Evaluation Committee Report
Truckee Meadows Community College
Sparks, Nevada
April 16-18, 1980

A confidential report prepared for the Commission on Colleges that represents the views of the evaluation committee.
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INTRODUCTION

On April 16-18, 1980, an evaluation team from the Northwest Association of Schools and Colleges visited Truckee Meadows Community College, Sparks, Nevada.

The College became a separate, independent community college in December, 1979, when the Board of Regents of the University of Nevada System divided Western Nevada Community College into the Carson City campus, which retained the Western Nevada name, and Truckee Meadows.

Truckee Meadows serves the Reno/Sparks area, with over 170,000 people; currently enrolls some 6,000 students each semester in both credit and non credit courses; has an FTE student enrollment of 1550 excluding community service or approximately 1800 FTE's with community service. The 1980-81 projections are for about 1625 FTE's, or 1850 including the community service.

The main campus facility is a large structure of some 148,000 square feet located about 7 miles from downtown Reno, and 6 miles from the University of Nevada at Reno. The new construction which constitutes more than half of the total space was just being completed, some areas were occupied, others were yet to be completed. Fall 1980 will see an excellent facility serving the day and evening programs.

This visitation was the first for the Truckee Meadows campus. It was, however, included as part of Western Nevada's initial visitation in 1975 and in the 1978 Progress Report.

The staff, faculty, and students were so very friendly and hospitable. Accommodations provided both on and off campus were comfortable and thoughtfully arranged. The team felt very welcome and among colleagues, not strangers.

The team's intention was to record observations and findings, suggest areas for further development or change, and highlight services and programs especially noteworthy, in an effort directed toward further strengthening a fine community college.
ADMINISTRATION

OBJECTIVES

The objectives of the College as outlined in the State Plan for Community Colleges in the State of Nevada and as summarized in the College catalog are:

To offer occupational programs that are designed to provide students with vocational skills and academic preparation so that they may enter the labor force upon completion of their programs or continue their educations at four-year institutions.

To provide university-parallel instruction.

To offer a program of community service.

To provide developmental education.

To provide counseling and guidance services.

The above are supported by a foundation of principles which represent a charge to the College by the Board of Regents as follows:

Open admissions

Commitment to quality

Success rather than failure

The team found strong indications from faculty and students that both the objectives and principles are well reflected in the programs and services of the College.

FINANCIAL SUPPORT AND STABILITY

As a public institution, the College's support comes from the State and from student tuition and fees. With the completion of the main campus facility, projected enrollment growth, and the past and present support by the State for the community colleges, the support and stability seem assured.

The dollar support per FTE student is approximately $1,600, including tuition. The dollar amount is a function of both the mix of full and part-time faculty (support is different for the two groups) and the agreed upon student-faculty ratio. The ratio for community colleges is currently 24:1 for all courses except the health sciences which is 10:1. With new, more costly occupational programs, the individualized developmental programs, and expanded laboratory offerings, obtaining an over all reduced ratio would seem necessary if the level of quality is to be maintained in a total program which will be more costly.

The administrative staff believes funds sufficient to equip, furnish, and staff the new facility are available.
PHYSICAL FACILITIES

The campus building is well designed, attractive, and seems to be very usable. Most spaces are designed to accommodate small to medium sized classes with one large lecture hall with a capacity of about 200. The quality of maintenance in the portion of the building completed in 1977 indicated both student and staff respect for furnishings and equipment.

Exterior walkways, parking, and landscaping improvements in progress at the time of the visit will add further to the convenience and attractiveness of the campus.

FACULTY AND STAFF

The full-time faculty and administrative staff are experienced and qualified for their assigned responsibilities. As new programs are instituted and additional full-time faculty are employed, particular attention will need to be given to providing qualified faculty for second year academic offerings and current and future industrial and business entry level preparation.

Professional salary schedules and benefits were of some concern, especially for those at the entry level or on the part-time schedule. The matter warrants attention before dissatisfactions interfere with the fine relationships now evident.

Support staff are state employees, with salaries, classifications, job descriptions, etc., not directly under the control of the College. The concern for the success of the College and its staff seems not to reflect any lack of commitment by the staff, however. They are most supportive and are fulfilling their responsibilities well.

INSTITUTIONAL RELATIONSHIPS

The strength of the institution's relationships with not only the high schools and the other community colleges, but also with the University and community agencies is exemplary. Efforts to maintain this interagency cooperation should be helpful in establishing the College in the community as an autonomous, independent institution with specific purposes and missions.
The Library and Learning Resource Center for Truckee Meadows Community College moved from very cramped facilities to a spacious new location in January of 1980. This new facility provides greatly increased space for the operation; however, it is estimated that the library will still be able to shelve only about 90% of current holdings. At some point in the future, further expansion of the facility may be contemplated.

The Library and Learning Resource Center have responsibility for print and non-print materials for the campus. A well-equipped audio-visual laboratory allows for use of commercially prepared and locally produced materials. Faculty and staff seem to be increasingly aware of the potential for use of AV materials in the instructional divisions of the campus, and utilization is increasing.

The new library facility is very attractive; however, seating is limited to only twenty-six open study seats, with an additional fourteen seats available at 'wet' carrels. As campus activities expand during daytime hours, it is questionable as to whether adequate space has been set aside for student use of the library.

The library currently uses cataloging services made available by the state system. It is thought, however, that this system may not be able to exist for too much time into the future. Plans should be made for moving cataloging to another system, or to provide additional staff to conduct necessary cataloging services in the future.

The Library and Learning Resource Center seem well staffed with professionally prepared and highly experienced, dedicated personnel. The Director reports to the General and Developmental Education Dean. The flexibility and enthusiasm of the library staff seem to be outstanding, and highly appreciated by other members of the campus community.

By rotating daily schedules, the library stays open from 8:00 a.m. to 10:00 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Friday. Some attention may be given to opening the facility on weekends.

The Library and Learning Resource Center do have a faculty advisory committee; however, this group has met only once in each of the current and past school years. It appears that this committee should become much more active in determining budget allocations and questions of use of the library than has taken place in the past.

Library holdings appear to be modest, but a reciprocal relationship with the University of Nevada at Reno, which allows students, faculty, and staff to check out materials from the larger library, greatly extends the materials available to members of the campus community.

In the past, there has been no active purging process of library holdings. During the coming summer, however, it is planned that there will be an inventory, followed by discussion with instructors on books that should be removed from circulation.
Library (continued)

At this time, there appears to be no cohesive, well-planned student orientation to the Library and Learning Resource Center. Individual instructors may bring classes into the Library to provide information on how that resource may be used in class-related assignments. Library staff have taken it upon themselves to go into other classes to discuss services. It is still, however, estimated that no more than fifty percent of the faculty make use of the library resources in designing courses and making assignments. It is hoped by library staff that this will increase with the new facility. With the high number of part-time faculty, however, it is recommended that the administration organize some regular orientation to the Library and Learning Resource Center for all full-time and part-time faculty, and assign specific responsibility for student orientation to the library to one division or to one department.
SELF STUDY

The self study analysis of Humanities and Fine Arts reflects the support status of these programs. The Nevada State Plan for Community Colleges clearly assigns that status and Truckee Meadows Community College reflects that state level decision. There was ample evidence of the enthusiasm and dedication of the full and part-time staff and of their continuing commitment to the development of the instructional services. This supportive climate was validated by a random sampling of day and evening students.

COURSE OUTLINES AND ARTICULATION

The course outlines show wide diversity. Some are brief topic outlines, others are really assignment sheets, and others detail course objectives, methods, and evaluation devices. The same diversity is evident in what is expected of students and how that is communicated to them.

It is recommended that the faculty review both the course outlines and student expectations for consistency.

The articulation process seems to be in place and functional. The Master Course File now contains over 800 titles, and thought needs to be given to the most efficient and effective manner of access, purging, and general utility of this coordinating function. It may be that the material should be moved from paper files to computer based structures. It is recognized that such a decision is probably a system one.

PROGRAMS

Programs that are offered are limited and as the College grows, several areas could be explored for addition. The process of program addition is more significant and difficult than that of course addition and the College needs to plan for that in a rational manner; otherwise, the process takes place in response to faculty strengths. Several areas for consideration, and the list is only illustrative rather than complete, would include philosophy, music, drama, speech, radio/TV, and journalism. While physical education was not in this area, the College and System need to review their responsibilities to students at this level apart from the controversy over interscholastic athletics.

FUTURE PLANS

The self study reports that several departments propose the development of degree granting specialties. The several departments that suggest such aspirations acknowledged that while such proposals might not soon be practical, there was value in planning along such lines. The team suggests that a higher priority might be given to revision of current offerings, enhancement of student understanding of faculty expectations, and decisions about minimal or missing subject areas.
DEVELOPMENTAL ENGLISH AND MATHEMATICS

The College is to be highly commended for its efforts and successes in both programs. The curricula are well developed, the resources are well organized, the support services appropriate, and the full-time staff integrated with the part-time.

PERSONNEL

Continuing attention needs to be made in meeting the requirements of affirmative action and other federal and state agencies. Potential trouble spots may appear in the recruiting and assignment areas for full and part-time staff, as well as internal promotion.
SOCIAL SCIENCE

INTRODUCTORY REMARKS

Truckee Meadows Community College, at this point in its development, is a fascinating and delightful place to visit. The dynamism, energy, and positive morale everywhere apparent are obvious products of several factors. Among these are the well-designed new building and newly achieved identity as an institution, the excellent faculty and support staff, and the seasoned and respected administrative corps. The pride and sense of achievement of the College employees in their institution is contagious and has evidently produced a level of individual satisfaction that is genuinely rare in contemporary institutions of higher education.

The following brief analysis is intended to focus upon a few of the notable characteristics of the College that appear to the interested observer to be significant to its continued development.

OBJECTIVES AND PURPOSES

The State-mandated functions assigned to the College are closely reflected in the statements and conscious conceptions of the professional staff. The visitation committee believes that Nevada has, in Truckee Meadows Community College, an institution in which the State can take considerable pride. The essence of the community college movement in America is exemplified by a diverse student population, a need for rapid response to community needs, and by innovative approaches to educational problems. Flexibility of institutional response to its community demands a curricular autonomy at the course level which should in no way threaten sensible State coordination of academic programs.

FINANCIAL SUPPORT

The well-designed building is adequately equipped for most programs. Instructional supplies are apparently in good supply and accessibility is excellent in the social sciences.

The current, and even projected, bookstore arrangements seem woefully inadequate. Plans to open a privately operated bookstore in the new building will help, but it should be continually accessible throughout each semester.

LIBRARY

The new Learning Resource Center is attractive, though limited in size. The collection of instructional materials, especially books, is limited but functional. The visitation committee shares a concern for the apparently low level of faculty usage but attributes a portion of that situation to the former lack of resources.

The emerging non-book media services are admirable. Usage should rapidly develop with proper faculty orientation and experience.
Social Science (continued)

The social Science faculty are, and should be, among the heavier users of the Learning Resources Center and its collections.

EDUCATIONAL PROGRAM

Social science courses are functionally oriented to serving occupational programs of the College. The curriculum appears sound in design, currently functional, and the quality of instruction appears to be very good. The present level of maturity of the academic programs and the quality of the Social Science faculty should encourage the respect of all elements in the State system of higher education.

Presently effective techniques for evaluating the relevancy and utility of social science courses should be expanded to the follow-up stage so that the perspective of former students might be more directly used in curricular planning.

INSTRUCTIONAL STAFF

The Social Science faculty reflects healthily diverse backgrounds, excellent levels of scholarly attainment, and instructional competence. They would be a credit to any similar institution. Teaching loads appear reasonable and equitable and faculty members are financially rewarded for acceptance of overload situations.

Though the College has made progress in reducing the heavy reliance on part-time faculty, further progress is needed. Academic coordination and quality control are very difficult to manage with extensive use of part-time faculty. In a College notable for its internal staff harmony and excellent faculty/administration relationships, one striking exception is readily apparent. Faculty members feel that there is a lack of coherence in faculty personnel policies. This is especially obvious in matters relating to the College salary schedule. How new employees are initially placed on the schedule and how "promotion" is implemented are matters of great concern. The fact that this same concern was expressed in the 1975 Self Study should indicate the depth and reality of that concern and the need for specific and deliberate attention by the entire professional staff.

ADMINISTRATION

A high level of trust exists between the faculty and administrative officers of the College. That trust has been earned by an intelligent and competent administrative staff. The Social Science faculty enjoy a warm and mutually supportive relationship with those administrative officers with whom they most directly interact. Because this is so, there is some concern regarding the potential effects of system-mandated administrative reorganization soon to be implemented.

STUDENTS

Students at Truckee Meadows Community College represent highly diverse backgrounds, age levels, and motivational patterns for attending the College. The open admissions and other student-personnel policies seem appropriate
Social Science (continued)

and effective. The Social Science courses and faculty are strongly supported by students and appear to serve them well.

RECOMMENDATIONS

1. The Committee urges the continued support of the State in the further evolution of the community colleges as essential elements in the State System of Higher Education.

2. The Committee urges consideration of streamlining the processes required for credit approval at the course level. Articulation with the Higher Education System should receive continuous attention to promote efficiency.

3. Serious consideration should be addressed by the System to the lack of physical education programming in the community colleges. While athletics is a more debatable issue, the absence of physical education opportunities seems a striking deficiency in an otherwise commendable curriculum.

4. A library-orientation program to encourage usage of the Learning Resources Center should be cooperatively planned and systematically pursued.

5. A more satisfactory and continuously-accessible book store plan is suggested.

6. A plan for reducing the over-reliance on part-time faculty and for more effectively orienting them to the College should be devised.

7. Immediate steps should be taken to resolve the ambiguity surrounding faculty hiring and pay practices. Such an effort should involve a high level of dialogue between administrative officers and the Faculty Senate.

COMMENDATIONS

1. The College has reason for genuine pride in the quality of its professional staff. The Social Science faculty is a prime example of that quality. So, too, is the effective academic administration.

2. The energy, high morale, and enthusiasm of the faculty and staff are genuinely commendable.

3. The College should be commended for the quality of the developmental education programs it has developed. Social Science faculty members are aware of, recommend student participation in, and see concrete results from such training in the success of their students.

4. The Social Science faculty show great interest in adapting their curricula to community needs and in utilizing community resources in their instruction. Such an orientation is commendable and should be encouraged.

5. The student orientation and concern for instructional relevance so evident in the social sciences deserve specific mention.
The Science and Mathematics Departments are staffed with highly enthusiastic and innovative faculty who take their teaching responsibility seriously. The mathematics and science courses provide support for the allied health programs and the Associate in Arts Degree program. The facilities are appropriate for the services provided. The additional laboratory soon to be occupied will provide ample space for expansion of services, with the potential to maintain and utilize human materials in the anatomy and physiology course. The developmental mathematics program functions well in both the day and evening program. The part-time staff in developmental mathematics and the science areas appear to be reasonably oriented to the respective program with appropriate coordination with the daytime faculty. Each full-time faculty member teaches in both the day and evening programs. The full-time science staff is heavily oriented toward biological sciences. There are no full-time science faculty with a background in physical science; however, the department is currently screening applicants for such a position. The non-teaching assignments accepted by some members of the department provide unusually heavy administrative responsibilities, which may interfere with or reduce teaching effectiveness.

RECOMMENDATIONS

1. The science department should aggressively pursue the required permission to maintain and utilize human materials in the anatomy and physiology classes as well as develop classes for mortuary and autopsy assistants.

2. Both the mathematics and science departments should develop and adhere to consistent guidelines for course outlines utilizing behavioral objectives.

3. Plan for the addition of a program of studies designed for transfer science or engineering majors. This will require a substantial expansion of sophomore level physical science (mathematics, chemistry and physics) offerings, which will become more economically feasible as the daytime enrollment increases.

4. The administration should assume greater responsibility for the day-to-day administration of the department or provide reasonable amount of release time to faculty who accept non-teaching responsibilities as a part of their workload.

5. The developmental mathematics program should develop and implement a follow-up procedure to continuously monitor the progress of successful students as they proceed to higher level mathematics classes.

6. The developmental mathematics laboratory should aggressively seek methods of providing more structure and personal attention to individual students working in the mathematics laboratory.
Science and Mathematics (continued)

7. The mathematics department should give serious consideration to the implementation of an advisement testing program to assist in identifying proper placement within the mathematics curriculum.

8. Specific policies and procedures for professional development and salary schedule advancement should be prepared and adopted.

9. Specific policies and procedures for an in-depth review of probationary faculty teaching performance should be developed and rigidly enforced.

10. The science department should consider the creation of a full-time, technical support position to assist in the biology laboratory preparations and inventory control.

11. The mathematics department should consider the addition of a full-time, technical support position to provide tutoring services and assistance in the mathematics laboratory.

COMMENDATIONS

1. The mathematics and science faculty are extremely competent, diligent, dedicated, and enthusiastic.

2. The community involvement and the class enrichment innovation of the science staff are particularly noteworthy.

3. The anatomy and physiology class which supports the allied health programs is well designed and appropriately relevant for today's rapidly changing health professions.

4. The cohesiveness and cooperative attitude of the faculty and administration are remarkable in this era of conflict and confrontation within higher education.

5. The developmental mathematics program is readily available and inviting to "all takers" in both the day and evening programs.

6. The coordination and cooperation between the full-time and part-time instructors in the developmental mathematics laboratory are particularly noteworthy.

7. Both the mathematics and science departments function out of excellent facilities which are well equipped for the services provided.
OCCUPATIONAL EDUCATION

Industrial Division

The division is attempting to meet its goal of providing high quality pre-service and in-service courses and programs in the industrial-occupational area.

These programs, as indicated by the self study, have primarily been offered on a part-time evening basis in the past but with the approaching completion of Phase III of the building program, the goal of full-time/day-time preparatory programs is becoming a reality. The overall goals of the division fit into the general goals of the institution which are by and large accepted throughout the nation as the function of a community college.

FINANCIAL SUPPORT

Financial support for the institution comes from state appropriations and student fees. An FTE formula forms the basis of funding. State vocational funds are only furnished on a grant award basis and are not part of the regular funding.

Budget preparation in the past has been largely at the dean level due to the emphasis on part-time evening classes. With the development of full-time day programs, the instructional staff will have preliminary involvement in the budgetary process by submitting a budget to division chairmen who in turn submit the divisions' request to the dean. Once approved, purchases are initiated by the instructor with approval required by division chairman and the dean. Procurement is handled through the business department. This system seems to provide the necessary fiscal control.

PHYSICAL FACILITIES, MATERIALS, AND EQUIPMENT

The physical plant is nearing completion and provides pleasant, well-planned surroundings. Faculty members indicate that they had input into the basic design requirements and seem to be generally pleased. Equipment for the new T & I programs was not in place at the time, but indications were that it would be available for the fall term.

The industrial area has been designed with maximum flexibility in mind in order to accommodate program revisions, additions, and deletions at future dates. The tool-supply room has been centrally located to enable a small staff to serve several programs.

LIBRARY

Library usage by industrial students is traditionally low. Most instructors interviewed indicated that they plan a small reference library within their respective area for students' ready use. Instructors indicated that funds were available for their requested library acquisitions.
EDUCATIONAL PROGRAM

The industrial education program is in transition from a part-time evening operation to a full-time daytime program scheduled to be in operation by fall term. Staff has been hired and curricula are under development. These range from topical outlines to detailed documents. The instructional staff is basically accomplishing this task with only token involvement of advisory committees. Since it is felt that advisory committees can have significant impact on curriculum, it is recommended that they be better utilized, but only after a re-evaluation of their structure. There are no firm criteria regarding advisory committee size, background, make-up, or selection. Some assistance in curriculum development is being offered by a newly established position of curriculum specialist. This is a grant position funded from state vocational education department funds and is subject to renewal on a yearly basis. This individual is currently involved in surveying interests and needs and identifying new directions. Program objectives are being developed or are already on file for most programs. Not all programs listed in the catalog are currently in operation.

INSTRUCTIONAL STAFF

Instructional staff are hired according to basic affirmative action principles in that positions are advertised with qualifications, duties, salary, and closing dates specified. Qualifications are basically established according to the Nevada State Plan for community colleges and institutional policy. State certification requirements are applicable only to secondary vocational instructors. Occupational competency rates high on qualifications and in most cases this is a prime consideration for employment. The division chairman is involved in the hiring process and salaries are taken from a printed salary schedule although some confusion exists, on the part of the staff, as to just how positions are established on this schedule.

Instructor evaluation is basically accomplished by student evaluation reports and a 3-person personal probationary development committee, two of whom are selected by the dean and one by the faculty member. It is felt that this system needs some formalization and regulation in the matter of requirements and time frames for the granting of tenure.

Currently some dual roles exist in the instructional staff and this matter is being addressed in the budget request for the next year. This situation should be resolved soon.

No formal pre-service or in-service program exists and it is recommended that one be established as soon as possible, particularly in the case of vocational instructors who have no formal educational training.

The administrative structure is well defined and instructors indicate good administrative support. The dean has been employed by the College for seven years and has the trust and respect of the faculty. The current T & I division chairman is functioning well but lacks background and experience in a vocational discipline. The team believes that such experience is essential and recommends that, when convenient, this situation be rectified.
Occupational Education (continued)

Students are selected on a first come-first serve basis combined with counseling and testing to determine if achievement of program goals is probable. Special help is available to students needing to upgrade specific basic skills.

RECOMMENDATIONS

1. A program of pre-service and in-service teacher education be developed with emphasis on: methods of teaching, occupational analysis, curriculum development and student evaluation.

2. A policy statement be developed regarding the formation and operation of advisory committees to include size, background, make-up and identification of who selects committee members.

3. At the earliest convenient time, and without undue hardships on any staff, consideration be given to designating a T & I chairman who has had extensive experience in a T & I occupational area.

COMMENDATIONS:

1. The College should be commended for a well thought out physical plant and for involving staff in its planning.

2. The administration should be commended for their support of the instructional staff and their programs.

3. The College should be commended for its planning and follow-up in planning.

4. The College should be commended for its friendly, enthusiastic and obviously dedicated staff from top to bottom.
BUSINESS OCCUPATION PROGRAMS

INTRODUCTION

The business occupation programs constitute one of the larger areas of training within the institution. The Business Division chairman is responsible for day to day operations. Approximately five hundred day school students are being served in day school classes and two thousand in evening classes. There are seven full time teaching faculty plus the chairman, who also teaches on the average of six hours per semester. Approximately sixty-two part-time instructors are retained and supervised by various department heads. The business division is well organized, well staffed, and well equipped to carry out its objectives.

OBJECTIVES AND PURPOSES

Course majors are designed principally to prepare students for entry level jobs in business. Each major course objective is outlined briefly in the college catalog. Some courses are transferrable to four year universities. A successful effort has been made to interface courses and programs with local business needs. Some stand alone classes are offered for self-improvement and/or regulatory licensure. All indications are that educational objectives are being met in a positive way.

FINANCIAL SUPPORT

Finances appear adequate to support the present level of activity. Some concern was expressed about the six per cent salary increase authorized by the legislature, and some requests for capital expenditures are in limbo; but over all general satisfaction was expressed. The Dean of Occupational Instruction controls the budget input and to some degree, the trade offs involved within the occupational areas under his direction.

PHYSICAL FACILITIES, MATERIALS, AND EQUIPMENT

With completion of the new campus building, generous space became available for new classrooms, faculty offices, and a reception area. Equipment is modern and in ample supply for current usage. If anything, facilities during daytime hours are under utilized. Audio-visual equipment is conveniently accessible, and supporting films, slides, cassettes, etc., either in the classrooms or immediately available in the learning resource center. The status of facilities, materials and equipment would have to be considered ideal. The only weakness noted was the library, which might be considered small for this size institution.

EDUCATIONAL PROGRAM

Course offerings are diverse and relevant to the community's needs. Most classes are career oriented, in keeping with the college's objectives. Required core classes meet the general education criteria, although many business students never get involved in the social sciences, U.S. or Nevada History, as would seem necessary from following the catalog outlines. In fact, a philosophical question might be raised concerning the numbers of
Business Occupation Programs (continued)

FTE's enrolled in business classes and the number that eventually complete degree requirements. The most obvious explanation is that business students are either now employed or take jobs as soon as employable skills are acquired. Few seem to be degree seeking. There appears to be an exceedingly great proliferation of courses, with some course titles being classified as "inactive." A great deal of time is devoted to writing outlines and justifying new courses, all of which do not meet with success. Some thought might be given to developing an excellence in a few majors, such as has been done in real estate, rather than continually seeking new dominions with their insatiable appetite for supporting resources. Some majors are more or less universal, such as accounting or management, and cut across more exotic specialties such as credit union management. Micro computers might be included with the data processing major rather than developing a whole series of supporting classes exclusive to micro computer usage. Likewise, word processing could be a single unit of instruction within an office practice class or a certificate course akin to data entry.

The procedure for adding courses appears to be so cumbersome that deletion is approached with caution out of fear that some future need would require climbing the mountain again. Some criteria should be promulgated to economically justify the addition of new courses. Likewise a "role" review might be undertaken by some authority to avoid duplication of existing programs available elsewhere. Substantial growth could and probably will occur within existing majors without stretching for new programs.

INSTRUCTIONAL STAFF

Academic preparation of business faculty members is impressive. There is a good balance of classroom and occupational experience. Students are indeed fortunate to be exposed to such a variety and depth of talent. Faculty members are likewise dedicated to their institution and sincerely interested in their students' welfare. Careful screening of new faculty appointments was apparent. Several evaluation techniques are being used to assess and improve teaching. These procedures include a peer review committee assigned to each new faculty hire, student assessment of classes and instructors, and in class review. The additional step of a formal inservice training program would be useful.

Communications within the division and within the college are excellent. Teaching loads are moderate, although shift work and diverse locations place an extra burden on instructors. As circumstances permit, teaching activities could profit from centralizing an instructor's base of operation. Increased emphasis on day classes will eventually accomplish this. Morale of instructors interviewed was exemplary although some concerns were expressed about salary policy. Job security is reasonable with tenure possible after four years of full-time employment. Retirement and other fringe benefits are reasonable.

Since many faculty members are new hires in keeping with the new campus and organizational structure, retention is difficult to assess. Those faculty members interviewed seemed content and pleased with their working conditions.
Business Occupation Programs (continued)

SUMMARY

The business division is functioning smoothly and under the direction of a most competent chairman. Present objectives are being met and long term potential is substantial. The faculty, staff, and students in this division are to be commended. While operational activities are close to ideal, the following recommendations may contribute to the quality of programs:

1. Develop a formal in-service training program.
2. Attempt to develop more day school classes and "pull in" full-time instructors in order to better utilize personnel and facilities.
3. Encourage more completions in degree programs to ensure student's exposure to general education, core classes.
4. Develop an excellence in and consolidation of universal business majors to avoid unnecessary proliferation of courses.

Business division programs have been, for the most part, carefully addressed and well organized. Faculty and staff are to be specifically commended for the following:

1. Academic preparation and occupational experience.
2. Positive attitudes toward students and college.
3. Well developed course outlines and behavioral objectives.
4. Equipment selection, use, and maintenance.
5. Provision for individual faculty work areas.
6. Course and personnel evaluation procedures.
INTRODUCTION

The Department of Public Service is comprised of three programs; Administration of Justice, Fire Science Technology, and Child Development. The first two programs offer either Certifications of Achievement or Associate of Applied Science degrees in the fields, with a number of majors from which each student may choose. The area of Child Development currently has several individual courses available.

OBJECTIVES AND PURPOSES

The objectives and purposes of the department, as listed in the Institutional Self-Study, are compatible with the institution’s general goal of providing education which will allow individuals to get and to hold jobs, or to move into a four-year university program.

FINANCIAL SUPPORT

The department chairman is regularly invited to make input into the institutional budget, and feels that there is good financial support for the programs, limited only by general budget constraints.

Because of initial input into the budget planning process, it is felt that needed supplies and equipment are available for the program.

A specific advantage of the financial support system of the institution is the administrative support for the program, and the discretion given to program staff.

PHYSICAL FACILITIES, MATERIALS AND EQUIPMENT

The Administration of Justice program was in the process of moving into a new facility at the time of the team visitation. It appears that the new laboratory and support space for the Administration of Justice program will be extremely useful to the expansion of program offerings, and to the assurance of a top-quality learning environment in the field.

During the next month, new equipment will be purchased to complete the new laboratory facilities. It appears that good planning is going into the program and equipment will be of high quality.

In planning the equipment needs of the facility, consideration is being given to the specialized equipment needs of the Truckee Meadows program and the needs of the Western Nevada Community College Program in Carson City. When equipment is needed for portions of the programs offered on the two campuses, efforts are being made to purchase the equipment jointly, and to share use of that equipment so that best use can be made of tax dollars. Efforts are also being made to secure equipment as donations or at manufacturer’s cost to further extend program resources.
Many of the Administration of Justice courses are currently being held at night in high school facilities. The equipment, therefore, is not currently adequate. It is anticipated, however, that by the fall of 1980, most courses will meet in the new on-campus facility, and that materials and equipment will be adequate.

The Child Development program does not at this time have any specific facilities set aside for the program. No day care facilities exist, and it appears that there is an unmet need for both space and programs in this area. Students, through the student government, have requested that the college provide child care facilities for students on the campus. Possible modification of existing space in the newly opened building would provide interim day-care facilities.

Library

It is felt that the library holdings are not currently adequate to meet the needs of the program. Prior to the occupation of the new facility, it was impossible to assign outside readings to the optimal level because of difficulties of the temporary library situation. With the move into the new facility, however, it is anticipated that the change will allow much better use of the library offerings. Additional materials are needed in the library. It is hoped that an adequate budget amount will be set aside to upgrade library holdings in the field of Administration of Justice.

Faculty have the opportunity to request the purchase of books and materials for the library, and wishes are met, within budget parameters.

The library and A-V staff are considered to be outstanding in the level of support provided to the faculty.

Educational Programs

The Administration of Justice program appears to be highly active, with a number of day-time classes offered on the campus and evening classes offered in the high schools of the area. Special efforts have been made to develop closer working relationships with the University of Nevada at Reno to assure that courses are compatible and that students will be able to move from one program to another with ease.

The program has also made strong efforts to move into providing specific courses and seminars which are of general interest to the law enforcement agencies of the general area. This special emphasis has encouraged individuals from local law enforcement agencies to attend classes of special interest, and allows full-time students to become exposed to people working in the field.

Several new courses have been developed for next fall, when the new facility will allow courses in areas not appropriate in the past.
It is anticipated that the program will continue to expand its relationship with the county, so that county staff may use the facilities, and students may be assigned to cooperative experiences in the county, so that maximum use is made of both facilities and personnel to assure job-oriented training.

The Fire Science Technology program is currently staffed by part-time instructors only. It is felt that this program generally has a pattern of fluctuating enrollment. At times of heavy hiring in the field, students new to fire-fighting forces are encouraged to upgrade job skills. This pattern assures a period of high enrollment. But this period is generally followed by a period of stable employment, and a drop-off in enrollment. It is felt that there is a period of stable employment at this time; therefore, there is not currently a need for a full-time faculty person in Fire Science Technology.

At this time, the Fire Science Technology program does not have an active advisory committee that meets on a regular basis. It appears that, with the general pattern of declining enrollment, there should be an attempt to reactivate a specific advisory committee in this area to ascertain needs for training, or to determine the number and type of courses needed in the field in the near future.

The Child Development program is currently offering several courses, but it appears that no clearly-delineated department, with long-range plans and clearly defined goals, objectives, and purpose, exists. At this time, about eight courses are listed as offered, but only four of these are offered regularly.

The Department of Public Service appears to be a peculiar place for the Child Development program to be placed. With the anticipated growth of the campus, it seems that an expanded program, with additional courses and programs leading to degrees would be appropriate for consideration. A Day Care Center linked to Day Care Training and Day Care Management Programs would enhance learning opportunities for many of the students on the campus.

**INSTRUCTIONAL STAFF**

The Public Service Division is currently staffed with one full-time department head. All other classes are offered by part-time instructors selected from the community. It is felt that many individuals initiate contact with the chairman, seeking an opportunity to teach in the program. This abundance of potential instructors allows for careful selection and evaluation of individual performances.

Instructors selected for part-time teaching positions will generally have either an M.A. in the field or will have a B.A. plus a minimum of five years of experience in the field of instruction. For some courses that highly emphasize field experience, training and background will be accepted in lieu of academic preparation.
Public Service (continued)

Generally, individual instructors teach one course each semester. Course assignments are rotated, so that faculty become aware of the general offerings in the division, and so that each instructor expands areas of expertise to many segments of the curriculum.

The professional performance of the part-time faculty is evaluated by personal observations by the department chairman, by individual comments by students, and by formal student evaluations of each course at the end of each semester.

No formalized in-service exists for part-time faculty.

ADMINISTRATION

The single full-time person, who has both administrative and instructional responsibilities in the department, is very well prepared for the position, especially as it relates to Administration of Justice. He continues to remain current in that field by taking courses, and by staying active in both local law enforcement agencies, and by being active in the Nevada Association of Criminal Justice Educators.

It is felt that this individual has adequate authority and responsibility for the running of the department, especially in the area of the Administration of Justice.

STUDENTS

Students in the Administration of Justice program may be enrolled on either a full-time or a part-time basis. General advising and counseling is done by the counseling staff; specific program counseling is done by the department chairman.

The program appears to have a rather high drop-out rate of about 25%. Some students exit to take jobs in the field or to take different job assignments. Others, however, merely drop out.

The program has no formal follow-up system to determine the number of students placed in the field. Informal contacts indicate a high placement level.

SPECIAL SERVICES

The Administration of Justice Division is very active in providing special classes and seminars for both students and members of the law-enforcement community. The program works with the F.B.I. and other local agencies to provide specific seminar offerings.

RECOMMENDATIONS

1. Carefully review the possibilities for expansion in the area of Child Development.

2. Consider the addition of a full-time faculty position in Child Development.
Public Service (continued)

3. Form an active advisory committee for Child Development and Child Care.

4. Provide facilities for child care on the campus through additions or modifications of existing space.

5. Reactivate the Fire Science Technology advisory committee.

6. As the Administration of Justice program continues to develop, consider the addition of another full-time faculty person.

7. Purchase additional books and materials for the library to build the collection in each of these programs.

8. Implement a follow-up system of former students in the programs.

COMMENDATIONS

1. The newly-built facilities will provide a model environment for the Administration of Justice program.

2. Faculty involvement and enthusiasm for the program is outstanding.

3. Efforts to coordinate course offerings with the local university, other community colleges, and public agencies allow for maximum opportunity for students and community to benefit from program offerings.
ALLIED HEALTH PROGRAMS

The Allied Health Programs are briefly described in the Institutional Self Study. The Allied Health Programs that are offered are: Practical Nursing, Associate Degree in Nursing, Nurses Aid, Dental Assisting, and Radiology Technology. The Emergency Medical Technician programs have been recently moved to the Allied Health Division from another area. Since the Dental Assisting and Radiology Technician programs enjoy national accreditation by their respective professional associations, they are not addressed in this report.

OBJECTIVES

The objectives and purposes of the respective Allied Health programs are relevant and achievable. There are up to date course outlines and syllabi available for all programs and courses. Graduates of the programs have performed well on national licensing examinations.

FINANCIAL SUPPORT

The budget is prepared by faculty and administration and current budget information is readily available, although there was some feeling that there was a need for more autonomy than is presently available. If there hasn't been sufficient money in the department or division budget, there has been sufficient money available from the budget administered by the Dean of Occupational Education. The division chairman indicated that they had received everything that they had requested.

PHYSICAL FACILITIES, MATERIALS, AND EQUIPMENT

The physical facilities for all of the Allied Health Programs have been occupied for only three or four months. Consequently facilities are still in the process of being furnished. Although all of the necessary equipment and supplies have been ordered, they have not all been installed. The physical facilities have been well designed and faculty indicated that they were very involved in planning them. The present facilities should be adequate for a number of years and should allow for appropriate program expansion. There was an abundance of equipment and supplies for all the programs. Clinical facilities are adequate for the programs even though several schools are using them.

LIBRARY

Until three months ago, library holdings were largely unavailable, or instructors checked out periodicals and books to students from their offices. Consequently, the books and periodicals in the library show little use by students and faculty. Hardware, software, books and periodicals for Allied Health programs are requested by faculty and purchased with the library budget. Students are using the slides and film strips which are available in the library LRC area. Many locally produced video tapes are also available. Faculty indicated that all requests for library materials have been honored.
Allied Health Programs (continued)

EDUCATIONAL PROGRAM

The Allied Health curricula as listed in the college catalogs are those currently in use. All courses in the catalog have been taught within the past two years. New courses and curricula are developed and then they are referred to the Faculty Senate Curriculum Committee and ultimately they may receive approval by the President. In the Allied Health program, all faculty are evaluated every semester by the dean of occupational programs, by the division chairman and by the students. The evaluation form used by the dean and division chairman was developed by the Faculty Senate. Previously, Allied Health program applicants had to meet fairly rigid entrance requirements, including tests, interviews, etc., and then were selected into the respective program. Some of the programs have had fairly high attrition and some have had little or no attrition. For the Fall 1980 classes, applicants will have to meet certain criteria (test scores and GPA) but will then be admitted on a "first-come, first-served" basis. Applicants to the nursing programs must complete science courses prior to admission to the programs so the programs are in effect longer than 1 or 2 years. The students appeared to have a good relationship with faculty and were most enthusiastic about their programs. The class schedule doesn't list most of the Allied Health classes in order to control admission to those courses. The schedule does list the classes that are available to those not accepted into the special programs, e.g., R.N. Refresher.

INSTRUCTIONAL STAFF

The present Allied Health Division Chairman was chosen by the faculty, and faculty indicated their support of her. Other department chairmen will teach 15 hours in the 80-81 school year and receive a stipend for administrative responsibilities but this will not apply to the Allied Health area. There is an active advisory committee that meets every semester.

As indicated previously, the admission standards have been recently changed. The division chairman actively recruits, interviews, and orients prospective students for the programs. Since the programs are small, the faculty feel that they know what the graduates are doing and how well they are doing. About half of the graduates stay in the local area. The Student Services office does a follow-up on graduates of the programs and the Allied Health Departments also do a follow-up of graduates. They have few special services and activities in the Allied Health area.

Personnel in the local hospitals indicate strong support for the programs and graduates. The local medical auxiliary provides scholarships for about one-fourth of all the nursing students. The hospitals provide financial support for some of the programs.

RECOMMENDATIONS

1. There should be more articulation with other components of the University Systems so that graduates of Community College Allied Health Programs can further their education without undue loss of credit.

2. A school in another state should not be using facilities in Reno if this prevents expansion of local programs.
3. In order to renew professional licenses, nurses in Nevada need to show evidence of continuing education credits, and it would seem that this function should be assumed by the community colleges. Therefore policies and procedures should be developed so that the community colleges could generate FTE's for this activity.

4. Those students who complete the LPN program and who have the ability to complete the RN program should be able to make this transition without undue loss of time or credit.

5. Faculty need to work with students to make better use of library printed materials.

6. Faculty and administrators should be granted professional leave for professional activities.

COMMENDATIONS

1. Spacious, well-equipped physical facilities.

2. Enthusiastic staff, faculty, and administrators.

3. Well-equipped library and learning resource center.

4. Adequate support services, e.g., secretarial.

5. Changes in admission policies that comply with Federal regulations.

6. Faculty support of division chairman.

7. Adequacy of clinical facilities.
Community Service programs, as they are defined at Truckee Meadows Community College, appear to be one of two strongest operating elements of the College; including the Adult Basic Education/English as a Second Language program, this division offers classes in 29 locations within the community college district. In the current semester, 1805 individuals are enrolled in community services classes for an equivalent of 228 FTE's.

Administrative responsibility for the program is placed at the dean's level, equal in rank to the deans responsible for academic and occupational programs. Classes and programs to be developed and offered in the community services program are cleared in close cooperation with other deans.

Following a directive by the legislature, the program operates on a self-support basis for direct costs of educational programs. Tuitions are developed on a class-by-class basis on a break-even basis to cover direct instructional costs. Facilities, equipment, administration, registration, and other support services are furnished as part of the institution's responsibility. The program offers approximately 100 classes each semester and operates under the direct supervision of an administrator and two secretaries. A financial surplus is usually generated.

The community services program is clearly consistent with institutional goals and objectives. It is clearly identified in the college catalog as a major college objective, and the catalog includes listings of regularly offered community services classes. In turn, community services programming is listed as one of the five major objectives of the state plan for community colleges.

Faculty are identified by an informal process, and are mainly part-time to meet specific class needs. They appear to be of high quality, with excellent student response, and undergo regular evaluation.

Students in community service classes are extended the same student services as regular students, and counseling and guidance services are oriented to meet their special needs. Registration is conducted as a part of standard college procedure.

The main thrust of community service program and course development is provided by a widely-published policy to offer a class in any subject area where 10 or more students express an interest. Class offerings originate from (1) a needs assessment included in the schedule mailing, (2) instructor suggestions, (3) other community agency suggestions, or (4) administrative suggestions.

All community service courses are offered for specially designated credit which is applicable toward an Associate in General Studies degree. A standard grading system is used, but students not wishing credit may request audit registration. Recently, the Board of Regents authorized the use of Continuing Education Units (CEU's) as a form of credit. Tentative plans are to use these for credit purposes in workshops and conferences where they are applicable for occupational certification purposes.
Community Services (continued)

Classroom, laboratory, library, and support advice appears to be carefully selected and used in support of community services classes. Evening use of high schools seems highly effective, and in two major facilities, an evening coordinator is present. Audio-visual equipment is permanently stationed in these areas, and community services program instructors are reported by the Learning Resources Center to be the heaviest users of instructional aids. This may be due to an orientation program conducted regularly for community service instructors.

In summary, the community services program is clearly a part of the Truckee Meadows College mission in both theory and practice. It appears to meet or exceed all the standards set forth by the Northwest Association of Schools and Colleges.

RECOMMENDATIONS

1. Currently, all community services students are required to come to the campus for in-person registration for classes which are mainly offered in off-campus locations. This means a special trip to the campus for this purpose only. In light of current transportation costs, energy conservation concerns, and lack of public transportation, it is recommended that the college seriously investigate mail registration or in-class registration as an alternate procedure.

2. The self-support requirement, coupled with the current high part-time pay schedule for full-time regular faculty, tends to discourage use of regular college faculty in community services classes. Yet regular faculty could be an important asset to such programs in bringing instructional quality as well as giving them a closer identity with community service programming on a "quick-response" basis not otherwise possible in cumbersome course-approval procedures. It is recommended that the part-time faculty schedule be modified to help meet this need.

3. It is recommended that greater use be made of advisory committee recommendations to develop community service programming. As the College settles into permanent facilities with specially-adapted equipment in vocational programs, many community services needs could be identified and met as "spin-offs" of existing programs.

4. Community services programming must rely heavily on publicity, special brochures, and class announcements to generate successful classes. It is recommended that some means be found to strengthen these public information services.

COMMENDATIONS

1. The Community Services program owes much of its success to the high-quality innovation and energy of a devoted staff. In addition, it occupies high placement in administrative support and in the institution's goals. The program has enjoyed constant growth and is an effective, quick-response mechanism to meeting community educational needs.
Community Services (continued)

2. The ABE/ESL program appears to be particularly responsive, well-equipped and organized to meet the needs of this special population. Citizenship preparation programs are offered by a cassette, self-instructional mode, adapted to six foreign languages. Adult Basic Education/English as a Second Language programs are offered in 14 off-campus locations. Tutoring and volunteer programs have been developed to supplement instruction, and programs are closely linked with outside agencies and GED programs.

3. The Community Services programs have generated a high level of inter-agency support and cooperation in the community. An ABE/GED/Clerk-General Office program has been developed with CETA funding which is a model of interagency cooperation and appears to be meeting unusual success levels and student responses. Another effective example is Senior Citizen programming, conducted in a Senior Citizens Center operated by the Area Agency on Aging.
STUDENT PERSONNEL SERVICES

INTRODUCTION

The Student Personnel Services staff has enthusiastically welcomed evaluation of their organization and services. They have eagerly and hospitably provided much helpful information. This staff is completely and thoroughly dedicated to the success of the students they serve.

ADMINISTRATION

Student Personnel Services are a vital and essential part of Truckee Meadows Community College and are organized, administered, and functioning properly. A well-organized, bright, capable and assertive dean provides continuous evaluation and development of the structure and function of these services.

Adequate student and faculty participation in program administration is provided through service on such committees as financial aid, admissions and records, Associated Students, etc. Student Personnel Services' staff regularly consult with faculty members about student course placement and other concerns.

Approximately 14% of the total college operating budget goes to Student Personnel Services; this is considered by staff to be adequate support.

Physical facilities have just been occupied and are considered quite adequate. There is considerable improvement since the 1975 accreditation report. There does not appear to be room for much expansion in the present building; this will be a problem as the student body grows.

Due process is assured students through the rights and responsibilities policy of the University of Nevada System which is applicable to all the community colleges and the university branches in the state.

Professional growth and development for professional and classified staff are provided through attendance at conferences and workshops both on and off campus. The dean encourages participation in a variety of interesting activities.

ADMISSIONS

The office is capably administered by an experienced person, adequately staffed and equipped. This function is located near other essential student personnel services and has considerable space for expansion as the College grows.

Office functions, responsibilities and procedures are clearly delineated. Job descriptions are available to all staff who are knowledgeable about their jobs and seem to enjoy serving students.

The College is an open door school without general admission requirements. Some specific requirements have been developed for various vocational programs and are administered fairly and firmly. These requirements are developed in concert with the department involved and approved by the Executive Council.
REGISTRAR

Students will experience some changes in the physical flow of registration due to new facilities. The registration system is well designed, efficient and adequate for the College. It has been in place since 1975 but undergoes refinement as needs dictate.

Much useful data and essential reports are provided faculty, administration and the Student Personnel Services staff in a regular and timely fashion.

Student records are stored in fire-resistant four drawer file cabinets and protected from theft and vandalism. There is a double back-up of records on microfilm in an off-campus vault. An extremely efficient and useful microfiche system has been developed by the Director of Admissions and Records.

All student records are maintained in accordance with AACRAO guidelines.

STUDENT ORIENTATION

The College has no formal program for orientation. Informal orientation is provided students through college publications (e.g., catalogue, program brochures, student newspaper), counseling contacts, information available at counselor-led workshops, high school outreach and recruitment, a slide-tape program, etc.

ADVISING, COUNSELING, TESTING

Five professionals with rich work experiences and sound education are available to help students with educational, career, and personal concerns. The diverse backgrounds of the counselors spawn a variety of group/workshop activities, e.g., life/career development, parenting, stress management, human potential. The counseling team cares deeply about students.

Counselors have primary responsibilities for student academic advising. Though there is presently no formal faculty advising system, faculty members assist with this function at registration times.

The Counseling Center is located central to other Student Personnel Services. The facilities are adequate for counseling and testing activities.

No placement testing procedures are presently in use. There appears to be some faculty support for such assessment.

A useful and appropriate array of tests is used by professional counselors to provide information to students about achievement, aptitudes, values and personality. The GATB and GED tests are also administered at the Counseling Center.

FINANCIAL AIDS

The College is able to provide some form of financial assistance to its needy students through federal, state and institutional funds. As the academic
Student Personnel Services (continued)

As the year progresses, students are somewhat under-awarded due to the limitation of monies. Needy students who work with the system are generally able to meet their educational objectives while at the College.

The Financial Aid Office uses a U.S. Office of Education approved system (Family Financial Statement of the American College Testing Corporation) for determining need and administers it accurately and fairly. Aid packaging procedures are carefully followed to assure appropriateness and consistency in awarding and preventing over-awarding.

A regularly convened Financial Aid Committee consisting of students, faculty members, administrators and two lay persons provides advice and support to the Financial Aid Office.

The office has an experienced director, a capable financial aid counselor and adequate clerical support staff. Financial aid funds are accounted for and supervised in a business like manner. There are continuous fund status reports and reconciliation.

The office is centralized, comfortably housed and located near other essential Student Personnel Services. Additional space will be needed with growth in available funds and recipients.

BOOKSTORE

The College contracts with a private company (Educational Aids) for bookstore operation. The bookstore is presently located in a music store away from campus. Campus space has been allocated for the bookstore beginning Fall 1980.

HOUSING AND FOOD SERVICES

The College is not involved in providing housing for its students.

The College presently has no food services except for that available through several vending machines on the second floor. Initiation of a food service technology program will include provision for a small cafeteria beginning Fall 1980.

HEALTH SERVICES

The College presently provides no health services to its students.

EXTRACURRICULAR ACTIVITIES

The College has a rather well-organized student government. The student newspaper (The Echo), picnics, films, dances and assistance in high school visitations comprise the major activities. A small percentage of students participate in sponsored activities. The program is in need of professional coordination.

Activities serve some of the needs as presently expressed by students and make a contribution to the education of those students who participate.
The student contribution of $0.50 from each $13 per credit of tuition appears to be adequate financial support.

The activities program is managed by the student government leadership and the Financial Aid Director who also serves as student activity director.

**INTERCOLLEGIATE AND INTRAMURAL ATHLETICS**

Intercollegiate golf and basketball teams have been totally funded by the Truckee Meadows Community College Student Government. The present State Legislature has decreed that state funds can no longer be used for athletic activities. Hence, all athletic functions at the College have been discontinued, including intramurals.

**PLACEMENT**

Students are assisted in locating full and part-time employment through continuing contact and follow-up with employers in the area.

The Job Placement Officer has extensive experience in business, ten years' experience in placement work and an Educational Specialist Degree. One College Work Study student provides clerical assistance. A full-time clerk would be helpful, possibly allowing for further job development activities.

Interviewing facilities assure privacy and are adequate.

**ALUMNI RELATIONS**

The College has no organized alumni relations program.

**RECOMMENDATIONS**

1. Continue efforts to make Student Personnel Services more visible to students. Employ graphics especially for counseling, financial aid and job placement functions.

2. Take steps to assure visibility, identity, and continuity of programming for Student Personnel Services should there be administrative reorganization at the College in the near future.

3. As the student body grows, the Admissions/Records staff needs the potential for growth. Money must be secured on other than a direct FTE basis.

4. Develop data on why students leave Truckee Meadows Community College.

5. Study use of mail-in registration and/or registration for classes at off-campus sites.

6. Continue to explore orientation methods.
7. Explore academic advisement systems which will allow more significant faculty participation during registration periods and regularly through the school year.

8. Install curtains/shades over hall window/door glass in counseling offices to assure privacy when needed.

9. Consider time management and prioritization of activities in the Counseling Center. Focus on the critical functions; too diverse activities can result in dissipated energy and ineffectiveness.

10. Strengthen the rapport between faculty members and counselors so the former will more fully understand and appreciate role and function.

11. Explore feasibility of an English/Mathematics placement testing program for entering students. Concurrently, there needs to be an ABE-predevelopmental program of sufficient size available for students testing at these levels.

12. Continue to develop the image of Financial Aid Office as a vital and essential entity of the College.

13. Study of the feasibility of computer applications for selected financial aid functions.

14. Perform a thorough review of the Bookstore when it is placed on campus, i.e., hours of operation, book buy-back policy, and available inventory.

15. Selected staff should have certified emergency first aid and CPR training. Well designated first aid kits must be readily available.

16. There should be a study of recreational and intramural athletic activities at the College.

17. Consider securing professional direction and supervision for the student activity program.

COMMENDATIONS

1. This is a highly motivated, open, friendly, professionally prepared and dynamic Student Personnel Services staff. They work hard to assure student success.

2. Important physical additions since the 1975 accreditation report have significantly improved the delivery of Student Personnel Services to students.

3. The administration and staff have done an outstanding job of trying to inform the campus community and Board of Regents of their activities through in-depth reports and statistical summaries.

4. Counselor credibility has gained excellent administrative support across the campus.
5. Outstanding high school-college relations have been developed and maintained. Many community colleges would be envious of the close working relationships and support the College enjoys with its high schools.

6. Students who have received assistance from Student Personnel Services are highly supportive of them.

7. An exemplary system of microfiche processing for student transcripts has been developed in the Admissions and Records Department.

8. The Financial Aid Office has significantly reduced the College NDSL default rate from 53% to 26%.

9. Academic probation is unknown at the College. No student is denied access to courses because of grades except to those classes where prerequisites have not been met.
CONCLUDING STATEMENTS

RECOMMENDATIONS

The team found in Truckee Meadows a very good institution with a future of growth, program development, and increased service. It did, however, identify some areas and functions which, if strengthened or addressed, could assure an even better institution. The suggestions and recommendations are:

1. The period of growth and change ahead for the College could be better controlled and more productive if increased emphasis were placed on preparing more formalized written procedures, policies, criteria, and rationale for many of the College's practices than seem now to be available. Personnel practices, salary schedule placement and advancement, evaluation, and tenure are among the specific matters to be addressed.

2. The prospects of new full and part-time faculty, addition of new programs, and the significant changes in the organizational structure of the College both internally and externally point toward the need for a strong program of staff development. Pre-service orientation, continuing in-service opportunities, help with basic tasks such as preparing course outlines, submitting budget requests, etc. are among specific needs identified by the team.

3. Continued effort should be directed toward the modification of the current student-faculty ratios to provide funding for the more costly and advanced programs coming on line.

4. A strong recommendation is that institutional attention be given to the purposes, composition, and regular participation of strong advisory committees for all occupational programs.

5. One significant program need identified by the team was one of physical education and personal health science. Athletics is not addressed here, rather, the education which should be available for all students.

6. The library, as improved and convenient as it is, will need further resources in the near future. Increased seating capacity, planned collection growth, an orientation program for both faculty and students, and improvement in collection utilization are among the important needs.

7. With many community needs and services already identified, the team strongly urges the College to continue the development of strong, basic instructional programs and student services before expending a large portion of its resources on a wide diversity of very specialized offerings.

COMMENDATIONS

Particular strengths which the team identified as exemplary are:

1. A strong developmental education program.
Concluding Statements (continued)

2. An esprit de corps among faculty, administrators, and staff which makes Truckee Meadows a very productive, professional environment for working and learning.

3. Strong administrative support for the faculty and so many evidences that that support is returned - a very fine climate indeed.

4. Outstanding relationships on the part of the College with outside agencies and institutions, which can only help establish the strong identity and image desired by the College.

5. An excellent record of accomplishments since the last accreditation visit accompanying the College's emergence as a separate institution within the Nevada System of Higher Education.

6. Physical facilities of excellent quality, which are attractive, functional, and well designed.

7. And especially, a capable, dedicated, enthusiastic faculty, staff, and Administration.