PROGRESS REPORT
1980-1983

Submitted To:
James F. Bemis, Executive Director
Commission on Colleges
Northwest Association of Schools & Colleges
3700-B University Way, N.E.
Seattle, Washington 98105

Submitted By:

V. James Eardley, President

Date
As a result of the 1980 Northwest Association of Schools and Colleges evaluation team visit, seven general recommendations were submitted to the Truckee Meadows Community College. Those seven general recommendations are addressed in this Progress Report:

RECOMMENDATION 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.

Progress Statement

In 1982-1983, the University of Nevada System Board of Regents reviewed and revised thoroughly the University of Nevada System Code. Included in the revised Code are policies and procedures concerning personnel practices, evaluation, and tenure. The 1982-1983 UNS Code was distributed by the Board of Regents to every professional staff member of the System as a reference to major policies for the System.

From 1981-1983, a collection of old TMCC policies, revised policies, and newly approved policies have been assimilated for use in a Truckee Meadows Community College Policies and Procedures Manual. The Manual will include seven sections: Introduction, College Services, Finance, Instruction, Organization, Personnel, and Students. The Organization section of the Manual has been completed and distributed to twenty-two offices on campus for review and use by any employee of TMCC. The Personnel section of the Manual will be completed by December, 1983. A Classified Staff chapter of the Personnel section has been written and distributed to all manual holders as well as to all classified staff members. The Classified Staff chapter serves as a handbook of policies affecting the State Personnel controlled TMCC classified staff. As soon as the Personnel section of the Manual has been written and approved, pages of the Faculty chapter will be distributed to all TMCC faculty to serve as the Faculty Handbook. The remaining sections of the TMCC Policies and Procedures Manual will be written, approved, and distributed by September, 1984.
RECOMMENDATION 2

The prospects of new full-time 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.

Progress Statement

Through the Board of Regents Special Projects Account, Truckee Meadows Community College received $30,000 in March, 1981, and an additional $30,000 in December, 1981, for staff development activities. Institutional policies and procedures were established to allow all College employees to submit staff development activity proposals for implementation. Staff development activities completed can be classified into four areas: other college campus visitations and/or conferences, consultants brought to the TMCC campus, general workshops presented at TMCC, and miscellaneous other activities. Staff development activities have involved administrative staff, full-time and part-time instructional staff, student services staff, and classified staff.

Other college campus visitations and/or conferences. Trips to California, Nevada, and Washington were part of this type of staff development activity. Topics of information gathered from visitations and/or conferences included: management and cost effective operations; computer technology, services, and uses; techniques and strategies for providing services to students with special needs such as displaced homemakers, handicapped, minority, etc.; alternative approaches to developmental and remedial English instruction; hands-on experiences with micro-computers; micro-computers in science classes; technical programs and the need for job related mathematics and communication programs; orientation and assessment programs; effective use of the college level examination program.

Consultants brought to the TMCC campus. Among the consultants brought to the TMCC campus were Dr. Malcolm Knowles, Dr. John Roueche, and Dr. George Baker. Topics covered by various consultants included: characteristics of the adult learner; assessment and proper placement of the adult learner; competency based instruction; personal description instruments that assist workers in understanding themselves and others; and how to more efficiently provide an English as a Second Language instructional program.
RECOMMENDATION 2, Progress Statement Continued

General workshops presented at TMCC. Among the types of general workshops presented at TMCC were: orientation workshops on TMCC policies and procedures; orientation workshops on how to use innovative strategies in the classroom; classified staff workshops on improvement of services and individual development; mini-computer delivery systems in the classroom; and the needs of adult learners.

Miscellaneous other activities. The college participates in a consortium of community colleges known as the National Institute for Staff and Organizational Development. Through this consortium, TMCC has access to many staff development resources. Monographs from the National Institute for Staff and Organizational Development are distributed weekly to full-time and part-time instructors. The Learning Resources Center has developed a series of video tapes on the use of audio-visual equipment. These tapes are used by both the full-time and part-time instructional staff.

RECOMMENDATION 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.

Progress Statement.

In October, 1981, a Director of Financial Planning was hired for the Chancellor's Office by the University of Nevada System Board of Regents. The Director hired was formerly the Director of Fiscal Planning with the Legislative Council. Based upon the individual's background and experience with Legislative processes, a centralized budget preparation and presentation procedure for the Legislature was established. The preparation of the budget for each institution with the University of Nevada System centers around budget formulas and parameters established by the State Budget Office.

In 1981-1982, TMCC requested the following Student/Faculty Ratios: Occupational/20:1, General Education/24:1, Developmental/14:1, Nursing/10:1, Dental Assisting/14:1, Radiologic Technology/10:1, for an overall ratio of 21.6:1.

In 1981-1982, the Governor of the State of Nevada recommended to the Legislature the following Student/Faculty Ratios: Occupational, General Education, Developmental/26.4:1; Nursing, Radiologic Technology/11:1; Dental Assisting/14:1 for an overall ratio of 25.2:1.
The 1983-1985 Legislative approved Student/Faculty Ratios are: Nursing/11:1, Dental Assisting and Radiologic Technology/14:1, All Other/26.4:1.

Issues that have made it very difficult to lower the Student/Faculty Ratios include: A shift by the Legislature from a property tax base to a sales tax base for State revenues and a request from the Governor last year for a 5% return of the TMCC budget to the State because anticipated revenues for the State did not become a reality.

Strategies being used to lower the Student/Faculty Ratios include: The President of TMCC is constantly informing the Board of Regents of the inequities in the System where TMCC as one of the largest community colleges in the System has the highest Student/Faculty Ratio. The Chancellor's Office has hired a Director of Financial Planning who can have a strong impact upon the Legislature. TMCC has surveyed all fifty states on budget formulas and ratios to establish an information base in working with the Board of Regents and the Legislature. The Legislature allowed the Board of Regents to raise per credit costs to increase revenue. The increase in revenue was used to fund critical needs expressed by TMCC. One of those critical needs was to increase teacher assistants in classrooms. Increasing the use of teacher assistants has aided instructors in serving large number of students in classes. And finally, TMCC has established a team of College personnel to wage an aggressive Legislative campaign.

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

Progress Statement

Truckee Meadows Community College Program Advisory Committee By-Laws have been included in the TMCC Policies and Procedures Manual. The By-Laws define membership, purpose, and meeting guidelines for all instructional advisory committees.

Advisory committees have continued to serve as an input function for TMCC occupational program areas. Nursing/Allied Health has maintained the use of advisory committees in the areas of Dental Assisting, Radiologic Technology, and Nursing.
RECOMMENDATION 4, Progress Statement Continued

Industrial/Technical and Public Service programs have not deleted any advisory committee since the 1980 evaluation. IT/PS has established the following new advisory committees: Drafting, Electronics, Food Service/Hospitality, Solar, and Welding. The Business/Management Division started an advisory committee in the Fall, 1981. The Business/Management advisory committee has adopted its own set of By-Laws and organized subcommittee responsibilities.

In addition, an Adult Basic Education and English as a Second Language Advisory Board was formed in the Fall, 1980. The Board was merged into a Special Programs Advisory Committee in September, 1982. The Special Programs Advisory Committee has the responsibility of advising Special Programs personnel on such matters as: non-native English speakers including refugees, international students and immigrants, physically/emotionally/learning disabled students, and low-income or minority students. The office of Adult & Community Services and the Northern Nevada Florist Association have established an advisory board for the purpose of developing a concentrated program of essential training in the retail florist business. The Office of Adult and Community Services is in the process of reviewing the need for an overall advisory board. The Office of Adult and Community Services is also surveying its part-time instructors to determine the possible need for a special Instructor's Advisory Board.

RECOMMENDATION 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.

Progress Statement

Although athletics is not being addressed by the recommendation, athletics has had an influence upon current conditions which have made it impossible to provide on-campus facilities for physical education. In 1975, the State Legislature created a resolution stating that no State funds could be used to support community college athletics. This position was reaffirmed in 1979 by the State Budget Office and the Legislative Ways and Means Committee. Requests for recreational facilities for physical education purposes have been consistently denied. Requests for recreational facilities are interpreted by individuals outside of TMCC as requests to eventually reinstate athletics at the College.
RECOMMENDATION 5, Progress Statement Continued

To combat the inability to build adequate recreational facilities for physical education and/or personal health science programs, the following steps have been taken:

The College has established contacts with the community to use facilities for physical education and recreational courses. TMCC extensively uses local facilities such as golf courses, ice skating rinks, tennis courts, bowling alleys, YMCA/YWCA, public swimming pools, etc. The use of local facilities has developed a very positive communication/cooperation system between TMCC and the community.

To allow more flexibility in physical education course offerings, physical education courses were transferred to the control of the Community Services Division from the General Education Division. The transfer has extricated the coordination of facilities and equipment used by these classes.

Personal health science courses/workshops are offered through the Nursing/Allied Health Division, Science Department, and Community Services Division. Types of courses include: personal skills and self development, special interest workshops, required courses for specific programs, and general student population courses.

Through the flexibility of the Community Services Division, "trend" courses involving physical education or personal health science courses/workshops can provide almost "instant" opportunities for students to learn.

RECOMMENDATION 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.

Progress Statement

Preliminary architect's drawings for a proposed addition to the Truckee Meadows Community College will increase the Learning Resource Center by 7,000 square feet. It will increase the seating by sixty positions. As a result of present economic conditions, construction has been postponed and should be considered again during the 1985 Legislative session.
RECOMMENDATION 6, Progress Statement Continued

Tables and chairs have been located outside the Learning Resource Center in lounge areas and quiet passageways to enable more students to use LRC resources.

Outdated marginal materials have been eliminated from the LRC collection. New materials have been added in weak areas. A complete inventory was made. Comparison with the projected 1984 inventory should show the effectiveness of a newly installed security gate. The Director and public Services Librarian contact faculty for surveying holdings in their field for the purpose of adding new or pertinent material to the collection. Instructional Deans notify the Learning Resource Center of new classes or programs so that appropriate materials can be selected. Faculty are involved in media purchases. The faculty participation in the selection of materials has resulted in a noticeable increase in utilization of the library through reserve use of class reading assignments.

The Learning Resource Center staff presents an orientation lecture during the faculty meetings preceding each new school year. The staff also attends semester departmental meetings for new staff. A written manual and an audio-visual program have been created by staff to instruct faculty on the use of audio-visual equipment and use of media. Instructors in several departments schedule a library visit and lecture previous to assignment of term papers. News releases on services, hours and special information are published regularly in student, staff, and faculty bulletins.

RECOMMENDATION 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.

Progress Statement

The use of four-year planning, two-year biennium budget preparation, and a recently requested comprehensive program review for the Board of Regents insure that all units of TMCC examine thoroughly the development of programs and services at the College. The emphasis has been on developing strong, basic programs and services before new programs and services are considered. However, meeting student and community needs remains the primary consideration when making program/service changes.
Development of strong, basic instructional programs and student services has included the following activities:

1. Position Hiring by Year

1981: Directors of Counseling, General Education, Industrial/Technical/Public Service, and Public Information/Publications. Two nursing instructors were also hired through a Challenge Grant.
1983: Admissions and Records Coordinator, Business/Industry Relations Coordinator (through grant funds), ABE/ESL Coordinator (through grant funds), Director of Development/Foundation, JTPA Job Counselor, JTPA Job Developer, Librarian I, Instructors of Data Processing, Developmental Mathematics, Regular Mathematics, and Nursing. A replacement hiring for the Special Programs Counselor was also completed.

2. The Legislative mandate to have a 45% full-time and a 55% part-time staff limits the College in expansion of programs and services.

3. Supplemental course offerings in General Education and Occupational Divisions were transferred to Community Services.

4. Business/Management activities have included: Review of course offerings each spring and fall after registration and prior to scheduling for the following semester. Program modification is on-going through the use of students, instructors, community, and advisory committee input. Instructors are hired during the summer to work on major course and program modifications. Recommendations are made to the Dean for course/program additions, deletions, and modifications for each years catalog. Since 1980, the following Associate in Applied Science majors were deleted: Hotel/Motel Management (transferred to Industrial/Technical Division), Insurance, and Transportation. The following majors were added: Accounting and Micro-Computer. In addition, the following Office Administration majors were deleted: Special Office Administration and Stenographic Secretarial. The following majors were added: Legal Secretarial, Medical Secretarial, and Secretarial. Court Reporting Shorthand was transferred to Community Services.
RECOMMENDATION 7, Progress Statement Continued

5. Industrial/Technical and Public Service activities have included: the development of degree programs in Automotive, Drafting, Electronics, Welding, and Solar; the addition of diesel courses in preparation for a degree offering; the transfer of the Hotel/Motel Management program from the Business/Management Division; and the expansion of mathematics courses offerings in math and computer sciences.

6. Nursing/Allied Health has maintained the same degree and certificate programs that existed in 1980. The Division has expanded its Nursing and Radiologic Technology staffs. The Division has also been reviewing its increasing need to provide more continuing education units for nurses.

7. General Education activities have included: the transferring of Physical Education, Foreign Language, Sewing, American Sign Language, and Photography classes to the Community Services Division; the increasing of enrollments in the department of Economics; the addition of Politics of International Terrorism and Literature in Film to course offerings; and the development of humanities modules for occupational curricula.

8. The Office of Adult and Community Services conducted a thorough review of all courses offered from 1972 to the present. Course categories were analyzed and the course numbering system was revised. As a result of the review, over 118 courses were deleted, 81 courses were renumbered, 8 new course categories were created, and 30 new courses were developed. In addition, 20 courses were transferred from State sponsored programs to the Adult and Community Services Division. ABE/ESL programs were transferred from the Adult and Community Services Division to the Counseling, Testing, and Special Programs Division.

9. Student Services activities have included: providing convenience services to students such as access to the cafeteria, bookstore, and bus transportation; publicizing student services activities and functions; cooperating with Washoe High School to permit students in need of basic skills development or GED preparation to attend courses on campus; developing a Learning and Study Skills Center to allow short-term learning and basic skills; expanding tutoring services to include "drop-in" tutoring; finalizing plans to pilot an assessment program in the Spring, 1984; exploring the potentials of providing legal and child care services to students; and providing a model for post-training placement through a Job Training Partnership Act grant.