

YEAR THREE PEER-EVALUATION REPORT

Truckee Meadows Community College
Reno, Nevada

October 17 – 19, 2012

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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Roster of Evaluators

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Introduction

Truckee Meadows Community College (TMCC) is a comprehensive community college serving the residents of Washoe County and the surrounding area of northern Nevada. Currently, TMCC enrolls approximately 12,000 state-supported students, offering university transfer, career-technical education, adult basic education, and career and personal enhancement courses. Founded in 1971 as the Reno-Sparks campus of Western Nevada Community College, TMCC became Nevada's fourth independent community college in 1979. TMCC today offers programming on its main Dandini Campus in Reno, as well as at its IGT Applied Technology Center, Meadowood Center, the Nell J. Redfield Foundation Performing Arts Center, and the High Tech Center at Redfield.

The Northwest Commission on Colleges and Universities (NWCCU) first accredited Truckee Meadows Community College in 1980. The college's most recent on-site evaluation was a Regular Interim Evaluation conducted by two evaluators in October 2010. TMCC submitted a *Year One Self-Evaluation Report* the following fall. That report was reviewed by a three-member evaluator panel whose *Year One Peer Evaluation Report* was issued in November 2011.

The current Year Three Peer Evaluation took place October 17–19, 2012. The five-member evaluation committee spent the bulk of its time on the Dandini Campus, but also visited TMCC's other sites. The evaluators interviewed college administrators, regents, faculty, staff, and students, both in scheduled sessions and in informal, drop-in forums. A list of interviewees is included at the end of this report.

The college's written materials were candid in noting that, after a long period of steady growth and expansion, TMCC had experienced some instability in the years roughly between 2008 and 2012. The challenges began with a series of significant budget reductions in the wake of Nevada's economic downturn, triggering significant staff cutbacks at TMCC. At the same time,

enrollments began to climb and then, just as quickly, dropped unexpectedly — by more than 10 percent from 2009's peak. Finally, in those same years, the college had seen turnover in a number of key leadership positions, particularly at the executive level.

The current evaluation visit fell in what might be described as a period of redirection for Truckee Meadows Community College. A new, well-qualified executive team had recently joined the college. Administrative reorganizations and some new hiring had begun to redistribute workloads and rebuild support services. Fall 2012 enrollments were up slightly, but encouragingly. Redesigned budget-development, resource-allocation, and resource-development initiatives were beginning to stabilize TMCC's operations. In short, despite the threat of further reductions in state funding, the campus seemed in a mood to regroup and move forward.

Throughout the visit, the evaluators found Truckee Meadows Community College staff and faculty to be welcoming, engaged, candid, and accommodating. The college's efficiency and organization in arranging the committee's schedules, workroom facilities, materials, and other logistics was remarkable. The evaluators wish to thank and commend the visit's organizers.

Assessment of the Self-Evaluation Report and Support Materials

The 93-page *TMCC Accreditation Self-Study* was delivered electronically and in hard-copy in early September, well in advance of the visit. In addition to the self-evaluation document, the evaluators received a 2012-13 college catalog in loose-leaf form, along with a fall course schedule, an exhaustive set of organizational charts, and a copy of TMCC's *FactBook 2012*.

The self-evaluation document was clear and readable, organized standard-by-standard. The electronic version helpfully included links to relevant online documentation. From time to time, the text incorporated passages of self-reflection that aided the evaluation committee in gauging the college's assessment of its strengths and weaknesses. The evaluators expressed some desire for greater detail in some sections of the report — for example, the sections on library services. Overall, however, the report was well received by the evaluation committee.

Due to a misunderstanding on TMCC's part, the original *TMCC Accreditation Self-Study's* addendum addressed recommendations from its October 2010 Regular Interim Evaluation. A review of correspondence from the NWCCU office confirmed that, instead, TMCC had been asked to speak to Recommendations 1 and 2 of the *Fall 2011 Year One Peer Evaluation Report*. When this discrepancy was pointed out to the college about two weeks ahead of the visit, the institution responded promptly with a three-page addendum, delivered via email on October 11. That addendum was later incorporated as Appendix B (pp. 30-33) of an amended *TMCC Accreditation Self-Study* that was provided in hard-copy to the evaluators on site.

Topics Addressed as Addenda to the Self-Evaluation Report

Recommendations 1 and 2 of the *Fall 2011 Year One Peer Evaluation Report* dealt exclusively with Truckee Meadows Community College's mission and core themes. In NWCCU's February 17, 2012, reaffirmation letter to TMCC President Sheehan, both recommendations had been

edited somewhat from the evaluator panel's original text, reading as follows:

1. The evaluation panel recommends that the College ensure that its core themes individually manifest essential elements of its mission and that core themes are adopted by its governing board consistent with its legal authority (Eligibility Requirement 3, Standard 1.B.1).
2. The evaluation panel recommends that the College continue to build upon its efforts to identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating the accomplishment of the College's core themes and, therefore, fulfillment of its mission (Standard 1.B.2).

As TMCC noted in its self-evaluation appendix, Recommendation 1 has two parts — one on mission alignment and a second on the governing board's adoption of the core themes.

TMCC responded to the second part of the recommendation by presenting the core themes to the board of regents at its June 1, 2012, meeting. The meeting minutes show that the themes were approved. The evaluators are satisfied that this part of the recommendation has been fulfilled.

In response to Recommendation 1's first element, the college reordered and reworded its themes. *Access to Lifelong Learning*, formerly the last of TMCC's three themes, became Core Theme I. Additionally, the phrase *strengthening institutional infrastructure and partnerships within our diverse community* was appended there, evidently to incorporate the mission's closing words, which reference *supporting high-quality education and services within our diverse community*. The evaluation committee felt that this change created some confusion about the Core Theme 1's focus and its relationship to the college mission. In the current evaluators' view, some further thought may be fruitful here.

Recommendation 2 urged the college to "build upon its efforts to identify meaningful, assessable, and verifiable indicators of achievement." In its written response, TMCC explained that, in some cases, the college had opted to retain process-based indicators because the college community "generally agreed on the importance of not losing sight of our processes in our planning documents" (Appendix B, *TMCC Accreditation Self-Study*, p. 32). The text goes on to acknowledge that assessment processes "must lead to demonstrable improvement, though the specific improvements will vary from program to program." To that end, the college did take the opportunity to add several new indicators in areas that, in TMCC's view, were not being adequately measured. As an example, within the career and technical education programs, TMCC noted that a "key indicator of excellence . . . is that completing students find work in the field they have studied." To measure success there, TMCC added a post-graduation survey with indicators for job placement and six-month on-the-job success. Similarly, to overcome gaps in Nevada transfer-rate data, TMCC opted to measure the quality of academic programs and services in part through a mandatory graduation survey.

While these changes have been positive, the current evaluators felt that the college should continue its work to identify meaningful, assessable, and verifiable indicators of achievement. The committee remained concerned about the emphasis on process and activity measures, especially under the *Lifelong Learning* and *Academic Excellence* core themes, as they appeared in the Updated Chapter One of the 2012 *TMCC Accreditation Self-Study*. Encouragingly, the

college has continued to refine its success indicators and measures through the recent process of finalizing its *Strategic Master Plan*, which is discussed below.

Eligibility Requirements

The *TMCC Accreditation Self-Study* briefly addresses Eligibility Requirements 2-3 and 4-21 in Chapters One and Two (pp. 11 and 34-37, respectively) of the narrative. The evaluators concurred that TMCC was in fact meeting those requirements at the time of the visit. The underlying evidence and rationale for this conclusion appear in the discussion of Standards One and Two, to follow.

Mission, Core Themes, and Expectations

Standard 1A — Mission

Truckee Meadows Community College's mission was adopted by the Nevada System of Higher Education (NSHE) regents in March 2009, with a slight modification approved in June 2012. In concise language, the statement articulates an appropriate educational role for a comprehensive community college. It reads as follows:

Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

The statement appears in the college catalog, on the college website, and in other college publications. Onsite interviews suggested that TMCC's mission is generally understood by the college community. Indeed, a number of Dandini Campus staff indicated that they could recite its elements.

Truckee Meadows Community College has decided to merge its strategic plan with its core themes. On site, the evaluators were presented with several near-final drafts of a proposed *TMCC Strategic Master Plan* that reflected, on paper, the outcome of that decision. College officials indicated that the document would be submitted to the regents in late-October for review and consideration at their November meeting.

TMCC's reasons for this merger are, in the institution's view, compelling. For one, the merger focuses the college's attention on a single, overarching statement of TMCC's preferred future. Further, it is seen as forcing a greater degree of accountability on core theme achievement, since the strategic plan sets time-specific, often ambitious benchmarks for attainment. The vision is to create synergy among TMCC's institution-wide aspirations, leveraging them into a single, unified force for continuous improvement, especially around student success.

The college defines mission fulfillment as "meeting or exceeding our stated goals in all areas within the specified timeframe," with an achievement threshold of "meeting, maintaining, or exceeding" all of TMCC's 2015 benchmarks (*TMCC Accreditation Self-Study*, p. 11). Understandably, the brief rationale statements in Chapter One of the self-evaluation report do not

fully articulate the underlying analyses that were used to fix the benchmark numbers. Only through interviews on-site were the evaluators able to discern the reasoning behind the college's numeric goals. Without that background, the benchmarks sometimes appeared arbitrary at first.

Suggestion: To aid in articulating its definition of mission fulfillment, TMCC is encouraged to document and communicate, as appropriate, the trend-analysis behind its benchmarks.

Standard 1B — Core Themes

The college's current core themes, adopted by Nevada's regents in June 2012, enumerate the three major components of TMCC's institutional mission:

Core Theme I: *Support lifelong learning through strengthening institutional infrastructure and partnerships within our diverse community*

Core Theme II: *Academic Excellence*

Core Theme III: *Student Success*

As such, the core themes attempt — appropriately — to provide greater specificity to the institutional mission, framing TMCC's purposes and characteristics in mission-related terms.

The mission's closing phrase — "*by supporting high-quality education and services within our diverse community*" — does not appear verbatim in the core themes. Its spirit, however, is echoed by the recent insertion of the phrase "*through strengthening institutional infrastructure and partnerships within our diverse community*" as a part of Core Theme I. There, the college has incorporated a variety of indicators that speak to stewardship of college resources, diversity, and community partnerships. The current evaluators were somewhat unsure, however, why these objectives — which arguably are the means by which TMCC achieves all of its mission areas — were attached specifically to Core Theme I's "lifelong learning" element. The college's self-evaluation narratives provided little rationale to assist the committee in that regard.

The *TMCC Strategic Master Plan's* hierarchy of nomenclature departs slightly from that of Standard 1.B.2. Read literally, Standard 1.B.2 suggests a four-tier structure — *mission, core theme, objective, and indicator*. TMCC's strategic plan adds a fifth *strategic initiative* tier between *core theme* and *objective* — hence, *mission, core theme, strategic initiative, objective, and indicator*. The current evaluators concluded that this small discrepancy was not substantive.

In merging its core themes with its strategic plan, TMCC has worked diligently to replace process measures, wherever possible, with the "meaningful, assessable, and verifiable indicators of achievement" that Standard 1.B.2 sets as its ideal. In this regard, TMCC's Core Theme III, *Student Success*, is clearly the strongest of the three themes, particularly in its Strategic Initiative 1. Elsewhere, the current *TMCC Strategic Master Plan* retains a few process-based metrics. An example is Core Theme II, Strategic Initiative 2's Objective (a), which calls for TMCC to "develop and implement assessment cycle for Administrative Unit Review," with a 2015 benchmark of "maintain." At a more granular level, the current evaluators saw a few opportunities to better define benchmark units-of-measure and to more clearly align them with the plan's objectives. For instance, the benchmark for Core Theme I, Strategic Initiative 1,

Objective (a) is measured in “workshops/participants,” while the objective calls for a “survey [of] participants to determine effectiveness.” In other places, the objectives are phrased as activities and processes — “*Partner with* [local schools] to test students,” for example, or “*Monitor student satisfaction*” — even where the benchmark is a countable outcome, such as a remediation rate or survey score.

Suggestion: Though the regents’ adoption of the *TMCC Strategic Master Plan* understandably may constrain the college’s near-term ability to alter its metrics further, TMCC is encouraged to continue to refine its indicators, where possible, using its *Student Success* theme as a model.

Resources and Capacity

Standard 2.A — Governance

The governance structures at Truckee Meadows Community College appear to be functional, efficient, and genuinely participatory. The college administration is organized into clearly-defined functional areas, each with an appropriate and well-understood hierarchy of authority. On its website, the college publishes organizational charts for a wide variety of units, ensuring widespread transparency of these management structures. A recent reorganization of Academic Affairs into five sub-units — up from two — has helped to normalize workloads and improve decision-making efficiency in that area.

A number of governance groups provide representation and facilitate campus-wide communications in TMCC’s operational, planning, and policy-making activities. Examples include the Faculty Senate, Classified Council, Student Government Association (SGA), and the local Nevada Faculty Alliance chapter. The Faculty Senate, in particular, provides input on a broad range of matters and includes a wide variety of constituents. In addition, the President’s Advisory Council brings together representatives from all of these groups to provide a central clearinghouse for information, discussion, and advocacy on college-wide matters. A spot-check of TMCC’s website confirmed that the college’s governance groups meet regularly, publish minutes, and operate under clear charges. Interviews on site characterized the college’s governance processes as transparent and predictable. Respondents from a variety of constituencies noted a positive trend toward even greater participation over recent years.

Governing Board

Nevada’s 13-member board of regents governs the entire Nevada System of Higher Education (NSHE). The regents are elected to six-year terms representing regional electorates.

Though the relationship between the regents, the Nevada System of Higher Education, and the local colleges can be complex, documentary evidence and interviews on site jointly confirmed that those relationships are functional and well understood. The board operates under a 500+ page handbook that includes a comprehensive set of bylaws, policies, and procedures that include clarification of the regents’ relationship to local colleges. Board meetings provide time for interaction with representatives of each higher education institution. In interviews on site, the regents themselves reported that they were familiar with each institution’s unique characteristics

and their place in Nevada's higher education system. They expressed enthusiastic support for Truckee Meadows Community College.

The regents' policies ensure, among other things, that board members have no contractual, employment, or financial interest in the institution (Title 1, Article III, Section 8) and that the board acts only as a committee of the whole (Title 1, Article III, Sections 4 and 5).

Based on interviews with the regents themselves, as well as a follow-up conversation with the NSHE chancellor, the current evaluators were confident that the Nevada Board of Regents understands its role in exercising broad oversight of system policy and resource-allocation. Individual regents confirmed that they embraced that role. They added that the board had been maturing in that regard in recent years, moving further from operational decisions over time. They added that the regents' chief of staff assists in channeling operational questions from the NSHE office to the local campuses, as appropriate. Through a facilitated visioning process, NSHE and its regents developed a December 2011 *Strategic Directions for the Nevada System of Higher Education* that defines a set of broad, policy-level goals that guide system-level activity.

The regents appoint a system chancellor who acts as the Nevada System of Higher Education's chief executive officer. The regents' bylaws (Title 1, Chapter 1, Article VII, Sections 3 and 4) define the organizational relationship among the regents, the chancellor, and the local campus presidents. The language is clear in stipulating that "the Chancellor shall be evaluated annually in writing by the Chair of the Board" and, additionally, "shall be evaluated periodically by a committee of the Board of Regents . . . not later than the next-to-last year of each contract period." The current chancellor reports that these evaluations do take place and are constructive.

Local presidents are appointed by the regents. Operationally, however, they report to the chancellor and are "evaluated annually in writing by the Chancellor in accordance with procedures approved by the Board of Regents." An additional, periodic evaluation is carried out by committee, in accordance with board policy (Title 1, Chapter 1, Article VII, Section 4).

After conducting a national search, the board selected the current Truckee Meadows Community College president in 2008. An experienced college CEO, she is exceptionally well qualified for her appointment. In their meeting with the evaluators, board members expressed considerable confidence in their appointee, as did the system chancellor in a separate interview. College leaders and governance groups were likewise complimentary of the president's commitment to participatory processes and of her abilities as a leader.

Despite the comprehensiveness of the regents' bylaws, the evaluators were unable to find any specific reference to self-evaluation there. TMCC's self-evaluation report (p. 42) references the regents' ongoing Efficiency and Effectiveness Initiative as an example of board-directed, facilitated activity designed to increase the board's effectiveness. The regents themselves concurred that this effort had been helpful in sharpening the regents' focus on system priorities. They also indicated they have participated from time to time in structured self-assessment and planning activities, often in a retreat format, that have advanced the board's effectiveness as a governing body. The chancellor, in a separate conversation, offered a similar set of impressions.

Suggestion: Given that the regents have established a history of periodic self-evaluation on their

own initiative, it is suggested, in the spirit of Standard 2.A.8, that the regents consider setting a regular period of and purpose for self-evaluation as part of their routine procedures.

Leadership and Management

The president of Truckee Meadows Community College maintains full-time responsibility to the institution. As noted elsewhere in this report, at the time of the present on-site evaluation, the college had very recently appointed two new executive-level leaders and had completed a significant reorganization in Academic Affairs, creating five academic divisions each reporting to its own dean. In interviews with a variety of constituents, respondents indicated that these changes were widely seen as positive steps toward a more stable, efficient, and sustainable administrative structure. The current incumbents appeared universally to be well-qualified for their assignments and committed to TMCC's vision and goals.

Policies and Procedures

In the opinion of the current evaluators, the information technology resources at Truckee Meadows Community College are truly exceptional. The high quality of the college's website is evident, among other places, in the ease with which it presents college policy. The on-line *TMCC Policy Manual*, *Student Handbook*, and academic catalog are easily accessed and offer helpful navigation tools for finding specific information. A searchable, college-wide Documents and Forms webpage further facilitates this process. On site, students and employees indicated that the college policy and procedures are well understood and reliably followed. The procedures for adding, revising, or deleting a policy are available on the president's website. Often, NSHE Board of Regents policy underlies local provisions.

- *Academics:* A comprehensive set of academic policies — including academic standards of practice, workload and responsibilities, and intellectual property rights — are found in the *TMCC Policy Manual*, Sections 6000-6999. Academic freedom is guaranteed by the Nevada System of Higher Education Board of Regents' bylaws (Chapter 2, Section 2) and reflected in local policy. As appropriate, these provisions are communicated to students through mechanisms such as the catalog's Student Bill of Rights (Appendix T) or the *TMCC Student Handbook*. Chapter 2, Section 2 of the regents' bylaws, as well, speak to academic freedom and standards of practice.

Policies regarding access to and use of library and information resources are available on the library's policies web page. Students are required to sign an agreement before checking out a laptop. Students must login to computers in the library and are required to agree to the campus computer policy at that time. The *TMCC Policy Manual*, Sections 4,000 - 4,299, further codify these policies.

Appendix C of the college catalog (p. F-5) outlines TMCC's transfer credit policy. The college adheres to Nevada system policies that promote articulation and common course numbering. Students transferring credits to TMCC are referred to the *Steps to Enroll for Transfer Students* webpage at www.tmcc.edu/transfer/stepstoenroll/.

- *Students:* Clearly stated policies addressing students' rights and responsibilities are found in the Student Services and Records section (Section 3000-3999) of the *TMCC Policy Manual*, in the *TMCC Student Handbook*, and in either Section A or one of the 21 appendices (A through U) to the *2012-13 TMCC College Catalog*. The provisions include admissions, academic honesty, appeals, grievances, and accommodations for persons with disabilities. A 15-page *Student Government Association Student Club and Organization Handbook* details policy and procedures governing co-curricular activities. These provisions are codified in Article 3, Section E.1, of the TMCC bylaws.
- *Human Resources:* Sections 2000 – 2999 of the *TMCC Policy Manual* outline the college's human resources policies and procedures. For faculty, Title 2, Chapters 4 and 5, of the Nevada System of Higher Education Code articulates a system-wide personnel policy which serves as the foundation for local provisions. Through these documents, as well as local job descriptions and handbooks, TMCC employees are apprised of their conditions of employment, assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, and termination. Records are adequately protected.
- *Institutional Integrity:* Though Truckee Meadows Community College communicates with its publics through a variety of print, in-person, and online channels, the college's Public Information Office provides a central clearinghouse for institutional messaging. Housed within the Institutional Advancement unit, its lead administrator is an experienced, longtime member of the college community. Policy guidance is provided to that office through Sections 4600–4699 and 4800–4899 of the *TMCC Policy Manual*. The college's academic catalog serves as the primary avenue for disseminating information on academic programs and services to students and to the public. It is updated annually, with approval housed in appropriate administrative units of the college.

TMCC's commitment to high ethical standards is evident in the transparency of local governance, the careful oversight of college communications, the clarity of college procedures, and the tone of interactions among college constituencies. Appropriate grievance procedures are provided to both students and employees. At the highest levels, Nevada law's Code of Ethical Standards (NRS 281A) prohibits conflict-of-interest. TMCC's catalog (p. A-2) appropriately describes the college's accreditation status.

Contracts, leases, and other agreements are governed by Sections 500-501 of the *TMCC Policy Manual*, which reflects the *NSHE Procedures and Guidelines Manual*. Local control rests with the Vice President of Finance and Administrative Services Office.

- *Finance:* Sections 1000-1999 of the *TMCC Policy Manual* provide detailed, comprehensive guidance on such matters as financial planning, approval and monitoring of budgets, reserves management, investments, fundraising, cash management, debt management, and inter-fund transfers.

Standard 2.B — Human Resources

Between 2008 and 2012, Truckee Meadows Community College significantly reduced its

workforce in response to substantial and sustained losses of state funding. The decision to protect as many faculty positions as possible to maintain the college's core teaching functions meant that the remaining workforce of the college would absorb larger shares of TMCC's non-academic functions. By fall 2011, the administration determined that the reduced staffing levels could not support the operations of the college and embarked on a plan to return to pre-recessionary support levels. Since that time, eleven tenure track faculty, seven administrators, and thirteen support staff members have been hired. Progress has been made, but TMCC has not yet achieved the college's desired staffing levels.

The evaluators examined a sample of job descriptions from every employee group and determined the descriptions accurately represent the duties and responsibilities of the positions. TMCC's human resources website contains job opportunities, an online application process, and relevant hiring information.

Interviews of faculty and staff confirmed performance evaluation systems are in place for all employee groups. Nevada's *Board of Regents (BOR) Handbook* prescribes an annual review of administrators and the State of Nevada Department of Human Resources and Administration requires an annual evaluation of classified staff.

All full-time faculty are evaluated annually based on categories specified in the BOR Handbook and the process described in the Nevada Faculty Alliance Contract. Faculty are assessed using multiple indices of effectiveness, including student course evaluation feedback. In the event a faculty member earns an "unsatisfactory" rating, a Faculty Support Committee may be formed to help with performance improvement. Faculty responsibilities and workloads outlined in the *Board of Regents (BOR) Handbook* align with performance evaluation criteria.

Despite significant reductions in state financial support, the college has maintained a strong commitment to provide professional development opportunities for all employee groups. On each day of the visit, the evaluation committee heard many positive comments about TMCC's professional development opportunities from multiple employees. Both faculty and staff mentioned the variety of programs and services available. Handouts shared with the committee detailed the breadth of topics addressed during Professional Development Days which immediately precede the start of each fall and spring semester. The Professional Development Office website details a month-by-month listing of offerings and includes online registration for such. As another example of TMCC's commitment to professional development, the college budgets \$300 per faculty member to support professional travel. To supplement those monies, additional funding is available from the Faculty Senate and Professional Standards Committee.

Standard 2.C — Education Resources

Truckee Meadows Community College's course offerings, delivered on its campuses and online, are appropriate in content and rigor and are consistent with its mission. To the college's credit, as it has faced significant personnel reductions and reorganizations over recent years, TMCC has used this transitional time to consider how to take best advantage of its education resources.

Overall, the college has made significant progress in a short amount of time in refining its

assessment practices, restructuring curriculum committees, and making the website a more useful tool for educational processes. The institution also made advances in integrating information literacy into instruction and reaching out to the community so that continuing education programs and specialized training can better meet business and personal needs.

Over the past two years, TMCC took on the challenge of significantly refining its processes for the assessment of student learning outcomes (SLOs). Some activities which pre-date 2010, like the submission of course-level outcomes on the Course Assessment Report (CAR), remain in place. However, program-level reviews of learning outcomes were recently mandated as well. According to the chief academic officer, prior to this change, there was a lot of positive activity, but not much coordination, when it came to assessment.

To further streamline this work, TMCC has established an academic database accessible from the college's website which allows faculty and programs to download master course outlines (MCOs) and copy a working draft to their respective computers. Submission of a requested change, accompanied by the working draft, to the department chair is a simple upload. As well, the college has created a calendar for program assessment so that each academic program has a chance to review learning outcomes and reflect on future chances. Thanks to TMCC's overhaul of its assessment systems, student learning outcomes are clearly identified and those outcomes are reviewed by the majority of programs. Clear evidence of these outcomes and their measurement are found on the website under the Course Assessment Reports (CARs).

TMCC identifies and publishes course, program, and degree outcomes. On-site interviews and spot-checks confirmed that learning outcomes for each course are published on course syllabi. The learning outcomes for degrees (AA, AS, AAS, and AGS) are published in the college catalog (pp. B-9 through B-15). Learning outcomes for specific programs are also published in the TMCC catalog (pp. B-18 through B-144).

Compliment: The college has effectively laid out a calendar for assessment, created a website that facilitates updating of outcomes, and created a process that easily documents progress.

A careful review of the college catalog found that degree programs, wherever and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admissions and graduation requirements are clearly defined in the college catalog and on TMCC's website.

On-site interviews with academic deans, department chairs, faculty, and staff confirmed that the departments determine learning outcomes for their courses. Learning outcomes are submitted to the Curriculum, Assessment and Programs (CAP) Committee, where they are evaluated and approved using the standards established by the Student Learning Outcome Assessment (SLOA) subcommittee of the Faculty Senate before going to the Office of the Vice President of Academic Affairs and Student Services for final review and approval.

At the program and department level, TMCC has established a calendar for learning outcome and curricular review. This process is under the college-wide umbrella of Program/Unit Review (PUR) process, revised and re-named as of 2010, wherein each program completes a

comprehensive self-study every fifth year. The college has begun the process of reviewing and approving degree outcomes. The self-evaluation report noted that as of February 2012, seven of the 32 transfer degrees had been reviewed and approved through CAP. An update during the evaluation committee's visit indicated that 17 of 40 programs have been reviewed using the new PUR process, with their learning outcomes and review process posted on the college's website.

Suggestion: While the integrity of the degree review process must be maintained, the college may wish to increase the pace at which programs complete their reviews and approvals.

During the visit, faculty confirmed that they have a long history of taking collective responsibility for assessing student learning.

Interviews with the department chairs stressed that, at TMCC, the faculty's focus is on student success. Instructors at TMCC are dedicated to incorporating critical thinking and analysis in conjunction with information resources to lift students to higher academic achievement. The library is a key partner in that effort. Library faculty informed evaluators that the TMCC library offered 125 information literacy sessions spring semester 2012. On-site interviews with a dean and two department chairs complimented not only the quantity of the sessions but the quality of their content. Library faculty have developed additional information literacy resources for instructors, tailoring the teaching and research to specific needs. The ENG101 worksheet package, used in all ENG101 classes, is an excellent example of the integration of information literacy into instruction, as well as of effective collaboration between the library and faculty.

Compliment: Students and faculty appreciated the responsiveness, collaboration, and enthusiasm of the library staff. The dedication of the faculty and the library to using technology effectually in education and teaching students to analyze sources effectively is readily apparent.

Credit for prior learning is rarely granted at TMCC. The college's procedures for its Life Experience Assessment Program (LEAP), established in 1994, align with the requirements in Standard 2.C.7. The college catalog indicates (p. D-72) that students receive credit for LEAP101 after completing an experiential learning portfolio which is reviewed and evaluated by a panel of full-time faculty. Credit for prior learning is limited to 15 credits.

Suggestion: The college has maintained its current prior learning assessment process since 1994. To ensure that it meets current needs, a review of the process is advisable.

Appendix C of the college catalog (p. F-5) outlines TMCC's transfer credit policy. The college accepts transfer credits according to well-established procedures and provides adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the institution's degrees. Statewide policies ensure that all Nevada colleges maintain current transfer agreements (*Board of Regents Handbook*, Title 4, Chapter 14).

Undergraduate Programs: General Education

TMCC's General Education Mission Statement (2012-13 *TMCC College Catalog*, p. B-6) affirms the value of an integrated course of study that helps students develop the breadth and

depth of intellect to become more effective learners and to prepare them for a productive life of work. The catalog goes on to list six goals, followed by nine abilities, that underlie the General Education Mission Statement. All general education courses must meet some or all of these nine abilities. The section concludes with descriptions of the general education categories that all degrees and certificates include.

The number of general education credits required for all AA and AS degrees is in alignment with the NSHE System General Education Requirements (p. 19) published by the Nevada System of Higher Education (NSHE). Students are required to complete six credits in English, three credits of mathematics, six credits of natural science, and nine credits of social sciences, fine arts or humanities. These current guidelines reflect a December 2010 NSHE Board of Regents (BOR) mandate to streamline general education requirements across the state. The new requirements (*Board of Regents Handbook*, Title IV, Chapter 14) reduced the Associate of Arts' general education core from 33 to 24 credits and the Associate of Science's from 39 to 24.

Meantime, TMCC has continued to shape and refine its general education assessment practices. The chairs of both the Student Learning Outcomes and Assessment (SLOA) and Curriculum, Assessment and Programs (CAP) committees, which report to the Faculty Senate, indicated that hearty discussions are taking place regarding changing the nine abilities listed after the General Education Mission Statement (*2012-13 TMCC College Catalog*, p. B-6) to more meaningful and measureable outcomes. The goal is to implement these changes before the end of November so that they can appear in the next catalog. Delay would put the process behind its deadlines.

The assessment process for these outcomes likewise remains somewhat in flux. As recently as fall 2011, the Student Learning Outcomes and Assessment (SLOA) Committee's coordinator created a General Education Matrix to map out general education courses for assessment. A General Education Pilot Assessment was conducted in spring 2012, with seven courses identified to assess based on their focus on the "analytical thinking skills" ability. According to the SLOA chair and the college's assessment coordinator, however, the pilot was discontinued. A summary sheet of a General Education "Make Over" survey indicates that the CAP Committee is currently working on choosing amongst three methodologies for assessment. A second goal is to narrow the nine "abilities" to five "objective areas" of general education competency.

TMCC appears well positioned to move its general education assessment processes forward. The chief academic officer reported that, as recently as summer 2012, his office had launched organized efforts to re-set the conversation. He was quick to add that TMCC's long history of faculty leadership in assessment was — and would continue to be — an important asset in the effort. Finally, the appointment of TMCC's first associate dean of assessment and planning promises to improve the coordination of assessment college-wide. Still, the task remains.

Concern: Lack of completion of a process for setting and assessing the general education degree outcomes is a concern. The CAP Committee is addressing this issue and plans to follow through on its current efforts. Any delay by faculty or the CAP committee in revising the general education outcomes, and the changes in assessment of student learning outcomes that would accompany it, would leave the college ill prepared for completing meaningful assessment cycles.

Undergraduate Programs: Related Instruction

The related instruction components of applied degree and certificate programs at TMCC have identifiable and assessable learning outcomes that align with program goals. The college clearly states the minimum related instruction components of the Associate of Applied Science and Associate of General Studies degrees as defined by NSHE Board of Regents policy (Title 4, Chapter 16, Section 25). The college has also established a process by which courses must qualify as satisfying TMCC's degree and certificate requirements. The CAP Committee reviews submissions and evaluates the content of a course based on established criteria.

Although the college's self-evaluation report mentions two examples of embedded curriculum, this method of delivering related instruction is not a common practice at TMCC at this time. An interview with the dean of applied industrial technology, however, revealed that the college may move in that direction based on the regents' current initiatives to streamline college curricula. Should this trend take hold at TMCC, careful consideration of how to incorporate embedded instruction while continuing to meet Standard 2.C.11 will be important.

Graduate Programs

Truckee Meadows Community College does not offer graduate programs.

Continuing Education and Non-Credit Programs

TMCC has thoughtfully considered how to locate and integrate its credit and non-credit continuing education programs into the community it serves. The continuing education programs and other special programs are compatible with the institution's mission and goals. The strategic placement of the outreach campuses locates the classes and trainings where faculty and staff can best support businesses and people. Additionally, the Workforce Development and Continuing Education (WDCE) unit has wisely partnered with the Washoe County School District (WCSD) to provide personal enrichment classes.

The college maintains direct and sole responsibility of the academic quality of continuing education and special learning programs. An interview with the dean of business, the director of customized training, and the program director of continuing education revealed an enthusiasm for supporting community businesses through customized training and needed professional education programs. Also apparent was the program's commitment to quality.

The Meadowood Outreach Center provides a very tangible example of these TMCC priorities. Its vibrant staff offers varied and rich programs, from citizenship classes and Adult Basic Education/ESL to personalized trainings, veterans' support services, and exercise classes. The center obviously meets important community needs.

Though WDCE is rarely asked to grant Continuing Education Units (CEUs), the college follows the standards of the International Association for Continuing Education and Training (IACET) as a baseline for CEU awarding. The college's policies meet the five criteria of Standard 2.C.18 and are published in the *2012-13 TMCC College Catalog* (Appendix U, pp. F-33 through F-34).

TMCC maintains records which describe the number of courses and nature of learning provided through non-credit instruction. In response to an evaluator's request, the college easily generated a list of last year's non-credit offerings from its Lumens database.

Standard 2.D — Student Support Resources

Student services at Truckee Meadows Community College are comprehensive and support the college's mission and core themes. Only through creative and innovative process changes in numerous areas was TMCC able to sustain the breath of its support services in the wake of significant staff reductions over recent years. The evaluators were impressed by TMCC's streamlining of processes and its use of online information and tools to support students.

Student forum participants frequently mentioned the quality of TMCC's support services. Students praised, in particular, the availability of tutoring and the online sign-up feature. Though they felt that more advisors are needed for in-person appointments, they stressed that they appreciate TMCC's helpful web-based tools and the quality of existing advising staff. Despite the challenges of complex federal aid forms, students noted that TMCC's financial aid staff are helpful and responsive to student questions and concerns.

Due to recent budget reductions, some services were significantly reduced at TMCC's remote campuses. However, interviews with staff indicated that, in some instances, these resources had not been frequently accessed. Student support services are now centralized on the main campus, although various forms of student success support — On Track Workshops, Academic Success Kit Workshops, and others — are provided at the educational centers. Students at all locations can access student support services on the college website as well.

College security personnel are sworn Nevada police officers and protect all five TMCC locations. If needed, area police are also easily accessible due to a centralized communication center. The TMCC Police Department's services and campus crime statistics are detailed in the college catalog and the department website.

In its admissions processes, the college considers students who have completed a high school degree (or the equivalent), those with placement scores above a prescribed minimum level, or those with six or more college level general education credits as having the potential to benefit from TMCC's educational offerings. Students who do not yet meet these criteria may be admitted as non-degree seeking and are referred to the Skills Center or Adult Basic Education.

New degree-seeking students are prevented from registering until they attend an orientation at the college. An online version is available for distance learning students and for students living more than 50 miles from the campus. The orientation informs students of study skills, college resources, the use of the *MyTMCC* portal, and the creation of an academic plan. At completion, students are prepared and able to register for classes.

The evaluators found the college's *Steps to Enroll* website informative and student user friendly. Student forum comments confirmed the committee's impression. The site's corresponding

checklists clearly detail the paths that new, continuing, transfer, and returning students should follow for enrollment success at the college.

The college provides transition plans for students enrolled in discontinued programs. The Nevada State Higher Education System (NSHE) requires the institution honor the program requirements of any discontinued degree for six years. When a degree option is under review or when a program is under consideration for elimination, a comment is added to the catalog.

TMCC's comprehensive online catalog contains all required student-information elements and is easily accessible. A review of the catalog and program brochures confirmed that state and national licensing requirements, program-specific admissions criteria, and unique criteria for employment — such as continuing education requirements for dental assistants — are included.

Student records are retained and protected following Family Educational Rights and Privacy Act (FERPA) requirements as well as Nevada System of Higher Education and college policies. FERPA regulations are detailed in the college catalog with references throughout the TMCC website. All employees with access to student records must first complete FERPA training before being granted access to the student information system. A mandatory training video, *Understanding FERPA*, is available on the Professional Development Office website.

Regularly scheduled backups of college server data ensure that student records are protected. Paper records are secured in key code access areas or locked filing cabinets.

Financial aid consists of grants, scholarships, work study, and loans. Each program is described on the college website under "Types of Financial Aid" and in printed materials. Students are informed of repayment obligations through multiple sources. For example, loan recipients must complete online counseling on an annual basis, and students with loan amounts of \$15,000 or more are required to complete a free online learning program that addresses time and money management. The college monitors its loan default rate, currently in the 12-percent range.

The Nevada State Higher Education (NSHE) system, rather than individual institutions within the state, is responsible for the required annual A-133 audit. The NSHE administration does not audit all institutions each year but instead focuses on institutions with the largest financial aid programs. As a result, TMCC's financial aid program has not been audited by an external agency for four years. Employees mentioned that they review and learn from the audit findings for other Nevada institutions which use systems and processes common to those at TMCC.

The college's academic advising program supports the development and success of all students by addressing the unique needs of new, transfer, and continuing students. For example, new students learn how to navigate the student portal and create an academic plan through group advising at new student orientation. The online tool *Evaluate My Transfer Credits* enables transfer students to determine if credits earned at another institution apply to their TMCC program of study. Continuing students are encouraged to monitor their academic progress through easily accessible online academic advisement reports.

Reports shared with the evaluators indicated that all student support programs maintain an assessment process consisting of program level goals and outcome measures. A review of numerous college websites and interviews with the leadership team confirmed that an effective academic advising program supported by skilled and trained professionals is in place at TMCC.

Co-curricular activities at TMCC support the college mission and core themes. The Student Government Association (SGA) is committed to advancing the overall quality of the students' total learning experience. The SGA encourages student participation in college clubs, organizations, and other college engagement activities. The governance processes of the SGA and student clubs are described on the SGA website, with additional information in the *Student Government Association Student Club and Organization Handbook*, available online.

Intercollegiate athletics are not available at the college. At the time of the evaluation visit, eleven student clubs — including advisor names and telephone numbers — were listed on the SGA site. All clubs are required to have at least one full-time and one part-time TMCC employee serving in an advisory capacity. Student fees funded the recent hiring of a student activities and leadership coordinator — a position previously lost to 2008 budget cuts. The coordinator has oversight responsibilities for the SGA and student clubs

Auxiliary services at TMCC include food services, vending services, a copy center, and bookstore. All contribute to the student experience and learning environment by providing a convenient on-campus means for meeting student and employee needs. The evaluators easily located information on services, hours, and pricing on the Café Services, Copy Center, and bookstore websites. Each site offers opportunities to submit comments and/or questions. Students and college employees may provide additional input to food services by participating on the Food Services Committee.

The college's student information system is integrated with TMCC's online course-management platform, enabling students to use the same login and password to access online classes, enroll in courses, and conduct all other business with the college. This single sign in is the current means for identity verification of distance education students. The college is represented on a national taskforce engaged in developing best practices for student authentication.

Compliment: The evaluation committee commends the college for implementing innovative process improvements to support the continued delivery of comprehensive student support services despite significant reductions in financial and personnel resources.

Concern: The evaluation committee is concerned an external audit of the financial aid program is not conducted on a regular basis.

Standard 2.E — Library and Information Resources

The Truckee Meadows Community College library provides access to library resources both in person and remotely. The library's reference desk is staffed by a professional librarian all hours the library is open. The library occupies two floors, with the first floor available for group work and the second floor reserved for quiet study. In the library, students have access to 36 desktop

computers and 20 laptops that can be checked out for four hours at a time. When students are off-campus, they can call during open hours for assistance or send requests for help via email. Students are provided access to databases and electronic journals at all hours and from any location by signing in with a password.

In addition to the director, the library employs three full time librarians, one part time librarian, and eight classified staff. The staff serves the main campus as well as providing over 90 hours of coverage at three of its educational centers. Open hours for the educational centers are examined each year to ensure that they are meeting student needs.

The TMCC library utilizes many resources to maintain the collection's relevance in support of the college's mission, core themes, programs, and services. The librarians rely on usage data, faculty input, and their own knowledge of their subject areas to determine future purchases as well as cancellations of current products. Circulation statistics guide the weeding of old materials. An examination of the library's collection and budget shows that the library provides adequate resources for students.

The librarians are each responsible for specific disciplines and, as a result, are linked to academic departments. There is a strong liaison program between librarians and instructional faculty. The librarians attend departmental meetings and talk to faculty about resources needed. Likewise, faculty are invited to library demonstrations of products for possible purchase and asked for feedback. The library is notified of proposed changes to the curriculum and what information resources will be needed for a new class or program. The library participates in planning and goal setting through the Administrative Unit Review process.

The faculty librarians are very dedicated to information literacy and have provided a very robust program for the college. They provide instruction to a minimum of 125 classes each fall and spring. Pre-tests and post-tests are conducted in a sampling of classes to assess the effectiveness of instruction, with the results used to make changes when needed. All 30 sections of English 101/113 require students to complete a library resource assignment which includes a ten-page booklet with handouts on effective research as well as a 25-question critical thinking assignment. This program has been provided for 16 years, and a similar assignment in English 102 has been provided for five years. With over 1500 students served each semester by these two programs alone, the evaluation committee was impressed by how many students are reached by the library.

The library is also providing information literacy resources for distance-learning students and for students on the branch campuses. The librarians host seminars showing faculty how to integrate library resources directly into their online courses. For students in online classes, the library provides support materials including research guides in specific areas and instructional videos showing how to use databases.

The library takes appropriate precautions to secure its print materials. Print materials have a magnetized strip which sets off the security gate if the strip is not desensitized. Offsite access to library databases is password-protected. When a student requests a password, library staff verify the student's current enrollment before responding. Passwords are not changed at the end of the semester, however. Although a spot-check of TMCC's vendor contracts found no specific

requirements for updating user passwords, the college's online database products could be better protected to prevent unauthorized access.

Suggestion: Although not all providers may require regular password updates, the evaluators suggest that vendor agreements be checked to verify the provisions for user authentication.

Standard 2.F — Financial Resources

The vice president of finance and administrative services is responsible for fiscal planning that leads to the development of Truckee Meadows Community College's budget. The process is appropriately participatory and transparent. Historically, budget planning began with an effort to collect data and information from each department on its requests for the coming year. These requests were prioritized and aligned to the college's strategic plan. Beginning fall 2012, however, TMCC's budget process was modified to what the college calls its Resource Allocation Process. In that process, each department begins with a review of its value and contributions to the institution through its mission statement and goals. Departments evaluate their progress toward achieving their goals from the prior year and then develop new goals and action plans as needed to align themselves with the mission, vision, values, and core themes of the institution. Next, the departments set objectives and prepare work plans. When the plans require additional resources — such as space, furniture, and computer resources for a new employee — those requests are forwarded to the appropriate department for further review. This procedure allows for all the costs to be included in the departmental budget requests. The completed work plans are aligned to a resource allocation process. In short, the process places emphasis on planning first, followed by budget preparation. The evaluation committee found a wide understanding of and participation in this process on campus. The evidence demonstrates that financial planning and budgeting are ongoing, realistic, and based upon the mission and goals of Truckee Meadows Community College.

Annual audits of TMCC's financial accounts are conducted by an independent Certified Public Accountant (CPA) firm, in accordance with generally accepted auditing standards. This firm examines both the Nevada System of Higher Education (NSHE) as a whole and the individual colleges within that system. In addition, NSHE routinely conducts internal audits to review internal controls and compliance matters. Among the numerous financial statements reviewed by the evaluation committee, no significant concerns or deficiencies were noted.

Based on their conversations on site, the evaluators concluded that TMCC's financial processes are understood and respected by college employees. Through a careful review of audited financial statements, revenue and expenditure reports, and fund analyses, it was evident that, despite its recent financial challenges, Truckee Meadows Community College has managed its finances effectively. Interviews with employee and governance groups confirmed this impression, with many respondents commenting that TMCC had weathered the downturn well.

The Truckee Meadows Community College Foundation is a separate non-profit organization that operates in support of the college mission, providing fundraising and community outreach support to the institution. The foundation launched a major gifts campaign in December 2010. The goal is to raise \$25 million to fund four initiatives — life sciences and health sciences

programs, a second phase of the Applied Technology Center, a Success First Program, and instructional equipment upgrades. As of September 2012, the campaign had raised \$10.8 million. The relationship between the college and the foundation is consistent with TMCC's goals, mission, and core themes. Appropriate operational policies govern that relationship and are articulated in the Gifts, Grants and Fundraising section (Section 1800-1899) of the *TMCC Policy Manual*.

Standard 2.G — Physical and Technological Infrastructure

Physical Infrastructure

Truckee Meadows Community College has much to be proud of in the facilities that support student learning at the institution. The college occupies nearly 700,000 square feet of building space, with locations at five sites. Even with reductions in maintenance and custodial staff, the facilities and grounds have been continually supported and maintained. In visiting each of TMCC's sites, the evaluation committee was continually impressed by the degree to which the buildings and grounds were well maintained, attractive, safe, and secure.

The college most recently updated its *Facilities Master Plan* in 2004. Facilities staff at TMCC indicated that the plan continues to serve as a good roadmap for future development. Nonetheless, the college has released a Request for Proposals (RFP) for an update to the plan that will begin later in fall 2012 and be completed in spring 2013. The update will focus on building layouts to determine where spaces can be reallocated for more efficient use.

Any requests for capital construction are submitted to the NSHE Board of Regents. New proposals have to fall within the framework of TMCC's *Facilities Master Plan* in order to be considered. TMCC's most recent request was for an addition to its *Facilities Master Plan* to install two wind turbines in June 2011, as evidenced by board minutes.

As noted earlier, TMCC's police department is a fully sworn Nevada law enforcement agency. Its officers are highly visible on campus and provide a safe and secure environment.

Technological Infrastructure

Truckee Meadows Community College provides high quality technological infrastructure and systems to its administrative and instructional areas. Collectively, the Information Operations Department and Information Technology Services provide technology access to over 12,000 students at TMCC's five locations. In addition to basic infrastructure, the staff offer support and training to faculty, staff, and students in the effective use of technology.

The college's website offers a central, highly visible example of the quality of TMCC's technology resources. The site is exceptionally comprehensive, attractive, well-organized, and easy to use. It contributes significantly to maintaining a sense of connectedness among staff and students at all of TMCC's campuses. The evaluators themselves found the website extremely useful in preparation for their visit. Unsurprisingly, in their conversations on site, committee members heard many references to the website's utility. It was mentioned appreciatively as an important communications tool, a repository of governance processes, a platform for innovative

and high-quality student services, and a key resource for instructional delivery. As the college has faced and responded to budget cutbacks, its web resources have contributed to efficiencies, allowing the college to sustain and even improve services despite its fiscal constraints.

To sustain that quality into the future, the college's technology-replacement plan is thorough and includes projectors, media service inventory, academic and administrative computers, and core network, server, and telephony systems. TMCC's Technology Committee recommends the strategic direction and implementation of information technology. Its members identify, prioritize, and advocate for information technology needs and services.

Compliment: TMCC's technology resources are commendable for the high quality of infrastructure and support services that they provide. The college website in particular is well-organized, easy to use, and helps to connect staff and students at all campuses.

Summary

Truckee Meadows Community College clearly provides an important educational resource to the citizens of northern Nevada. The institution's operations are marked by a deep commitment to student success and community impact. The college's faculty and staff bring positive energy, innovative ideas, and plenty of heart to the task of improving the economic and educational conditions of Washoe County. After creatively navigating a very dark period of budget cutbacks, the institution has emerged with a renewed commitment to the integration of strategic planning with continuous improvement. It is rebuilding its staff and service levels with an eye to being even better than before. Its current resources and capacity are appropriate to that task.

Commendations

1. The evaluation committee commends Truckee Meadows Community College for its steadfast commitment to and focus on improving student attainment through progressive policy reforms, ongoing innovation in instruction and student support services, and the alignment of strategic planning with the college's student-success goals.
2. Truckee Meadows Community College is commended for the thoughtful, creative, and forward-looking manner in which the institution has weathered its recent fiscal challenges and their associated impacts. Though difficult decisions were necessary, they were handled in a way that preserved core functions, maintained a foundation for future rebuilding, and sustained the college's collegial, student-centered climate.
3. The evaluation committee commends Truckee Meadows Community College for the maintenance of its buildings, facilities, and grounds to create an attractive and effective environment for learning and teaching. Despite reductions in maintenance and custodial resources, the buildings and grounds are exceptionally well maintained, welcoming, attractive, and secure at all five TMCC sites.
4. The evaluation committee commends the high quality of TMCC's information technology services. These resources improve effectiveness and efficiencies in college

operations and connect staff, faculty, and students at all campuses. The college website is particularly notable for its organization, attractiveness, currency, and ease of use.

5. The TMCC library is commended for its robust information literacy program and its enthusiasm in serving the students, staff, and faculty of the college.
6. The evaluation committee commends the college for its commitment to the professional growth of all employees and the delivery of high quality professional development programs. Even in a challenging fiscal environment, TMCC has invested well in its people's ongoing development.

Recommendations

1. While Truckee Meadows Community College has made substantial progress in educational assessment in recent years, full implementation has not yet been accomplished. The evaluation committee recommends that the college move forward with its current educational assessment initiatives, with particular attention to its general education outcomes (Standards 2.C.5, 2.C.9, 2.C.10).

Appendix A — List of Interviewees

Nevada System of Higher Education

Jason Geddes, Chairman, Nevada System of Higher Education Board of Regents
 Kevin J. Page, Vice Chairman, Nevada System of Higher Education Board of Regents
 Rick Trachok, Regent, Nevada System of Higher Education Board of Regents
 Daniel J. Klaich, Chancellor, Nevada System of Higher Education

Truckee Meadows Community College

Maria C. Sheehan, President
 John Tuthill, Vice President for Academic Affairs and Student Services
 Rachel Solemsaas, Vice President of Finance and Administrative Services
 Armida Fruzzetti, Dean of Liberal Arts
 Fred Lokken, Dean of WebCollege
 Jim New, Dean of Applied Industrial Technology
 Marie Murgolo-Poore, Dean of Business
 Ted Plaggemeyer, Dean of Sciences
 Lance Bowen, Associate Dean of Assessment
 Estela Levario-Gutierrez, Interim Dean of Student Services
 Paula Lee Hobson, Executive Director of Institutional Advancement/Foundation
 Michele Meador, Chief Human Resource Officer
 Amy Williams, Program Director of Continuing Education
 Kyle Dalpe, Director of Institutional Advancement
 Deb O'Gorman, Director of Customized Training
 Elena Bubnova, Director of Institutional Research
 Mona Buckheart, Director of New Student Programs
 Andy Hughes, Director of Admissions and Records
 Sharon Wurm, Director of Financial Aid
 Michelle Noel, Director of Library
 Marcia Hoch, Acting Program Director of the Advisement and Transfer Center
 Randy Flocchini, Chief of Police/Public Safety
 Erika Bein, Professor of English and Department Chair of English
 Thomas Kies, Professor of Anthropology and Department Chair of Social Sciences
 Julie Muhle, Professor and Coordinator for Dental Assisting
 Brad Summerhill, Professor of English and Chair of Faculty Senate
 Jeffrey Metcalf, IT Technician in Admissions and Records and President of Classified Council
 Ron Marston, Professor of Graphic Arts and Chair-elect of Faculty Senate
 Steve Streeper, Professor of Economics and Chair of the Salary and Benefit Committee
 Valerie Lambert, Program Officer in Financial Aid and Vice President of Classified Council
 Lisa "Scottie" Lockrem, Administrative Assistant in Visual and Performing Arts and Treasurer of Classified Council
 Bridgett Blaque, Professor of English and Chair of the Student Learning Outcomes and Assessment Committee

Melanie Purdy, Counselor and Chair of Curriculum, Assessment and Programs Committee
Nicole Scollard, Personnel Analyst
Ana Douglass, Professor of English
Neil Siegel, Librarian
Carolyn Wray, Professor, Theater
John Frederick, Administrative Assistant, Visual Performing Arts
Dave Roberts, Director of Facilities Services
Craig Scott, Director of Budget and Planning
Richard Williams, Program Director of Accounting Services
Christopher Winslow, Executive Director of Information Technology Operations
Steve Zideck, Director of Information Technology Services
Denise Bentley, Executive Assistant in Business Division.

In addition, the committee held drop-in forums for students (six in attendance), faculty (three in attendance), and staff (five in attendance).