin Meyers' "White Paper" concepts; established broad goals for general education assessment.
- Had a presentation on WIDS and a presentation by Dan Adams on the SCANS skills and the curriculum development package available for occupational areas; John Scally explained the program specific outcomes assessment endeavors he undertook during the summer.
- Had a presentation by Kevin Dugan for assessing the critical thinking, problem solving, and communication general education areas agreed upon by the faculty. He proposed a pilot program for the 1996-97 academic year that included testing students in seven classes taught by faculty who are part of the Outcomes Assessment Committee.
- Reviewed a variety of general education assessment tests acquired by Kevin Dugan.
- Voted to pilot test using a short version of ETS and the LASSI for the academic profile spring semester following Kevin Dugan's proposal. (See attached report.)
- Identified classes taught by Committee members that would fit the proposed pilot.
- Made presentations to the Accreditation Committee (update and charge for the year by both Martin Meyers and Kevin Dugan).
- Decided to wait until the beginning of the new semester to present to Senate and/or faculty.
- Asked Elsie Doser to include an update of the Committee's activities in her report on accreditation.

Projected Activities for Spring 1997

- Administer, tabulate, analyze pilot general education assessment and LASSI tests
- Review accreditation assessment timelines—Committee charges
- Brainstorm ways to address program specific learner outcomes
- Present program specific learner outcome plan to Accreditation Committee, Senate, others
- Implement long range college plan; review
- Prepare semester report on accomplishments.

RECEIVED

DEC 19 1996

ELSIE DOSER, DEAN

MEMORANDUM

12/19/96

To: Elsie Doser

From: Kevin Dugan 

Re: Outcome Assessment Update

Please accept this memo as an update of activities on the outcome assessment project to date. Also, listed are issues and questions that I believe should be addressed during the January break or at the beginning of the Spring 1997 term. Attached you will find the order form for the *Academic Profile*. The LASSI information is not ready to go yet.

After we spoke on Monday, I realized we did not factor in the cost of the LASSI into our cost estimate for the Spring 1997 pilot project. My understanding is that the cost is \$1.00 per copy when used for research purposes. I'll confirm this information and forward the budget request shortly.

Update on Project to Date:

1. Outcomes Assessment Committee: As you know, this committee has been meeting to deliberate many of the concerns regarding assessing the outcome of "general education." Martin Meyers has done an outstanding job as Chair, and is providing excellent leadership to the committee and campus. The main result of these deliberations is the decision to use the *Academic Profile* as the instrument to assess "general education" areas.
2. Outcomes Assessment Pilot Project: I suggested a design for a pilot project, and the final result to be carried out in the Spring is as Follows:
 - a) 6 classes in the "general education" area have been selected (i.e., Psy 101, D02, Psy 101, D07, Psy 210, D01, Math 112, D04, Math 127, D01, Phil 110, D03, and WT 202, D03). During the second or third class meeting, these classes will take the instruments selected.
 - b) In each of the classes above, 2/3 will take the *Academic Profile* and 1/3 (serving as a control, comparison group) will take some other basic skills test. All students will also take the Learning and Study Skills Inventory (LASSI) that measures 10 different student development characteristics (e.g., motivation, study skills, goal directedness, etc.).
 - c) At the end of the semester, the ALL students in the classes selected will take the *Academic Profile* and the LASSI.

- d) Difference scores will be computed for the pre-post group, and only the final semester scores will obviously be computed for the comparison group. This design should allow for estimates about the variance due to testing effects to be computed and statistically controlled.
- e) The LASSI, final grade in the class, and overall GPA for the participating students will be interesting co-variables to measure and study. For example, we may find that students who perform well at the end of the semester on the *Academic Profile* score higher on "goal directedness" on the LASSI than those students who don't score well.

Overall, this pilot will get us moving on the "general education" component of the outcomes assessment objective of the accreditation effort. Also, the project will help us to determine if the standardized test method is viable for TMCC.

3. Transfer Student Tracking:

After speaking with Jim Carson at UNR and Kathy Luccessi here at TMCC, there are a variety of directions we could take. The good news is that we can request and attain a wealth of data through Jim Carson at UNR. The bad news is that defining "transfer student" can be a difficult and cumbersome task given a) the high percentage of "dual enrollees," b) the low number of units required from TMCC to apply for admission under the definition of "transfer student," and c) the high percentage of our students that have taken credits at other institutions in addition to TMCC.

Further discussions with Kathy Luccessi, the Outcomes Assessment Committee, and Jim Carson at UNR are necessary before this issue can be intelligently addressed.

4. Future Directions and Issues:

Several other aspects of "outcomes assessment" need to be addressed.

- a) Review of Specific Programs: If you recall, the need to get direction from the VP of Academic and Student Affairs is critical on this issue. I am not in the position to "require" these folk to either formalize an outcomes assessment process already in use, or construct such a process. My role is best in a "consultant" paradigm, helping the parties towards the charge given to them by the Administration and a requirement of accreditation. We need to cross this bridge shortly.
- b) Employer Interviews: I believe some aspects of this effort are already being done by various areas of the college. My role in this process needs to be clarified.

Per the Spring 1997 semester, I plan on seeing the pilot project through including data collection and analysis in May. I also will be involved in these other efforts as necessary and warranted.

Thank you for your support in this endeavor, and I'll keep you posted!

cc: Martin Meyers

Memorandum

12/19/96

To: Elsie Doser

Fr: Kevin Dugan



Re: Academic Profile Order Form

Attached is the Academic Profile Order form. As I read the information, the \$300.00 fee for scoring, etc., is an annual fee. Thus we can simply order the tests and pay the \$300 on top.

We need to order 500 tests at \$9.50 each (short form); total = \$4750.00.

Adding the \$300 annual institutional fee, the grand total = \$5050.00

The purchase order number needs to be included on the front.

Even with the cost of the LASSI, this project should fall under the \$6000 estimate we generated on Monday.

Any questions, please call me. My work phone and CC Mail will be temporarily out due to the move to ATC. Please feel free to call me at home in the interim is necessary at 849-1990.

Thank you.

Kevin Dugan

TRUCKEE MEADOWS COMMUNITY COLLEGE FOUNDATION BOARD
MEETING of September 15, 1997
REPORT

Foundation Board members present: Art Bonnel, Richard Cannon, Mendy Cavanagh, Tony Ciorciari, JoAnn Coy, Jim Elston, Don Folgner, Paul Forshey, Jeff Griffin, Bruce Krater, Gary Marsh, Tom Morris, Robert Myles, Susan Oldham, Mary Papez-Berg, Carlos Romo, Richard Vitali

Foundation Board members absent: Lew Carnahan, John Chism, Brian Herr, Ron Krump, Moya Olsen Lear, Paul Perkins, Phil Rose

TMCC staff present: John Richardson, Anne-Louise Pacheco, Judith Langford, Maria Teirumniks

Guest: Greer Gladstone, Principal of TMCC High School

The meeting was called to order by Sue Oldham at 7:35 a.m.

All Foundation Board members introduced themselves to the new members.

1. **Call for Acceptance of Minutes.** Coy made a motion to approve the Executive Committee Minutes of September 3, 1997 and the Foundation Board Report of May 13, 1997. Romo seconded the motion and the motion was unanimously approved.
3. **Secretary/Treasurer's Report.** Pacheco presented the Pro Forma Income Statement and the Foundation Board financial report. The secretary/treasurer's report was accepted. Marsh made a motion to approve the expenditures and Bonnel seconded the motion. The expenditures as of September 15, 1997 as attached were unanimously approved. Pacheco announced that payroll deductions had increased from \$135 to \$765 per month since last year. The increase shows good support from the TMCC staff and faculty. The Foundation Board audit will be done by Barnard/Vogler in late September. Pacheco noted that the balance of the Foundation account had grown from around \$3,000 to over \$14,000 over the past several years.
3. **Committee Reports.**
 - a. **Special Events.** Oldham reported that the Balloon Race Breakfast was a big success in terms of the people who attended. The event was held on Saturday this year allowing new potential friends of the college to attend. The expenses totaled approximately \$4,400 and several gifts were received at the breakfast. Vitali noted that the Special Events Committee will be merging with members of the Advisory Committee and will present a new mission statement for the committee at the next Foundation Board meeting. The committee has changed its name to the Community Partnership Committee.
 - b. **Scholarships.** Pacheco presented the 1997-98 Scholarship report. Pacheco reported that \$153,446 was available for scholarships. Scholarships were awarded to 202 recipients. Sierra Pacific is going to select the recipients of their \$5,000 scholarship fund.
 - c. **Education Awards.** Coy reported that Sandy Miller was presented The Community Goodwill Award and The Howard Hughes Corporation was presented The Educational Leadership Award at the Reno Rotary Club meeting on September 8th at Harrah's. Coy noted that the event went very well, had a great audience, and presented an excellent opportunity for TMCC to present itself to the community.
 - d. **Annual Fund Drive.** Marsh presented the Second Annual Fund Drive report. Marsh noted that \$65,000 was raised last year in a Spring drive. This year the committee decided to do a Fall drive with a goal of \$50,000. The letters are sent to the business community, friends of the college and TMCC Alumni. Pacheco reported that some donations have already been received. The TMCC Alumni are helping with the drive. Pacheco reminded the Foundation Board members to call the people whose letters they had signed for a personal contact.
 - e. **Industry Welcome.** Pacheco presented the list of people who had attended and who been invited to last year's Leadership Lunches. An Alphabetized list was also made available to the Board. Pacheco noted that the Leadership Lunch dates have been set and requested that Board members turn in potential guest lists to her.

President Jeff Griffin arrived at 7:55 a.m. and took over the meeting.

5. **New Business.**

- a. **Retreat Report.** Griffin reported on the success of the Foundation Board Retreat on August 28, 1997. Vitali reported on the upcoming merger of the Advisory Board and the Foundation Board. Vitali noted that the mission of the Special Events Committee will change its focus from fund raising to friend raising. The new committee will change its name to Community Partnership Committee and will be combined with the Educational Awards Committee. The new mission statement of the combined committee will be available in October. The Foundation Board discussed the merger. Griffin stated that Co-chairs of the Advisory board, Chuck Alvey and Fred Boyd, are contacting Advisory Board members regarding the merger.

The external perception of TMCC was discussed. It was agreed that the community needs to be more aware of the college's contributions to the community. The future political make-up of the Nevada legislature and how it could affect TMCC and the Foundation Board was discussed.

- b. **Wish List.** Pacheco presented a wish list of items needed by the college and requested that the Board members keep an eye out for potential donors of those items.
- c. **Bylaws Change.** There was discussion of the pros & cons of changing the Bylaws to read "up to 50 members" instead of "up to 40 members". Coy made a motion to change the Bylaws to read "up to 40 members" of the Foundation Board. Marsh seconded the motion and the motion passed unanimously. The change will be presented to the Board of Regents in December.
- d. **TMCC High School.** Greer Gladstone, Principal of the TMCC High School reported on the newly established TMCC High School, which is a partnership between TMCC and WCSD. The High School currently has 75 full-time junior and senior students and six staff members. The students can take high schools classes in the afternoon (English, math, and social studies) and college classes in the mornings and evenings. The students receive dual credits for the elective college classes. The school district pays the students' college tuition but the students are responsible for books and transportation. Gladstone thanked the Foundation Board and the Financial Aid Department for scholarships to help the students purchase their books.

6. **President's Report.** Richardson reported that the Regents who took a tour of the Edison Way Building were quite impressed. The cost of the building and the refurbishing was approximately \$58/sq ft. Richardson plans to have the building open and operating next Fall Semester. TMCC enrollment is up about 10% this semester. Richardson reported that he had met with seven dentists last week regarding starting up a dental hygiene program next year. Richardson announced that Pacheco had dropped her half-time position as an English professor although she retains her tenure, and had been assigned half-time as Director of Institutional Advancement over the Public Information and Publications Office. Richardson commended Pacheco on the wonderful job she was doing. Richardson noted that the Foundation Board offices had moved to the main campus from Old Town Mall.
7. **Information Items.** Griffin presented the updated committee list and a scholarship thank you note to the Board.

Institutional Effectiveness Team Minutes

September 23, 1997

PRESENT: Phil Smilanick, Rita Huneycutt, David Keebler, Cindy Rossetti, Elsie Doser, Fred Lokken, Steve Salaber, Dick Brand, Jackie Mathisen, Estilla Levario, Paula Ringkob, Dr. Richardson, Aurora Cortez, Ralph Shafer, Marie Teirumniks, Dan Adams, Jamie Cambell

ABSENT: Bill Verbeck, Tracy Bible, Bill Baines, Barbara Gonzales, Dan Bouweraerts, Craig Crick, Rea Nielson, Mike Walker

VISITORS: Marsha Lindeken, Laurie Vill, Jennifer Sussman, Art Lennon

I. Welcome/Introductions

Phil Smilanick called the meeting to order. He introduced new people and welcomed everyone.

II. Minutes

Minutes were deferred until next meeting.

IV. Old Business

A. Design Teams - Appoint an Ad Hoc Committee

Last semester, four individuals volunteered to serve as interim chairs to establish the four functional design teams as a part of the reorganization. Phil and Elsie met with these individuals and tentatively identified some proposed criteria for membership for these teams.

Another issue was discussed in having Faculty Senate participation in this process. An Ad Hoc Committee should be appointed to meet with the Leadership Team and finalize membership criteria for the design teams. The four individuals who were interim chairs for the Design Teams should be included in the Ad Hoc Committee. They are: Bill Baines, Instructional Effectiveness; Jackie Mathisen, Student Support; Larry Tuteur, Technology; Fred Lokken, Outreach. Maria Teirumniks, Chair of Faculty Senate, is also included and three other volunteers are needed so that this committee will consist of eight people. Phil asked for volunteers and suggested that we get some people who are involved in some of the Faculty Senate Committees. The following volunteered: Aurora Cortez, Dan Adams and Ralph Shafer. At this point it is up to the Leadership Team to schedule a meeting.

B. Updates on Operational/Functional Ways the Institutional Effectiveness Team Operates

Over the summer and since the last meeting, the Leadership Team has had some discussion in refining the directions of the committee. Dave Keebler requested that this item to be presented under New Business Budget Initiatives.

C. Other

Phil clarified some issues: In a system where we have a reorganization and we are trying to do things through teams and filtering up toward Institutional Effectiveness Team and we have Faculty Senate with Senate Committees on one side, it is a difficult task to figure out the best way to integrate Faculty Senate and those committees into the design and work teams. It is a process rather a problem. He expects the Ad Hoc Committee will discuss the idea on how that can happen. He said that we have an avenue on campus now by which things eventually will be done and that will be through work teams, Institutional Effectiveness, and Planning and Evaluation Council.

V. New Business

A. College Strategic Plan - Rita Huneycutt

The Academic Master Plan and College Strategic Plan was distributed to people who did not received a copy.

Rita stressed that it is very important that all of us use these documents as part of the strategic process. The documents go through all of our objectives, goals, outcomes assessment and are driven by our vision, and mission statement and our strategic roles.

B. Academic Master Plan - Dick Brand

At the last Board of Regents meeting, Dorothy Gallagher came forward with an idea that we not submit an Academic Master Plan every two years. We currently will do two or three updates every year to our existing plan and make it more of a living document - something that we can rewrite every two years. Giving information on what we are doing will keep us closer to the Plan. Dorothy thinks that we may go five or ten years before we exactly rewrite the Plan.

Rita mentioned that we cannot take forward a program to the Board of Regents for approval unless it has been approved in the Academic Master Plan. This is a internal document. All major changes in programs will go forward to the Board; even though the Board may not take action, they want to have it on file. What is a major change? Only substantial modification to an existing program need to be submitted.

C. Updates

1. Accreditation - Elsie Doser

The date for the site visit is October 28. One full day of meetings will be scheduled for the two people representing Northwest Commission. They will be meeting with administrators, and faculty throughout the day. Accreditation handouts were distributed (Five Major Recommendations, Executive Summary) The final document of the Accreditation Report will be available at the next meeting.

Elsie presented an overview of the activities of the Institutional Effectiveness which included the Performance Indicators and Assessment. (see handouts).

It was brought up that there was no documentation on campus explaining the assessment such as a syllabus. Workshops were provided but some felt that they did not cover the cross section of the faculty. Workshops may be useful so that the full- and part-faculty can begin that process of readjusting the syllabi in teaching. It is important for faculty who are teaching in the general education component in the programs to have a good understanding of program/learner outcomes.

2. Planning and Evaluation Council - Steve Salaber

The Planning and Evaluation Council is an oversight committee for the College. It also incorporates a number of outside individuals from businesses, industries, Foundation, etc. A meeting schedule has not been established for this academic year.

3. Budgets - Initiatives - Dave Keebler

Dave Keebler gave a slide presentation on the budget process. (see handouts)

4. Other

None

VI. Set Next Meeting/Agenda

The Leadership Team needs to establish their meeting with the Ad Hoc Committee first before a meeting can be established.

IV. Adjourn

Meeting adjourned.

Submitted by: Margie Lish

Author: LAURIE VILL at TMCC-ADMIN
Date: 03/31/97 01:32 PM
Priority: Normal
Subject: March 27, 1997 Minutes

----- Message Contents -----

Planning and Evaluation Council
March 27, 1997
Report

I. Welcome and Introductions

Steve Salaber opened the meeting stating that TMCC needs to prepare a College Plan draft before the faculty leave for the summer. He complimented Acting President John Richardson with the faith and courage to allow the college to go forward with the planning process which was started before his arrival at the college. Dr. Richardson believes the college is going in the right direction and supports these new processes.

Since everyone knew one another introductions were eliminated. Those present from the council were Dick Brand, Rita Huneycutt, Dave Keebler, Ed Knoblauch, L.D. Lovett, Dan McClure, Anne-Louise Pacheco, Steve Salaber, Phil Smilanick, and Bill Verbeck. Others attending were: Elsie Doser, Marsha Lindeken, Paula Ringkob, and Laurie Vill.

II. Approval of Minutes of March 11, 1997

It was moved and seconded that the report be approved. Steve asked for discussion and Dan McClure questioned if Ray Bacon's questions raised during the March 11 meeting were answered. Rita explained that there have been meetings with Mr. Bacon, Karen Hruby, (strategic planning consultant and a member of TMCC's Advisory Board), and Elsie Doser discussing the processes that TMCC has used to prepare the new mission/vision statement, strategic goals, etc. Mr. Bacon understands the process and is pleased with the results thereof. Ray Bacon, being in the private sector rather than in the education area, will provide the committee with the view point of the community and will act as our own "devil's advocate." TMCC certainly appreciates and will take Ray's advice but ultimately TMCC is the educational unit and will have to make the final decision. Dan also expressed concern that the new mission statement was too broad. It was pointed out that there will always be continuous improvement but the mission statement must be all encompassing. After the discussion all voted in favor of approving the report.

III. President's Charge

Steve stated that the function of this Council can be expressed in three words: process, strategy, and accountability. It is not an administrative policy council. Printed as the charge of the Council is: "The Planning and Evaluation Council's responsibilities are to provide oversight for all college plans, evaluate implementation of approved plans, and validate the integrity of the College budgets with the College strategic plans."

There was a discussion that it would be a good idea for faculty

in the tenure process to attend some of the planning meetings, i.e. Institutional Effectiveness first and Planning & Development Council second. Attending these meetings would give faculty a clear picture of how the entire planning process works. There was a motion and a second that Dan take to the Faculty Senate this request. All voted favorably.

IV. Roberts Rules of Order

Steve suggested that for structure the council should use Roberts Rules of Order as a working guideline. A motion was made and seconded to adopt the Roberts Rules of Order and have Marsha Lindeken be the parliamentarian. All voted favorably.

V. Transforming the Organization

Phil Smilanick read the three motions submitted and passed by the Institutional Effectiveness meeting March 21, 1997. They were: 1) a new mission statement, "To Develop Our Communities' Diverse Human Potential" along with a vision statement, guiding principles and strategic goals; 2) a new organizational structure and decision making model to be in effect by July 1, 1997; and 3) to create four functional quality teams - Instructional Effectiveness, Matriculation, Organization Development and Outreach College.

Mr. Smilanick, as chair of the Institutional Effectiveness Committee and based on the unanimous vote of the Institutional Effectiveness Committee, moved that the Planning & Evaluation Council ratify the decision of the Institutional Effectiveness Committee. This was seconded. A discussion started by Dan McClure followed regarding the wording in the vision statement regarding the phrase "personal management." It was decided for clarification to substitute the words "employability skills" in place of "personal management". Mr. Smilanick accepted this on behalf of the Institutional Effectiveness Committee and it was put to vote and passed with one vote as a nay.

VI. Vacant Position Appointment Process

A draft process of how the vacant positions will be filled was distributed. Dan McClure stated that it is a long-standing charge of the Professional Standards Committee to help with position descriptions of existing faculty and administrative positions. However, Aurora Cortez mentioned that the committee has not been involved. This will be looked into. It was moved and seconded to accept this process of filling vacant positions. A discussion followed relating to department chairs. The number of department chairs will be re-evaluated. Each academic discipline will be asked to come forward and state their needs. This will be addressed by both NFA and the administration.

VII. College Strategic Plan

Elsie Doser distributed a timeline for completing a draft of the College Strategic Plan before faculty leave for the summer. Unit plans will be a top priority right after spring break. The TMCC plan must tie in with the UCCSN so there is continuity within the system.

VIII. Institutional Effectiveness - Functional Teams Charter

The Institutional Effectiveness Committee will work with the

administration and Faculty Senate to decide the structure, roles and responsibilities of the functional teams. Dan suggested adding Retention under the Matriculation Team. and Professional Development under the Instruction Effectiveness Team. The functional teams will be changing as items are completed or started.

IX. Marketing the Plan and the new Mission

The Planning and Evaluation Council recommends that Acting President John Richardson request Dave Irwin to prepare a marketing plan. A motion was made and seconded that this be done. A unanimous vote followed.

X. Other

Steve suggested that it is important that TMCC have someone who can train the teams. The names of Meg Price and Nancy Price were suggested. Vice President Keebler will follow-up on this subject.

The next meeting will be the later part of May. Steve suggested the following as possible agenda items: Strategic Planning Report, Marketing Plan, Functional Teams, Performance Indicators, and 1998 Planning calendar.

XI. Adjournment

It was moved and seconded to adjourn the meeting and voted upon unanimously.

Report prepared by Laurie Vill

Author: LAURIE VILL at TMCC-ADMIN
Date: 03/21/97 02:01 PM
Priority: Normal
Subject: Planning & Evaluation 3/11 Minutes

Message Contents -----

Planning and Evaluation Council
March 11, 1997
Report

I. Welcome

Vice President Rita Huneycutt welcomed the committee members and visitors. She thanked the committee members for volunteering to serve on the committee. The committee is composed of three faculty, three management persons, one representative each from the classified staff, the Chancellor's Office, the TMCC Advisory Board, and one student. Standing members are the President, three Vice Presidents, Chair of the Institutional Effectiveness Committee and the Executive Director of the TMCC Foundation. Each person was asked to introduce themselves. Those committee members present were: Vice Presidents Huneycutt, Brand, and Keebler, Ron Evans, Dan McClure, Steve Salaber, L.D. Lovett, Mike Rainey, Bill Verbeck, Ray Baron, Ed Knoblauch, Phil Smilanick, and Anne-Louise Pacheco. Others present were: Sandra Borrelli, Elsie Doser, Paula Ringkob, Pat Slavin and Laurie Vill. The committee will meet approximately four times a year. Binders were distributed to all committee members.

II. Charter

Dr. Huneycutt stated that the planning for the Institutional Effectiveness Committee and the Planning & Evaluation Council has been developing and progressing to this stage for the past year. These two bodies have been developed to help with the planning and development of all strategic plans in the college. Dr. Huneycutt indicated that the Institutional Effectiveness Committee's charge is to continuously improve the operations of the college through the establishment of functional teams. These functional teams will analyze, design, create, and evaluate quality processes. The Institutional Effectiveness team is a larger committee with several sub-committees such as the facilities committee and the technology committee.

The Planning & Evaluation Council will be an oversight council consisting of both internal and external members. Its charge is to assure credibility and accountability within the college. This council will receive regular reports from the institutional effectiveness strategic planning groups, i.e., environmental scanning committee, facilities committee and the technology committee. As such, the primary charge is to ensure the proper development of college improvement priorities.

The on-going strategic planning process has incorporated the following three strategic planning tools: I. A Future Search Conference was held for three days and included both internal and community members. This successful conference concluded with TMCC's "Ten Points of Common Ground". These are: 1) a commitment of technology, 2) ethics-based education, 3) improved child care opportunities, 4) providing a bridge to better prepare our students to be functionally literate, 5) expanded instructional opportunities, 6) greater connection with the community, 7)

student success IS our mission, 8) create more opportunities to broaden the education experience and produce well-rounded individuals, 9) promoting change rather than reacting to it, and 10) to promote a greater role for the college in the community.

II. The Environmental Scanning Committee consisting of faculty and administrators was trained by a consultant over the past 1 1/2 years to study the trends and issues of the future. Twenty trends were identified in the taxonomy areas of Demographics, Education, Gaming/Tourism, Labor and Economy, Political, Social and Life/Style Values, and Technology. A one day conference was held with internal and external members that resulted in nine core trends evolving from the original twenty. III. Internally, the college faculty and staff have spent a lot of time and energy during the past year, addressing the appropriate means for identifying and measuring institutional effectiveness. The areas of inquiry and performance indicators are modeled after the Chart for Institutional Effectiveness from the National Alliance of Community and Technical Colleges. All of this preparation work has been put together to develop the new mission, vision, and goals for the college.

III. Election of Chair

There was an open discussion about the chair position of the committee. Dr. Huneycutt suggested that the council may want to select a chair from the committee membership, providing more opportunities for faculty input and participation. She indicated that the Institutional Effectiveness Committee has selected Phil Smilanick to serve as their chair. The committee members indicated this was an excellent idea. It was decided that the chair would be selected for a one year term. Because of the first meeting date of March, the first chair selected will therefore serve approximately 15 months. Mike Rainey nominated Steve Salaber and Anne-Louise Pacheco seconded the motion. There were no further nominations and Steve graciously accepted the nomination.

IV. Operational Items

Dr. Huneycutt turned the meeting over to Vice President Keebler. Dave gave a hi-tech presentation with his computer covering the mission statement, the vision statement, guiding principles and values, strategic goals, performance indicators, and planning strategy. Ray Bacon had several questions and comments regarding the performance indicators and steps in the strategic planning process. He suggested that the process be kept as simple as possible. More discussion and information will be forthcoming in the next meetings on these topics.

During introductions, each committee member stated what days were best to meet for them and Laurie Vill will choose some future dates for the upcoming meetings. These will be sent to the committee and when a date has been selected, it will be announced.

V. Other

There was no other information at this time.

VI. Adjournment

The meeting was adjourned at 4:10 p.m.

TECHNOLOGY COMMITTEE MINUTES

July 8, 1997

Room ATC 204

Present:

Lisa Costa

Michael Dietrich

Paula Funkhouser

Pam Hawkins

Dave Keebler

Fred Lokken

Franklin Miller

Bill Newhall

Paula Ringkob

Tom Sargent

Jennifer Sussman

Larry Tuteur

Steve Zideck

Distributed:

ATC 214 Proposal request by Franklin Miller.

Biennium wish list for 1997-1999.

Technology Committee Minutes from May 15, 1997.

Computer Specks for IBM clones for offices and Classrooms were distributed by Larry Tuteur.

Continuity throughout campus is needed.

Computers with necessary specifications will cost \$1600 ea. with an RFQ.

Larry recommends purchasing 100 computers out of the One Shot money, and 50 computers for faculty.

This is not to preclude, Macs, and laptops.

Motion was made by Larry Tuteur to purchase 75 computers (RFQ will lock price in for one year.)

Seconded by Tom Sargent

Adopted by Committee

Criteria for computer / equipment requests (2yrs)

Principals

Large sums of money provides flexibility

Strategic goals, initiatives, security

Do not allocate everything

Plan on contingencies

Plan on discretionary funds

Approval Process

Request must be in appropriate format, initiative form format.

Request must be screened by Dean(s)

Eliminate duplication

Find application to share

Prioritize

RFC – Request for C

Dean(s) will present request to the Technology Committee for consideration

Dean(s) may negotiate at this point.

(If proposal is accepted then next step will be that the)

Dean(s) will present request to the Institutional Effectiveness Committee

Dean(s) may negotiate at this point

(If proposal is accepted then next step will be that the)

Dean(s) will present proposal to the Planning & Evaluation Committee

Dean(s) may negotiate at this point.

Motion was made by Fred Lokken to accept the Approval Process as presented.

Seconded by Tom Sargent

Adopted by Committee

Evaluation Criteria

Current equipment needs verses new equipment (Min platform 486DX)

What is being done with the old equipment?

How does it fit into the initiatives and goals of the college and unit?

Map into strategic goals of the department and the college.

Shared Resources

Does it have multipurpose use?

The Department, the College

Extended plan over a 5 year period

Security considerations

Justify purchase

Makes, Model #, Performance

FTE Ratios

Motion was made by Tom Sargent to accept the Evaluation Criteria as presented.

Seconded by Michael Dietrich

Adopted by Committee

Set Asides	Technology Initiatives	\$100 k
	Non Computing needs	\$200
	Technolgoy Initiatives for ITS	
	Security	
	Scheduled replacements	
	Faculty	
	Staff	
	Labs	
	Initial Computer purchase	\$100 (Front loading WINTELL)
	August 1997	\$100
	December 1997	\$300
	July 1998	\$300
	December 1998	\$100 (Contingency Reserve)

COMMITTEE MEMBERS:

- | | | |
|----------------------------|-----------------------------|------------------|
| 1. Lisa Costa | 6. Harry Heiser | 11. Bill Newhall |
| 2. Michael Dietrich | 7. Lars Jensen | 12. Tom Sargent |
| 3. Pam Hawkins | 8. Fred Lokken | 13. Larry Tuteur |
| 4. David Hodder | 9. Leon Lucchesi-Sabbatical | 14. Steve Zideck |
| 5. Bill Doherty-Sabbatical | 10. Franklin Miller | |

Planning/Budgeting Action Plan - Initiatives

Unit Name: _____ Prepared by: _____

Account: _____

Fiscal Year _____

PURPOSE

What is the title of this initiative? _____

What is the purpose or goal of this initiative? How does it relate to the mission of the college?

INITIATIVE DESCRIPTION

Describe what you will do to attain this goal?

RESOURCE REQUIREMENTS

What total implementation resources are required?

PERSONNEL DOLLARS	EQUIPMENT DOLLARS	OTHER DOLLARS	NEW SPACE (SQ. FEET)	RELEASE TIME (% FTE)

When and where do you plan to obtain the required resources?

First Year					
	NEW COLLEGE FUNDS	EXISTING UNIT FUNDS	STRATEGIC BUDGET	SELF SUPPORT	OTHER
Future Years					
	NEW COLLEGE FUNDS	EXISTING UNIT FUNDS	STRATEGIC BUDGET	SELF SUPPORT	OTHER

Author: TANIA EWING at TMCC-ADMIN

Date: 09/08/97 05:17 PM

Priority: Normal

TO: Mail List - #CLASSIFIED

TO: CATHY CATANIA at SMTPLINK-UNSCS

TO: Mail List - #PROFESSIONAL

TO: EUN-WOO CHANG at UNSCS-NORTH

TO: JOHN CLEVINGER at UNSCS-NORTH

TO: JIM COLLIER at UNSCS-NORTH

TO: CINDEE DAVIS at UNSCS-NORTH

TO: JERALD FRANSEN at UNSCS-NORTH

TO: BILL NEWHALL at UNSCS-NORTH

TO: REBECCA PORTER at SMTPLINK-UNSCS

TO: ELSI REINHARDT at SMTPLINK-UNSCS

TO: STEVE ZIDECK at UNSCS-NORTH

Subject: ADMINISTRATIVE FORUM - MINUTES OF MEETING 9/2/97

----- Message Contents -----

ADMINISTRATIVE FORUM

ROOM 333

MONDAY, SEPTEMBER 2, 1997

1:30 pm - 2:30 pm

Present: Jennifer Sussman, Michelle Glazier, Paula Ringkob, Paula Funkhouser, Bill Verbeck, Anne-Louise Pacheco, Larry Tuteur, Bill Baines, Dick Brand, Tania Ewing, Scott MacDonald, Elsie Doser, Tyler Trevor, L.D. Lovett, Lisa Costa, Fred Lokken, Jackie Mathisen, Mike Rainey, Diane Nicolet, Laura Williams, Pat Slavin and Kathy Hutchinson.

Dick Brand reminded everyone that all agenda items need to be with his office by 11:00 am on the day of the meeting.

Paula Ringkob announced that her office will undertake the task of putting the TMCC Administrative Manual on the web. It is hoped that this project will be completed by 1/1/98. Paula asked that everyone review the Administrative Manual and send any changes to either Amy Alves or Cheryl Hinman.

Larry Tuteur announced that ccmil is being replaced by Groupwise. However, to be able to run Groupwise computers should be using the windows environment. It is hoped to use one-shot monies to upgrade all computers on campus to "high-end" 486s. Larry will be working with the Deans and others not reporting to a Dean to ensure equality of distribution of computers.

Larry Tuteur is currently working on adding everyone to Groupwise, when this is done ccmil will be available to read only, new messages will need to be sent via Groupwise.

Paula Funkhouser passed around a part-time faculty recruitment brochure and asked for input from those present. It is hoped to distribute these brochures to current part-time faculty and to Steve Zideck for distribution at the High Schools.

Pat Slavin commented that Community Services are still registering students and asked that people remember the Community Services Classes when talking with students.

Michelle Glazier stated that the "Top 25" recruitment campaign will be starting soon.

Lisa Costa announced a 9.3% increase in state FTE over last year.

Bill Verbeck said he was confident that his Division would have no problem in attaining its FTE goal for Fall. Bill also said that the Edison Technical Plan was to be finalized within the week.

Anne-Louise Pacheco stated that PIO is currently working on the Spring schedule. The deadline for non-class copy is 9/12. Anne-Louise announced the introduction of brochure templates - this will ensure that there is one overall College design for publications. The cost will be approximately \$350.00 for 2,000 brochures. PIO is currently working on several promotions. It is hoped to hold another broadcast at Macys in December for the Spring semester.

Anne-Louise asked that if calls are received from the media to please inform PIO. Also there is a new policy that if the media calls regarding something controversial then background information on that topic should be sent to each Regent.

Anne-Louise requested that the "TMCC Today" page be used as a notice board for announcements and deadlines.

Bill Baines reported that the Fire Academy is now up and running and the Police Academy is doing well.

Scott MacDonald announced that Kelsie Harder will be the next exhibitor at the Library Art Gallery. Scott asked that people say hello to the new Reference Librarian John Fitzsimmons. The Library has introduced a new policy on video checkout and the computer lab within the library is to open again.

Elsie Doser introduced Tyler Trevor, the new Research Coordinator. Elsie announced that there will be additional environmental scanning workshops in October. Please let Elsie have the "Learner Outcomes" as soon as possible.

Diane Nicolet announced that the Child Care center now has a kindergarten teacher.

Fred Lokken thanked everyone for their help with Incline classes and asked that people think about the Spring schedule for IHS. Anyone who has ideas with regard to distance education classes should contact Fred.

Mike Rainey announced that the School-to-Careers grant has been approved again this year. After graduation there will be 6 externship spots available for faculty to go to local business for 2 weeks. An honorarium of \$1,000 will be paid for each externship.

Laura Williams will be visiting local High Schools. Any recruitment information please pass to Laura for forwarding to High School Counsellors. TMCC High School currently has 75 students (41 FTE) enrolled.