Year One Self-Evaluation Report

Truckee Meadows Community College

Submitted to the Northwest Commission on Colleges and Universities
September 15, 2016

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INSTITUTIONAL OVERVIEW

General Description of the College

Truckee Meadows Community College started as the Stead campus of Western Nevada Community College, which was opened officially in 1971. In 1979, the Board of Regents of the University and Community College System of Nevada, now the Nevada System of Higher Education (NSHE), established Truckee Meadows Community College as the fourth college of the system, leaving WNCC to their Carson City Campus. Truckee Meadows Community College is a comprehensive community college that offers transfer degrees, workforce development programs and certifications, and community enrichment courses. In addition to these efforts, TMCC hosts a high school on the main campus and engages in a number of dual enrollment projects. We use a number of modalities to deliver education to a diverse group of students: traditional classroom experiences, online offerings, modular courses, 5 week, 7 week, 10 week, and 16 week courses, internships, and apprenticeships. We have one main campus and four additional sites: the William N. Pennington Health Center, the Meadowood Center, the William N. Pennington Applied Technology Center, and the Nell J. Redfield Foundation Performing Arts Center.

In 2015, Truckee Meadows Community College served 11,584 state supported headcount and 6,360 state supported FTE. Students attend TMCC to make a start on their four year degrees, to complete terminal degrees and certificates, to upgrade work skills, to learn new work skills, and to take courses for enjoyment or personal enrichment. We offer three transfer degrees: the Associate of Arts, the Associate of Science, and the Associate of Business. We also offer the Associate of General Studies, the Associate of Applied Science, a number of Certificates of Achievement, and skills certificates. In 2015, TMCC awarded 2,355 degrees and Certificates: 454 Associate of Arts degrees, 335 Associate of Science degrees, 112 Associate of General Studies degrees, 273 Associate of Applied Science degrees, 277 Certificates of Achievement, and 904 Skills Certificates (Appendix B, 2016 TMCC Factbook, extracted pages). In May, 2016, the College was granted approval of two Bachelor of Applied Science (BAS) degrees in Logistics Operation Management and in Emergency Management and Homeland Security by the Commission. Course offerings towards these BAS degrees are scheduled to begin in Fall, 2016.

TMCC serves a diverse student body. Fifty-nine percent of our students are White, 25% Hispanic, 6% Asian, 1% Native American, 2% African American. We recently met the criteria to become a Hispanic Serving Institution. Fifty-nine percent of our students are 24 years of age or younger; the remaining 49% are 24 years of age or older. Forty-five percent of our students are male while 55% are female. In 2013-2014, we awarded $27.8 million in financial aid (Appendix B, 2016 TMCC Factbook, extracted pages).

Current Environment

TMCC, like institutions of higher education across the nation, experienced declines in enrollment from 2009-2015. TMCC has employed a number of strategies to keep enrollments healthy and to improve them. Enrollments were up last year (2015-2016), and we are working diligently to keep them up. The current Funding Formula for the state of Nevada's institutions of higher learning has presented a number of challenges, as the formula favors the universities and state college over the community colleges. This year, the Board of Regents and the Chancellor have

vowed to rectify inequities impacting the community colleges in the state. However, there is still an anticipated cut in funding of 5% for all the higher education institutions in Nevada.

As we head into the next accreditation cycle, a look at how the current core themes reflect the state of the College is helpful.

- ***Core Theme I: Student Success:*** TMCC is currently working on making sure all of our students are successful at attaining their educational goals. For Jumpstart and Dual Enrollment students, we provide information and instruction at the college level in the high schools and here on campus. We are working diligently to expand our support services for our transfer degree students, offering advising, educational plans, tutoring, disability resources, financial aid, and a robust general education. The Board of Regents recently proposed a Gateway Initiative to help students work toward degrees in a timelier manner, which TMCC has embraced wholeheartedly. Students are offered resources through the State's Silver State Grant and Millennium Scholarship program. Our workforce development programs are responding to a number of changes in our current economic climate, including the opening of the Tesla Gigafactory, Panasonic, and Switch, among others. We are also working to promote and develop other Career and Technical Education (CTE) programs.

- ***Core Theme II: Academic Excellence:*** TMCC continues to work with the University of Nevada, Reno to improve transfer articulation between the two schools. We are expanding our degree offerings to include BAS degrees. We continue to provide excellent professional development opportunities for faculty and staff. We are finalizing the General Education lists for the AAS degrees after a review of our AA/AS degrees. We are working to improve the assessment processes for courses, programs and general education offerings, especially the closing of the loop needed to make these assessments meaningful in improving academic excellence at TMCC. We have implemented a number of strategies to increase the number of students receiving degrees and certificates.

- ***Core Theme III: Access to Lifelong Learning:*** TMCC continues to offer community programs, job skills training, adult basic education, and an open access environment. We strive to make our students feel welcome. TMCC continues to cultivate productive community and business partnerships so that our offerings meet the needs of our community. We also work to make sure that this is an inclusive and diverse campus that meets the needs of all of our students, community, faculty and staff.

PREFACE

Changes since TMCC's Year Seven Self-Evaluation Report

Since submitting its Year Seven Self-Evaluation Report in September, 2015, we note the following changes that are significant to TMCC:

Changes in Nevada System of Higher Education Leadership

In June, 2016, Dan Klaich, who had served in the position of Chancellor of the Board of Regents for seven years, resigned. Dr. John White, former strategic advisor to the president of the University of Nevada, Las Vegas, is currently serving as acting Chancellor while a national search is conducted for the position.

Changes in Institutional Leadership

Since submitting our Year Seven Self-Evaluation Report last year, the College has undergone several changes in leadership. Our former President, Dr. Maria Sheehan, announced her retirement shortly after the Evaluation Site Visit in October, 2015. Dr. Kyle Dalpe served as Acting President until the College hired Dr. Karin Hilgersom from SUNY, Sullivan in New York. Our Vice President of Finance and Administration (VPFA), Dr. Rachel Solemsaas, accepted a position as Chancellor of Hawaii Community College. Our Dean of the Technical Sciences Division, Jim New, is currently serving as interim VPFA while a national search takes place. Dr. Kyle Dalpe is serving as Interim Dean of Technical Sciences Division. Dr. Jill Channing, former Associate Dean of Humanities and Social Science at Kankakee Community College, was hired as Dean of the Liberal Arts Division in June. Our Library Director, Ken Sullivan, who is shared with Western Nevada College, transitioned from 60% service to TMCC to 40% as of July 1, 2016. Finally, the College's Faculty Senate Chair, Dr. John Adlish, accepted a position as Dean of Math and Science at the College of Southern Nevada. The Faculty Senate Chair-elect, Professor Cheryl Cardoza, assumed the Chair on June 1, 2016.

Hiring of Tenure Track Faculty

Seventeen new tenure track faculty members were hired in Spring 2016, which included 4 each in Math and English. These latter hires were partly in response to the NSHE Board of Regents "Gateway Course Completion" mandate requiring all new degree and certificate-seeking students to complete their college-level (Gateway) math and English requirements for their declared program of study in 2 semesters (3 for math if a STEM major) and for the institution to ensure continuous student enrollment in a pathway leading to Gateway course completion.

NSHE and Federal Mandates

NSHE's "Gateway Course Completion" mandate described earlier has required a mobilization of resources and efforts in addition to new faculty hires. An aggressive communication campaign to students was launched through Academic Advising, the College's Canvas LMS platform, the acceptance letter, on our website, and through text messaging. TMCC also dedicated 4 general classrooms on its main campus to exclusive scheduling of Gateway math and English classes during the most popular class times of 9:30 a.m. to 3:15 p.m.

Beginning Summer 2016, the College began implementing a U.S. Department of Education Financial Aid Regulation (34 CFR 668), which states:

> *If a student is enrolled in courses that do not count toward his degree, they cannot be used to determine enrollment status unless they are eligible remedial courses. This means your school cannot award the student aid for classes that do not count toward his degree or certificate.*

This caused considerable angst regarding its potential impact on enrollment and probable stress on Academic Advising and Financial Aid staff, who were tasked with and continue to coordinate efforts in identifying and notifying affected students. This regulation's impact on enrollment, Academic Advising, and Financial Aid will be monitored in the upcoming academic year.

Program Changes

The College deleted a handful of programs in response to low enrollment and completion or to realign with other degrees. These included the AA Logistics Management, AS Physics Emphasis, AAS Civil Engineering Practitioner and AAS Computer Information Technology, Web Development Emphasis. Conversely, the College approved a number of new degree and certificate programs. These included an AS Renewable Energy and Resources Emphasis, AAS Computer Technology, AAS Construction and Design with 4 emphases, and AAS Computer Technologies degree programs, and Constructing Estimating, Industrial Electricity 1, Programmable Logic Controllers (PLC) 1, and Retail Management Skills Certificates. These new programs are scheduled for implementation in the 2016-2017 or 2017-2018 academic years.

Addition of Bachelor of Applied Science Degrees

In May, 2016, the College was granted approval of two Bachelor of Applied Science (BAS) degrees by the Commission. The BAS degree program in Logistics Operation Management and the BAS degree program in Emergency Management and Homeland Security are included under TMCC's current accreditation, and TMCC has been granted candidacy status at the baccalaureate level. The College will submit an Ad Hoc report with a visit to provide an update on the implementation of these programs in Fall 2018.

Response to NWCCU Recommendations

TMCC received seven recommendations from the Commission following its 2015 Year Seven Comprehensive Self-Evaluation and was asked to address Recommendations 1 and 2 in this report. Recommendation 4 is being addressed in a separate Ad Hoc Report, also submitted in Fall 2016. Recommendations 3, 5, 6, and 7 will be addressed in an Ad Hoc Report to be submitted Fall 2018 in addition to its Mid Cycle Self-Evaluation Report.

Recommendation 1

The committee recommends that Truckee Meadows Community College engage in renewed dialogue regarding gap or exclusions that may exist in core themes and corresponding objectives to ensure that all aspects of the mission of the College are adequately and appropriately represented. (Standard 1.B.1)

Recommendation 2
The College has developed core theme indicators that are assessable and verifiable. The committee recommends that all indicators be reviewed and revisited to ensure that they are meaningful and provide the necessary framework for effectively evaluating accomplishment of the objectives of the core themes (Standard 1.B.2)

Response to Recommendation 1
Although not specifically requested in this document, it is important to note that the College also more clearly defined its planning structure to integrate planning decisions in response to Recommendation 7 of the Year Seven Peer Evaluation Report. We renamed and restructured what was once called the President's Advisory Council to become the College Planning Council and include more constituents in the decision-making processes. The Planning Council will now serve as the College's centralized decision-making body, with jurisdiction over a number of standing committees, including the Academic and Student Services, Budget, Enrollment Management, Equity and Inclusion, Facility, Technology, Safety, and Accreditation Committees.

The Accreditation Committee, co-chaired by the Accreditation Liaison Officer and Chair of Faculty Senate, was tasked with incorporating Recommendations 1 and 2 and updating and establishing the College's next Institutional Strategic Plan towards its Year One Self Evaluation Report. The Committee took away the following mandates from these recommendations: that we should investigate gaps between core themes, objectives, and the College's mission, and that we should make sure that core theme measures are meaningful. The committee reviewed and revised our approach to the Institutional Strategic Plan starting with the following assertions:

The Institutional Strategic Plan should:
- Engage a broad range of constituents so that the plan realistically reflects the needs at TMCC.
- Inform key College efforts and initiatives.
- Provide for regular reviews and updates during the covered period.
- Include reviews for periodic reporting progress toward achieving goals to internal and external groups.
- Be dynamic to accommodate revisions when necessary.
- Establish integration with other Master Plans, Accreditation efforts, Program/Unit Reviews, Administrative Unit Reviews and Course Assessment efforts.
- Help direct funds to identified needs.
- Be developed and approved under the auspices of the College's Planning Council.

Updated core theme objectives should be:
- Related to student learning and the achievement of educational and career goals.
- Related to achieving economic and workforce development goals.
- Informed by other College plans (Academic Master Plan, Facilities Master Plan, Information Technology Master Plan, Student Services plans, etc.).
- Aligned with the President's agendas for the College and any Board of Regents initiatives and mandates.
- Focus on key initiatives for the next seven years.
- Focus on short and long range targets for year 1, year 3 and year 7 to align with accreditation report cycles.

Indicators of achievement for core theme objectives should:

- Be amenable to quantitative, and/or qualitative assessment data.
- Include baseline data when available and points of comparison, such as with other comparable colleges or national benchmarks, for targets.
- Be limited in number to goals that can realistically be accomplished in the time frame for accreditation report cycles.

Strategies for each core theme should address these functional units of the College:

- Academics
- Student Services
- Administration
- Budget/financing
- Facilities
- Marketing,
- Equity and Inclusion

Heading into this process, the Committee felt that the College's mission, values and core themes were still reflective of our ideals as and instead chose to redefine core theme objectives and indicators of achievement to ensure that all aspects of the College's mission were adequately and appropriately represented in the new Institutional Strategic Plan. In doing so and as a result of feedback from multiple campus constituencies, we determined that an additional core theme, Stewardship of Resources, which is not necessarily a direct measure of student learning, was needed in order to address Recommendation 1 and more explicitly incorporate the functional units of the College. The feedback process and rationale for incorporating this input-oriented core theme will be explained more fully under standard 1.B.

Response to Recommendation 2

In the College's previous Strategic Master Plan (now referred to the Institutional Strategic Plan to align with language used in the NSHE Board of Regents Handbook), many of the quantitative indicators of achievement were "numbers of" something, for example, "number of completers" or "number of graduates." Although some of these were intended to reflect the NSHE Performance Pool Indicators asked of each institution in order to earn back a carve-out of their allocated base formula funding, the use of absolute numbers diminished our ability to "track improvements over time without interference from fluctuating variables such as enrollment" (NWCCU Year Seven Peer Evaluation, 2015). To address Recommendation 2 and going forward in the Year One Report, many of these previous absolute number indicators have been converted to percentages or rates to better assess longitudinal progress. Where appropriate, objectives will also be supported with qualitative measures that tell stories of success.

The most egregious use of absolute numbers, however, was in the measures for objectives 1-3 of Core Theme II of the previous plan, which indicated the numbers of academic programs assessed, administrative units assessed, and programs using advisory board input. Going forward into the next iteration of our Institutional Strategic Plan, we have incorporated objectives and revised indicators to more directly measure improvement of student learning. For example, under the Core Theme of Academic Excellence, we have devoted an entire objective to systematic assessment and review of our courses, general education and programs. Our indicators of achievement for this objective will be an institutional synthesis of the actual Course

Assessment Reports and Program/Unit Reviews that have documented evidence of reviewing results with appropriate parties and creating an action plan for improvements, which will be followed up on through Annual Progress Reports. In this way, we can measure attainment of outcomes and complete the assessment loop.

MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary: Eligibility Requirements 2 and 3

TMCC meets Eligibility Requirements 2 and 3 as specified below:

Eligibility Requirement 2--Authority: *The Institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

TMCC is authorized to operate and award degrees by the Constitution of the State of Nevada and the authority it grants the Nevada System of Higher Education Board of Regents. Elected to serve a six-year term, the thirteen Regents set policies and approve budgets for Nevada's entire public system of higher education. TMCC is listed as one of the member institutions in section 1.4.3 of Title 2 of the Nevada System of Higher Education Code.

Eligibility Requirement 3--Mission and Core Themes: *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

The Nevada System of Higher Education Board of Regents first approved the College's mission statement in 2009 followed by its Strategic Master Plan and new core themes in 2012. In response to feedback from the NWCCU's 2012 Year Three Peer-Evaluation Report, TMCC again reviewed and revised its mission statement, core themes, and objectives. The Board of Regents approved these amendments as well as a revised Strategic Master Plan, in 2014.

Mission

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

Core Themes

Core Theme I: Student Success
Core Theme II: Academic Excellence
Core Theme III: Access to Lifelong Learning

At the June 2016 Board of Regents (BOR) regular meeting, the College's Acting President and the Accreditation Committee co-chair presented the work that the Accreditation Committee had undertaken. This presentation focused on the work done in response to the NWCCU's Year Seven Peer-Evaluation recommendations which were presented to us in Fall 2015. That report presented the College's progress towards completing its Year One Report in Fall 2016. At the time, the Accreditation Committee felt that the College's mission, values and core themes were still reflective of our ideals as an institution and chose not to change them. Instead, revised core theme objectives were presented to the BOR, who approved the direction that the College was

taking with its Institutional Strategic Plan (Appendix D, minutes from the June, 2016, BOR regular meeting).

Following the June 2016 BOR meeting and after a forum held at a planning retreat held by our new President for directors and managers where we reviewed the Accreditation Committee's revisions of core theme objectives to date, the committee felt it necessary to incorporate a fourth core theme of Stewardship of Resources. This fourth core theme is not a direct indicator of student outcomes but instead allows us to strategically plan and utilize our support services, facilities, technology, library, and budget towards serving the educational interests of our students. TMCC plans to present this fourth core theme along with the revisions and additions to core theme objectives and indicators of achievement developed towards the Year One Report and new Institutional Strategic Plan to the Board or Regents at the December 2016 regular meeting.

TMCC's mission and core themes are congruent with an institution of higher learning, and the College fulfills its mission by being responsive to the community, providing high-quality educational programs designed for university transfer, workforce development, or personal enrichment, facilitating learning with support and wrap-around services, and providing student access to students with a variety of academic backgrounds and educational goals. In 2013-2014, over 11,000 students took courses for credit, and TMCC conferred 2,286 associate-level degrees, certificates of achievement, or skills certificates (Appendix B, 2016 TMCC FactBook). The College is scheduled offer accredited Bachelor of Applied (BAS) degrees designed to grow professional skills and respond to the demand for highly technical professionals in the areas of Logistics Operation Management and Emergency Management & Homeland Security in the 2016-2017 or 2017-2018 academic year.

Aside from required contingencies, fund transfers and outstanding debt during the fiscal year, TMCC devotes substantially all of its resources to core expenses, including instruction, academic support, institutional support, student services, and scholarships (Appendix C, 2015-2016 IPEDS Finance Report).

Standard 1.A *Mission*

Standard 1.A.1: *The institution has a widely published mission statement--approved by its governing board--that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from and is generally understood by, its community.*

TMCC has a clear mission statement appropriate to an institution of higher education. It is published on the TMCC website, in the Strategic Master Plan (going forward, this will be referred to the Institutional Strategic Plan), and in the Course Catalog. The mission statement was approved by the College and the Nevada System of Higher Education (NSHE) in 2009. It clearly defines what TMCC's goals are and the values those goals are based on. We use the mission at TMCC to develop learning outcomes on all levels and to help guide us in our programs and efforts. This mission was developed at the College with broad participation from all constituents--faculty, staff, administration, and students. TMCC's greater community has demonstrated a clear understanding of the College's mission.

TMCC Mission (Approved 2009)
Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

TMCC's mission statement reflects its focus on three core themes: student success, academic excellence, and access to lifelong learning. As we add our fourth core theme: Stewardship of Resources, we will need to revise the mission statement to include its values and ideals too. To achieve the original three core themes, we defined a number of values that speak directly to the mission statement. These values serve to guide our institution towards its ideals.

Values (Approved 2009)
The values upon which Truckee Meadows Community College bases its mission and vision statements are the principles, standards and qualities the College considers worthwhile and desirable. The penultimate statement "responsible and sustainable use of resources" already addresses the new core theme we are developing: Stewardship of Resources, which demonstrates that TMCC was already on a trajectory toward adding this new core theme.

Truckee Meadows Community College is committed to:

- Student access and success
- Excellence in teaching and learning
- Evidence of student progress through assessment of student outcomes
- Nurturing a climate of innovative and creative thought
- Collaborative decision making
- Community development through partnerships and services
- Ethical practices and integrity
- Respect, compassion, and equality for all persons
- Responsible and sustainable use of resources
- Fostering attitudes that exemplify responsible participation in a democratic society

Interpretation of Mission Fulfillment
TMCC sees its mission as the best way to meet the needs of our students and our community. Our threefold focus addresses our mission directly through student success, academic excellence, and access to lifelong learning. We see these three parts of our mission as intertwined: student success comes from academic excellence and access, and nurturing lifelong learning is the result of that access, success, and excellence. The addition of a fourth core theme, Stewardship of College Resources (see Standard 1.B.) provides the integration and focus of our support services and physical, technological, and financial infrastructure on mission fulfillment.

Standard 1.A.2: *The institution defines the mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

At TMCC, mission fulfillment is evaluated through core theme objectives and indicators. In response to NWCCU recommendations, the College has revised the planning structure to make sure that the new Institutional Strategic Plan and other institutional master plans are tied directly

to the core themes and their indicators. We have also expanded the way we look at our core themes, objectives, and indicators by addressing them from a number of aspects of the College: Academics, Student Services, Administration, Budget/financing, Facilities, Marketing, and Equity and Inclusion.

Core theme objectives and indicators will be reviewed and discussed regularly to ensure that they are still relevant to TMCC's mission. For each objective, quantitative and qualitative indicators of achievement have been developed to best reflect the goal of that indicator. From those measures, we will establish reasonable targets or benchmarks that move TMCC towards its goals within a specified time frame. These goals are all grounded in the mission statement. An institutional scorecard will document progress toward the goals and mission fulfillment for each indicator. The scorecard will utilize the following rubric:

1 Not Achieved
2 Approaching Achievement
3 Achieved
4 Exemplary Achievement

We will review the qualitative measures such as focus groups and open-ended surveys for recurring patterns and themes, present a summary of these findings to the Planning Council, and decide as a group as to whether we achieved the objective according to the indicator.

The threshold for mission fulfillment is to attain a score of "Achieved" or greater for at least 80% of the core theme indicators. This threshold is similar to our previous mission fulfillment criteria with the addition of the rubric to help us better define that success. The scorecard will be published in the Accreditation Committee's annual report.

We will review progress toward mission fulfillment annually as one of the charges of the Planning Council's Accreditation Committee. The process for evaluation includes multi-level analysis and review. The committee will report on the progress at Planning Council meetings, on our website, and through direct communication with faculty, staff, administration, students, and other stakeholders. The committee is in the process of establishing an annual report to communicate those findings to the campus community. In the past, mission fulfillment was captured in the Strategic Master Plan and updated annually.

Standard 1.B. *Core Themes*

Note: The NSHE Board of Regents approved the direction that the College was taking towards its new Institutional Strategic Plan at its June 2016 regular meeting. We plan to present the addition of a new core theme, the addition and revision of core theme objectives, and the addition of indicators of achievement to the Board for approval at the regular meeting in December 2016. In addition, the College's Planning Council will establish baselines and develop benchmarks for indicators of achievement throughout Fall 2016.

Standard 1.B.1: *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

Following its charge by the Planning Council to prepare the Year One Self-Evaluation Report, the Accreditation Committee examined its current core themes along with the 2014 Strategic Master Plan. We concluded that the themes still represented the purpose of the College with regard to serving students and our community but recognized the need to explicitly incorporate elements of the College's operations and to ensure that indicators of achievement were meaningful as well as assessable and verifiable. The committee thus began with a relatively unstructured brainstorming session on what each of the core themes meant, being cognizant of representing the functional aspects of the College in addition to the ideals manifested within. We then categorized our results into potential objectives, measures or strategies. Before further refinement, the committee articulated the assertions to approaching the new strategic plan that are outlined in the Response to NWCCU Recommendations section of this report.

The Accreditation Committee presented its first draft of core theme objectives at an interactive open forum on April 22, 2016 (Appendix A, List of Contributors). After a brief explanation of the Northwest accreditation process, a review of the recommendations carrying over from the Year Seven Peer Evaluation Report, and the unveiling of the draft objectives, forum attendees were randomly divided into groups by core theme and asked to evaluate the objectives, recommend additions, modifications or deletions, and suggest potential indicators of achievement for the objectives. Revisions were incorporated, and approved by NSHE Board of Regents on June 9, 2016 (Appendix D, June 2016 Board of Regents Regular Meeting Minutes, Item 17).

The Accreditation Committee reconvened in July to draft indicators of achievement. This work in progress was presented to TMCC's new President, who made several suggestions, including some of the new directions she envisioned for the College. The President devoted a considerable portion of the annual Directors and Managers retreat to sharing her visions and evaluating the work of the Accreditation Committee towards the Year One Report. Similar to the open forum held on April 22, the College's directors and managers discussed in small groups and gave feedback. During this session, recurring themes of careful, mindful, or strategic use of funds and resources emerged as being missing. As the Accreditation Committee had been struggling with explicitly incorporating objectives that addressed the College's operations into the existing core themes of Student Success, Academic Excellence and Access to Lifelong Learning, the committee decided to add a fourth core theme of Stewardship of Resources.

Core theme objectives and indicators of achievement, including those for the newly added Stewardship of Resources were vetted an additional two times by the campus community before incorporation into the Year One Report: once in an open forum during TMCC's Professional Development Days on August 18, and a second time by the College's Planning Council on September 6. At the meeting's conclusion, the Planning Council established the setting of indicator baselines and benchmarks as an agenda item for its next monthly meeting. The Planning Council will continue to establish these and then re-present its new core theme, core theme objectives, and indicators of achievement towards its Institutional Strategic Plan to the Board of Regents at their December 2016 Regular Meeting.

Definitions of Core Themes

Student Success: TMCC recognizes that students come to our College with varying goals; consequently, no single definition of "success" can be all-inclusive. All students come to college with a purpose, however, and that purpose usually requires progress and movement towards a particular goal as set by the student. We therefore define student success as progress towards or attainment of the student's educational goal.

Academic Excellence: TMCC defines academic excellence in terms of preparing students for their academic and workforce endeavors. Academic excellence makes student achievement meaningful; in the absence of strong academics, student success indicators only measure a hollow shell. TMCC commits to academic excellence by offering high quality programs, which we ensure through a dedicated and systematic processes of assessment and program review. The results of these processes inform how we plan and dedicate resources to continuously improving our programs. We also recognize that academic excellence is a communal effort and does not occur in the classroom alone. We therefore define academic excellence in how we deliver education, which includes providing an environment that fosters learning, and engaging in ongoing professional development in our disciplines and in pedagogical practices.

Access to Lifelong Learning: TMCC defines access to lifelong learning primarily as being an open access institution, where we welcome and serve students who may not be ready to enter at the college level, or who may not want a traditional degree. In addition, we extend our welcome and opportunity to continue learning to members of the community by providing community enrichment events, as well as to our alumni, who by staying connected with TMCC, contribute to the learning of current students.

***Stewardship of Resources*:** Stewardship of Resources means that TMCC utilizes the resources it has strategically, efficiently, and effectively, as well as optimizing state-funded revenue and seeking new revenue streams to support our mission. Unlike the other core themes, Stewardship of Resources is not a direct measure of student learning; nonetheless, it is critical to its facilitation. Stewardship of our resources connects our strategic planning and initiatives to our outcome-oriented core themes and mission fulfillment by satisfying our core theme objectives (Figure 1).

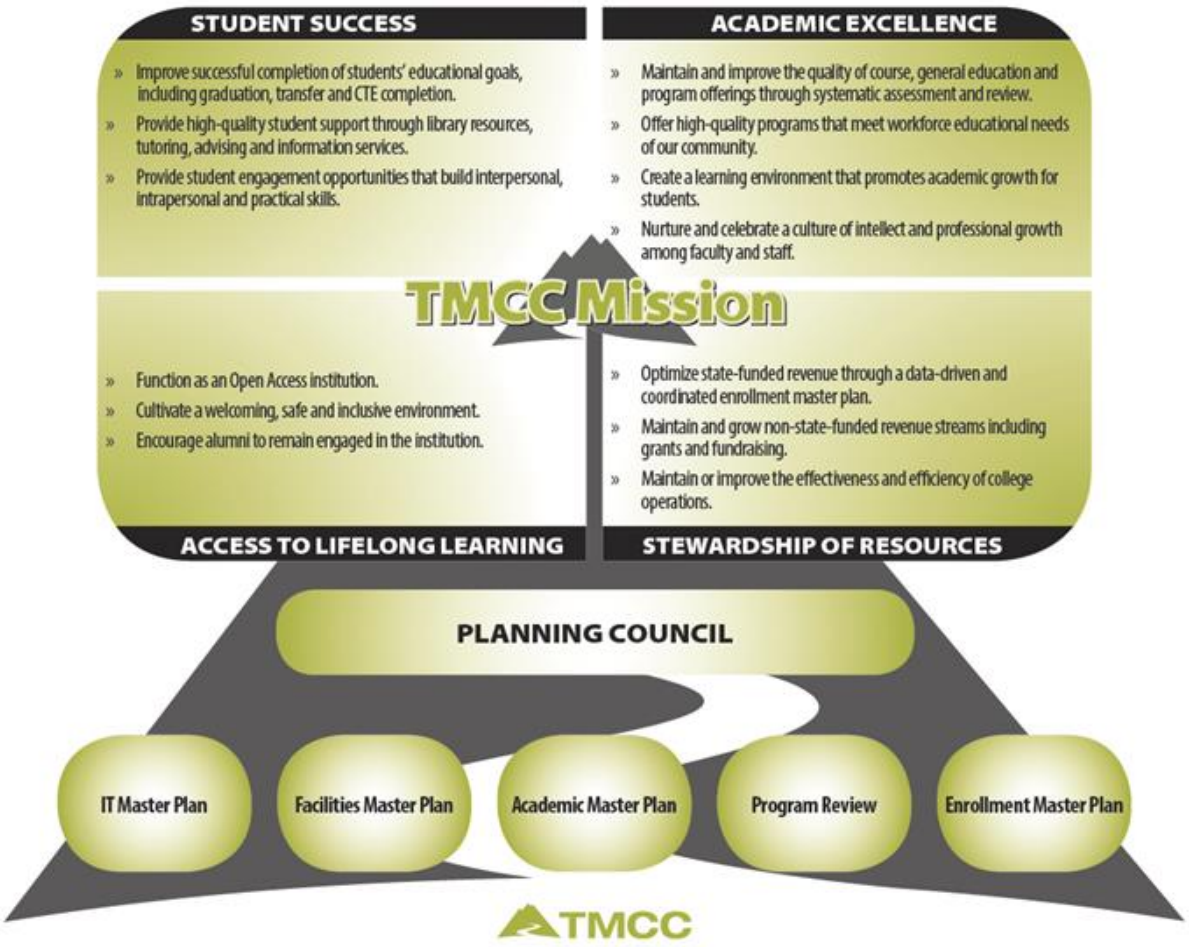


Figure 1. Relationship of Mission, Core Themes and Planning Entities.

Standard 1.B.2: *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Core Theme 1: Student Success

Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.

Objective rationale: TMCC supports student pursuit of a variety of educational goals, including graduation, transfer, career advancement, and personal enrichment. We realize that the diverse students attracted to our institution need wide and varied support to reach their goals.

Indicators of achievement:

1. Successful completion rate in Gateway math and English courses.
2. Student persistence from spring to fall and fall to fall.
3. Graduation rates of degree/certificate-seeking students according to Student Achievement Indicators of Achievement (SAM) and Integrated Postsecondary Education Data System (IPEDS) data broken down by demographics.
4. Transfer rates of AA/AS recipients according to SAM and IPEDS data broken down by demographics.
5. Career and Technical Education (CTE) completion rate broken down by demographics.
6. Student satisfaction rates of educational goal completion and expectations according to the Community College Survey of Student Engagement (CCSSE).

Rationale for indicators of achievement: In response to national and state data showing the importance of college-level (Gateway) math and English courses in student persistence and success in higher education, the NSHE Board of Regents issued a policy (BOR Handbook Title 4, Chapter 16, Section 1) mandating that first-year degree-seeking students be continuously enrolled in a pathway leading to completion of Gateway courses within 2 semesters, or 3 semesters for math or STEM majors. TMCC also recognizes that completing college-level math and English courses is predictive of academic goal completion. Persistence from fall to fall is also a predictor of degree attainment. Data from the Integrated Postsecondary Education Data System (IPEDS) and Student Achievement Measure (SAM) are national assessment frameworks which provide standardized and comprehensive data on graduation and transfer rates for students, and allow TMCC to compare itself to peer institutions. Stratifying these indicators by demographics allows us to determine how effectively we are assisting different student populations, particularly those who are underserved with educational goal attainment. Students are the primary stakeholders in their own education and are able to articulate satisfaction of their goal attainment through the CCSSE.

Objective 2: Provide high-quality student support through library resources, tutoring, advising, and information services.

Objective rationale: High-quality academic support services are essential for students to effectively access and use information that will facilitate learning and their progress through their academic programs.

Indicators of achievement:

1. Percentage of library resources used by students.
2. Course completion rate of students utilizing the Tutoring Center compared to completion rate of students not utilizing tutoring services in matched courses.

3. Graduation rate of students who have at least one Academic Advising session compared to students who do not have an advising session.
4. Percent achievement of Information Technology (IT) computer lifecycle target.

Rationale for indicators of achievement: A high percentage of library resource utilization by students suggests that the library is providing an adequate number of quality resources to facilitate student learning. Enhanced completion and graduation rates of students who have utilized tutoring and advising services compared to those who haven't shows the effectiveness of these services. Achieving the computer life cycle target shows that the IT department is providing students and staff with current technology needed to facilitate learning.

Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.

Objective rationale: Interpersonal, intrapersonal, and practical skills are essential components of a holistic approach to academic and career success. Students must be given the opportunity to develop and advance these skills.

Indicators of achievement:

1. Percentage of students participating in co-curricular and extracurricular activities and utilizing resources.
2. Rate of students engaged in co-curricular and extracurricular activities who complete and graduate in a timely manner as compared to the overall completion and graduation rates of the general student population.
3. Rate of student satisfaction with co-curricular activities, extracurricular activities, and resources according to CCSSE and Graduate Outcomes Survey.
4. Number of outreach initiatives and mentoring opportunities for specific populations.
5. Employer satisfaction with student professionalism in the workplace via employer satisfaction surveys, advisory committee focus groups, and program-developed assessments.

Rationale for indicators of achievement: Participation in and student satisfaction with co-curricular and extracurricular activities and utilization of resources such as career services and Financial Literacy and Money Education by Students (FLAMES) shows that students are engaged in the campus community. Engagement in the campus outside of the classroom is highly correlated with persistence and academic achievement (Kuh, Cruce, Shoup, Kinzie & Gonyea, 2008). Employer satisfaction shows that these activities and services help promote professionalism and other sought-after workplace skills.

Core Theme 2: Academic Excellence

Objective 1: Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.

Objective rationale: TMCC values excellence in teaching and learning, and evidence of student progress through assessment of student outcomes. Systematic review and assessment verifies student learning and achievement, improves teaching, and assures quality courses and programs for our students.

Indicators of achievement:

1. Course Assessment Reports (CARs) with supplementary documented evidence of result review with faculty and an action plan for improvements.
2. Overall score on General Education Objective rubrics for courses assessed for the competencies--Critical Thinking, Communications, People/Cultural Awareness, Quantitative Reasoning, Information Literacy--analyzing the results and planning for future improvement.
3. Program/Unit Review (PUR) findings that lead to improvement action plans.
4. Program and department annual progress reports (APRs) that address improvement action plans.

Rationale for indicators of achievement: Course Assessment Reports (CARs) provide evidence of assessment. The addition of documentation to the CARs showing that results were discussed with faculty and that action plans were developed closes the loop. Scores on common rubrics developed by faculty on the Academic Standards and Assessment Committee provides an institutional measure of how well our students are achieving our General Education competencies. These results should be analyzed and an improvement plan should be implemented to assure that General Education is meeting student needs. Program/Unit Review provides a systematic and cyclical opportunity for departments to reflect on their current contributions to student learning, and to strategize about future improvement, sustainability, and growth of their programs. Annual Progress Reports (APRs) help ensure accountability that action plans stemming from the PUR process are fulfilled. Collectively, these measures lead to improved teaching and learning.

Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.

Objective rationale: For our region to prosper economically and sustain a high quality of life, it needs an educated, skilled, and demographically diverse labor force. By

aligning postsecondary education with the current and emerging needs of business and industry, TMCC helps to meet the specific needs of our community.

Indicators of achievement:

1. Students enrolled in workforce programs that reflect the diverse demographics of our service area.
2. Percentage of BAS, AAS, and Certificate graduates employed within one year of graduation.
3. Number of BAS, AAS, Certificate, STEM, and Allied Health graduates.
4. Number of students completing classes to upgrade current job skills, maintain certification and/or credentials, or improve job prospects through their identified educational goal(s) on the TMCC application and Freshman Welcome Survey.
5. Number of students completing Workforce Development and Community Education (WDCE) workforce programs and employer requests for customized trainings.
6. Documented evidence of AAS/CTE programs incorporating advice from the IAC, programmatic advisory boards, and programmatic accreditors for continual program improvement, summarized in an annual report.

Rationale for indicators of achievement: Monitoring the diversity of our students comparable to our service area helps us to ensure that we are reaching out and recruiting these students to our programs. BAS, AAS and Certificates, which include those of the STEM and Allied Health disciplines, are designed to prepare students more directly for the workforce as opposed to transfer to a 4-year institution. Employment of graduates, especially in their field of study, shows that TMCC's degrees are indeed preparing students with the necessary skills to enter the workforce. Simply taking classes or completing non-credit programs and trainings can also enhance employability skills. Incorporating advice and feedback from external stakeholders into program curriculum helps ensure that TMCC is meeting employer needs within the community.

Objective 3: Create a learning environment that promotes academic growth for a diverse student population.

Objective rationale: A relevant and engaging learning environment enhances the delivery of high-quality instruction that is critical to academic excellence.

Indicators of achievement:

1. Percentage of students involved in project-based learning, student research projects, service learning projects or internships, supported by qualitative interviews.

2. Percentage of faculty who utilize varied and innovative teaching methods reported in the Annual plan and supported by qualitative examples.
3. Student satisfaction rate with the learning environment, teacher/student interaction, and use of technology from CCSSE responses, student evaluations, and graduate survey data.
4. Rate of diverse faculty and staff recruited for new positions at the College.
5. Percentage of classrooms that provide facilities and technology to encourage active learning.
6. Percentage of online courses that are Quality Matters certified.

Rationale for indicators of achievement: Project-based learning, student research projects, service learning projects, and internships have all been identified by the American Association of Colleges and Universities and the Center for Community College Student Engagement as high impact practices that increase student engagement and lead to academic growth. Faculty can further enhance the learning environment through innovation and active learning techniques in the classroom. Students are the primary stakeholders in their education and can articulate their satisfaction with the learning environment through surveys and course evaluations. While the opportunity to hire new faculty and staff does not come often in this environment of budget cuts, the rate at which we recruit diverse candidates for new openings demonstrates the College's commitment to diversity on our campus. A diverse faculty and staff contribute to a rich curriculum and afford opportunities for students of different ethnicities, ages, genders, orientations, academic and financial backgrounds and interests to relate. Outfitting our classrooms with modular seating and technology demonstrates the role of facilities in the active learning environment. Quality Matters certification for our online courses ensures that course materials are accessible and student learning outcomes are communicated effectively.

Objective 4: Nurture and celebrate a culture of intellect and professional growth among faculty and staff.

Objective rationale: Nurturing ongoing professional development supports faculty and staff staying current in their fields, and enhances instruction and effective service to students. Celebration of professional growth encourages this mindset.

Indicators of achievement:

1. Number of professional development and other training opportunities dedicated to improving student success, teaching, and learning.
2. Amount of travel funds awarded to attend disciplinary conferences or conferences focused on improving student success, teaching, and learning.

3. Number and amount of Foundation and external grants awarded to support new classroom or program innovations.
4. Recognition of faculty and staff research, publications, and community involvement via Marketing & Communications articles, in-house presentations and recognition at Convocation.

Rationale for indicators of achievement: Faculty and staff engagement in professional development, either through in-house offerings or travel to off-campus conferences, is a key indicator of an environment that supports academic excellence. Securing and dedicating funds towards classroom or program innovations shows the College's commitment to go beyond standard operations. Recognition of faculty and staff shows that the College values and celebrates their professional accomplishments.

Core Theme 3: Access to Lifelong Learning

Objective 1: Function as an Open Access institution.

Objective rationale: TMCC welcomes and serves students who may not be ready to enter at the college level, who may not want a traditional degree, or who come to us with prior experiential learning that we recognize and value. TMCC fulfills this commitment by providing equal opportunity for members of our community to thrive academically, professionally, and personally.

Indicators of achievement:

1. Successful completion rate in developmental math and English Courses and subsequent enrollment in Gateway courses within 3 semesters for degree-seeking students.
2. Rate of skills certificates offered and earned.
3. Number of non-credit enrichment opportunities and headcount in ABE, ELL, HSE, Silver College, Workforce Development, and Community Education courses.
4. Completion rate of ABE/ELL and HSE students who continue into TMCC postsecondary programs.
5. Percentage of programs with alternative options to earn credit for prior experience.

Rationale for indicators of achievement: Completion of developmental math and English courses and subsequent enrollment in Gateway courses within three semesters by degree seeking students is consistent with national research showing greater success with a reduced number of levels of developmental education and is aligned with NSHE's

mandate. Offering, enrollment in, and completion of skills certificates, ABE, ELL, HSE, Silver College, Workforce Development, and Community Education courses show that TMCC serves non-degree-seeking students. Awarding credit for prior learning experience shows the College's commitment to assisting students who come to us with less traditional academic backgrounds.

Objective 2: Cultivate a welcoming, safe, and inclusive environment.

Objective rationale: People learn best in a safe, inclusive environment where they are welcomed as valued members of the campus community. Extending inclusivity and welcome to guests fosters a positive relationship with our community.

Indicators of achievement:

1. Rate of student satisfaction with the welcoming environment using the comprehensive climate survey, CCSSE, Freshman Welcome Survey, and the Graduation Survey.
2. Number of community enrichment opportunities, presentations, programs, speakers, workshops, and events, supported by qualitative surveys and interviews with event attendees.
    a. Music and Theater productions
    b. Art Gallery showings and receptions
    c. Distinguished Speakers series presentations and other speakers
    d. Campus sponsored events
    e. WDCE enrichment programs
3. Facility and signage projects that address access and safety.
4. Crime statistics reported in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.
5. Percentage of electronic information and technology resources that is accessible, as defined by WCAG 2.0 and section 508 criteria/standards.

Rationale for indicators of achievement: The comprehensive climate survey, CCSSE, Freshman Welcome, and Graduation surveys all indirectly indicate student satisfaction with how welcoming the TMCC environment is, while the number of community enrichment opportunities indirectly indicate what the College is doing to provide a welcoming environment. Although they may be underestimated due to victim non-reporting, the crime statistics reported through the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act do give an indication of how safe the campus is. Facility and signage initiatives demonstrate an institutional concern for safety and accessibility. The percentage of WCAG and section 508-standard technology resources ensures that curriculum is accessible by those needing assistive technology to facilitate their learning.

Objective 3: Encourage alumni to remain engaged in the institution.

Objective rationale: Alumni who remain connected to TMCC support their own lifelong learning and that of current and future students. Alumni contributions promote and sustain the vitality of the College.

Indicators of achievement:

1. Percentage of former TMCC students who join the TMCC Alumni Association.
2. Annual amount of College revenues from alumni donations.
3. Feedback on an in-house alumni survey.
4. Percentage of alumni serving on advisory boards.

Rationale for indicators of achievement: Students who join the TMCC Alumni Association and/or make financial contributions are direct indicators of a vibrant Association and continued connection to the College. Alumni feedback via surveys or service on advisory boards also shows continued engagement with the College.

Core Theme 4: Stewardship of Resources

Objective 1: Optimize state-funded revenue through a data-driven and coordinated enrollment master plan.

Objective rationale: State support is the financial life-blood of the College. TMCC must strategically review its enrollment marketing and enrollment management processes to ensure that enrollment is stable and NSHE Performance Pool targets are met.

Indicators of achievement:

1. Fall and Spring FTE and headcount.
2. Capture rate of Washoe County School District (WCSD) students that matches high school graduation growth rates.
3. Annual headcount and FTE of Jump Start Dual Enrollment students.
4. Fill rates of classrooms, especially during prime time periods.
5. Classroom utilization rates, especially during prime time periods.
6. Meeting or exceeding of NSHE performance pool targets.

Rationale for Indicators of achievement: FTE and headcount is the primary means of receiving state funding, which is still heavily enrollment-based. Capture from the high schools in our primary service area provides the majority of the College's FTE and headcount, which is further enhanced by Jump Start Dual Enrollment. Fill rates and classroom utilization shows that the College is scheduling optimally to meet student

demand. Meeting or exceeding NSHE performance pool targets allows the College to earn back its funding carve-out, which will represent up to 20% of TMCC's apportioned funds by fiscal year 2018.

Objective 2: Maintain and grow non-state-funded revenue streams including grants and fundraising.

Objective rationale: Diversified funding streams provide support to the College by way of scholarships, instructional equipment, professional development, and capital. This support is key to the success of the institution and its mission.

Indicators of achievement:

1. Revenue from WDCE offerings that contribute to the financial stability of the institution.
2. Number and dollar amount of external donations.
3. Percentage of revenue that is grant-based, including TMCC's ability to apply for minority serving institution grants.
4. Percentage of TMCC employees who contribute to the Foundation.
5. Dollar amount and percentage of qualified students awarded scholarships.

Rationale for indicators of achievement: Revenue from WDCE offerings, number and dollar amounts of external donations, and percentage of revenue that is grant-based are direct measures non-state-supported funding, which the College depends on given the current and proposed continued budget cuts to state-supported funding. Of note, our ability to apply for minority serving institution grants allows us to continue to grow diversity on our campus. The percentage of TMCC employees who contribute to the Foundation shows employee investment in the College and is a powerful message when the Foundation solicits donors. The ability to award of scholarships, many of which are not state-funded, to qualified students indicates growth of external funding.

Objective 3: Maintain or improve the effectiveness and efficiency of College operations.

Objective rationale: Effective, efficient College operations are responsive to the needs of the campus community, are sustainable, and are regularly evaluated to ensure they are meeting the needs of their constituents.

Indicators of achievement:

1. Student satisfaction with regard to applying, enrolling, testing into, and paying for courses at TMCC via a Freshman Welcome Survey.
2. Successful efforts to maintain or exceed the NSHE required level of reserves.
3. Successful efforts to promote sustainability initiatives on campus.

4. Use of institutional program/unit review assessment results used to inform planning and budgeting.

Rationale for indicators of achievement: Student satisfaction on various surveys suggests effectiveness and efficiency of operations that most directly impact students. The ability to maintain or exceed the NSHE required level of reserves suggests that financially solvent practices are in place to be able to do so. The use of program/unit review and assessment results allows for ongoing analysis of effectiveness and efficiency, and by tying it to planning and budgeting processes, ensures that College spending has been prioritized and vetted at multiple levels, including multiple departments and the College's Planning Council.

CONCLUSION

TMCC enters this next accreditation cycle under a new executive leadership and planning structure that has already led to productive dialog about how our mission, core themes, objectives, and indicators reflect and work with each other. Our Planning Council is organized in such a way to incorporate a broader range of constituencies in our decision-making processes and has established standing committees that will be responsible for annual reporting on their progress, which keeps us accountable as an institution. We have incorporated a new core theme, Stewardship of Resources, and new core theme objectives that ensure the supportive, operational aspects of the College are reflected in our strategic planning and initiatives. Our indicators of achievement now allow us to better track longitudinal progress and focus on more direct measurements of improvement rather than process as it relates to attainment of student outcomes. In particular, we have adopted a core theme objective (Core Theme: Academic Excellence, Objective 1) with measures that directly verify student learning, lead to improved teaching and learning, and help assure quality of course and program offerings for our students through ongoing and systematic review. Our proposed scorecard with a 4-point rubric enhances our previous criteria for mission fulfillment and will help us to better define and track our progress.

Going forward, TMCC will define baselines and benchmarks for each of its indicators of achievement this fall and present its new Institutional Strategic Plan to the NSHE Board of Regents in December 2016. We will also continue to address the Commission's remaining recommendations, particularly in General Education assessment (see our ad hoc report on this subject) and in comprehensive, systematic, and integrated institutional planning. We look forward to progressing under the guidance of NWCCU's standards on educational quality and institutional effectiveness.

References

Kuh, G. D., Cruce, T. M., Shoup, R., Kinzie, J., & Gonyea, R. M. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. *The Journal of Higher Education, 79*(5), 540-563. doi:10.1353/jhe.0.0019.

Appendix A - List of Year One Report Contributors

Accreditation Committee

- Dr. Melissa Deadmond, Co-Chair
- Professor Cheryl Cardoza, Co-Chair
- Professor Brian Ruf, Academic Standards and Assessment Committee Chair
- Elena Bubnova, Institutional Research Executive Director
- Joan Steinman, Retention Specialist
- Jill Atkinson, Equity and Inclusion
- Michelle Montoya, Tutoring Center Coordinator
- Professor Natalie Russell, English Department Chair
- Professor Jody Covert, Nursing Director
- Christine Boston, Anthropology Instructor

Planning Council, Core Theme Objectives and Indicators presented on September 6, 2016

- Cheryl Cardoza, Professor, English; Faculty Senate Chair
- Mike Holmes, Professor, Construction; Faculty Senate Chair Elect
- Gracee Tout, Administrative Assistant II, Tutoring and Learning Center; Classified Council President
- Heather Combs-Salley, Administrative Assistant II, Academic Advising; Classified Council Vice President
- David Turner, Student Government Association President
- Dr. Julia Hammett, Professor, Anthropology; Nevada Faculty Alliance President
- Michelle Montoya, Coordinator, Tutoring and Learning Center
- Julie Muhle, Coordinator, Dental Assisting
- Phil Smilanick, Professor, Accounting
- Dr. Karin Hilgersom, President; Planning Council Chair
- Dr. Barbara Buchanan, Vice President of Academic Affairs
- Jim New, Interim Vice President of Finance and Administration
- Estela Gutierrez, Vice President of Student Services
- Elena Bubnova, Executive Director, Institutional Research, Analysis and Effectiveness
- Dr. Lance Bowen, Dean, Division of Science
- Dr. Marie Murgolo-Poore, Dean, Division of Business
- Andrew Hughes, Director, Admissions and Records
- Sharon Wurm, Director, Financial Aid
- Jill Atkinson, Director, Equity and Inclusion
- Brandy Scarnati, Program Director, WebCollege and Academic Support Center
- Thomas Dobbert, Director, Information Technology
- Dr. Melissa Deadmond, Associate Dean of Assessment and Planning
- Dave Roberts, Executive Director, Operations and Capital Planning
- John Albrecht, Legal Counsel
- Dr. J. Kyle Dalpe, Interim Dean, Technical Sciences
- Rich Olson, Interim Director, Human Resources

Directors and Managers, Core Theme Objectives presented August 11, 2016

- Amy Williams, Director, Workforce Development and Community Education

- Andy Hughes, Director, Admissions and Records
- Dr. Barbara Buchanan, Vice President of Academic Affairs
- Bob Fletcher, Chair, Social Sciences Department
- Brandy Scarnati, Program Director, Web College
- Cathy Brewster, Manager, Professional Development
- Cheryl Cardoza, Chair, Faculty Senate, and Co-chair, English Department
- Cheryl Scott, Assistant Director, Institutional Research, Analysis and Effectiveness
- Craig Scott, Director, Budget and Planning
- Dr. Damien Ennis, Chair, Math Department
- Dan Bouweraerts, Chair, Visual and Performing Arts Department
- Dr. Daniel Loranz, Chair, Physical Sciences Department
- Darryl Cleveland, Director, Occupational and Safety Training
- Dave Roberts, Executive Director, Facilities Operations and Capital Planning
- Dr. Diane Nicolet, Director, E.L. Cord Child Care Center
- Elena Bubnova, Executive Director, Institutional Research, Analysis and Effectiveness
- Estela LeVario-Gutierrez, Vice President of Student Services
- Grace Tout, President, Classified Council
- Gregory Ellis, Chair, Computer Information Technology Department
- Gretchen Sawyer, Executive Director, Foundation and Institutional Advancement
- Heather Graham Williams, Coordinator, Nutrition
- Henry Sotelo, Coordinator, Paralegal/Law
- Hugh Fraser, Co-chair, English Department
- Jill Atkinson, Director, Equity and Inclusion Office
- Dr. Jill Channing, Dean, Liberal Arts Division
- Jim New, Interim Vice President of Finance and Administrative Services
- Dr. Joan Steinman, Director, Retention Specialist
- Jody Covert, Director, Nursing Program
- John Albrecht, General Counsel
- Dr. John Reid, Chair, History, Political Science and Law Department
- Dr. Julia Hammett, President, Nevada Faculty Alliance
- Dr. Julie Ellsworth, Chair, Biology Department
- Dr. Karin Hilgersom, President, TMCC
- Kate Kirkpatrick, Director, Marketing and Communications
- Kaylene Brady, Coordinator, Student Services
- Kenneth Sullivan, Director, Elizabeth Sturm Library
- Dr. Kyle Dalpe, Interim Dean, Technical Sciences Division
- Dr. Lance Bowen, Dean, Sciences Division
- Lisa Farmer, Executive Assistant, President's Office
- Lori McDonald, Director, Dental Hygiene Program
- Dr. Marie Murgolo-Poore, Dean, Business Division
- Michael Holmes, Chair-elect, Faculty Senate
- Michelle Montoya, Coordinator, Tutoring and Learning Center
- Dr. Natalie Brown, Program Director, Academic Advisement
- Nicole Shimabuku, Coordinator, Student Activities and Leadership
- Patty Avila-Porter, Program Director, Student Outreach and Recruitment
- Rich Olson, Interim Director, Human Resources

- Richard Williams, Director, Accounting Services
- Robert Hernandez, Director, Veterans Upward Bound
- Sharon Wurm, Director, Financial Aid
- Sidney Sullivan, Manager, Career Center
- David Turner, President, Student Government Association
- Dr. Thomas Cardoza, Chair, Humanities Department
- Thomas Dobbert, Information Technologies
- Tony Futia, Program Director, Student Support Services
- Valerie Kelley, Administrative Assistant IV, President's Office

Campus Open Forum, April 22, 2016

- Presenters: Melissa Deadmond and Cheryl Cardoza
    - Sandra Martinez, Dental Assisting Department
    - Linda McGillicuddy, Dental Assisting Department
    - Greg Ellis, Computer Technology Department
    - Brian Ruf, Manufacturing Division
    - Cathy Brewster, Professional Development Office
    - Michelle Montoya, Tutoring and Learning Center
    - Sidney Sullivan, Career Center
    - Estela Gutierrez, Student Services
    - Rich Olson, Human Resources
    - Patty Porter, Recruiting
    - Joan Steinman, Career Center
    - Natalie Russell, English Department
    - Jill Atkinson, Equity and Inclusion Office
    - Christine Boston, Anthropology Department
    - Elena Bubnova, Institutional Research, Analysis, and Effectiveness Office

Professional Development Days, Accreditation . . . It Matters, August 18, 2016

- Presenters: Melissa Deadmond and Cheryl Cardoza
    - President Karin Hilgersom, TMCC
    - Joan Steinman, Student Services
    - Anne Flesher, Math Department
    - Gabriela Brochu, Humanities Department
    - Jill Atkinson, Equity and Inclusion Office
    - Jill Channing, Liberal Arts
    - Kaylene Brady, Student Services
    - Lisa Buehler, Business Division
    - Nancy O'Neal, Business Division
    - Robert Morrin, Western Nevada College
    - Sharon Wurm, Financial Aid
    - Tanya Farnung-Morrison, Humanities Department
    - Zachary Totans, Veterans Services
    - Gail Ferrell, Math Department
    - Julie Ellsworth, Biology and Community Health Sciences Department
    - Lisa Farmer, President's Office
    - Kreg Mebust, Applied Industrial Technologies Department

Appendix B - TMCC 2016 FactBook, extracted pages

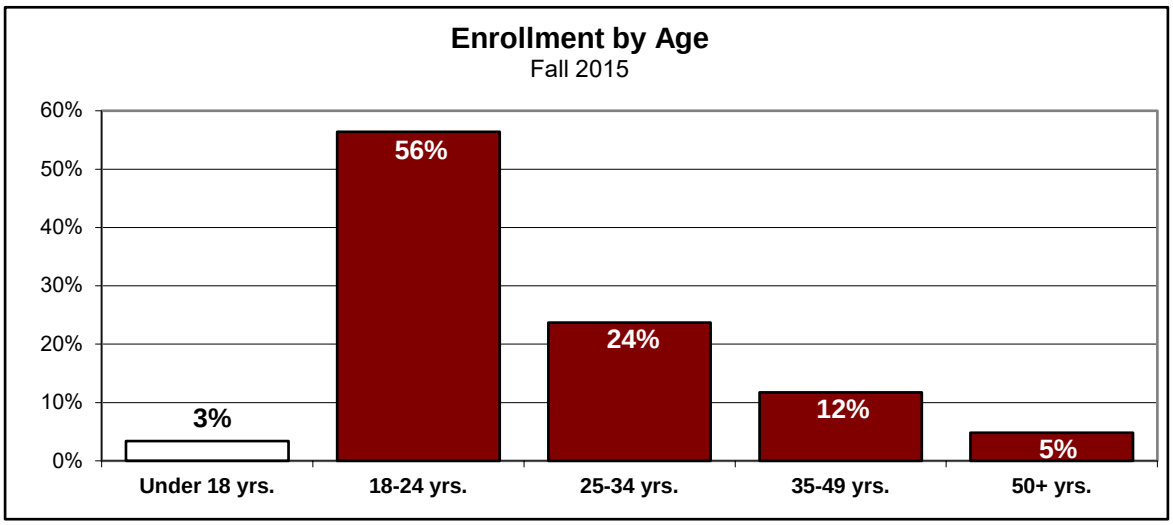
FactBook 2016

QUICK FACTS — FALL 2015

Enrollment Trends	
Total State Supported Headcount	11,584
Total State Supported FTE	6,360
Capture Rate of WCSD Graduates	25%
Student Profile	
Attempted 12+ credits	29%
Earned 12+ credits	19%
New Students	14%
Nevada Residents	93%
Students 18-24 years old	56%
Median Age	23.0
Ethnic Minorities	39%
Female Students	54%
Outcome Measures	
Course Retention Rate	79%
Persistence Rate (Fall 15 to Spr 16)	67%
Graduation Rate (IPEDS Fall 12 Cohort)	30%
Transfer-Out Rate (IPEDS Fall 12 Cohort)	14%
Campus Resources	
Full-time Faculty	154
Part-time Faculty	366
Full-time Staff & Administration	288
Total Square Footage	705,646
External Environment	
Washoe County Population	440,938

Produced by the Institutional Research, Analysis and Effectiveness Office www.tmcc.edu/ir

Enrollment by Age
End of Term Headcount
2010-16

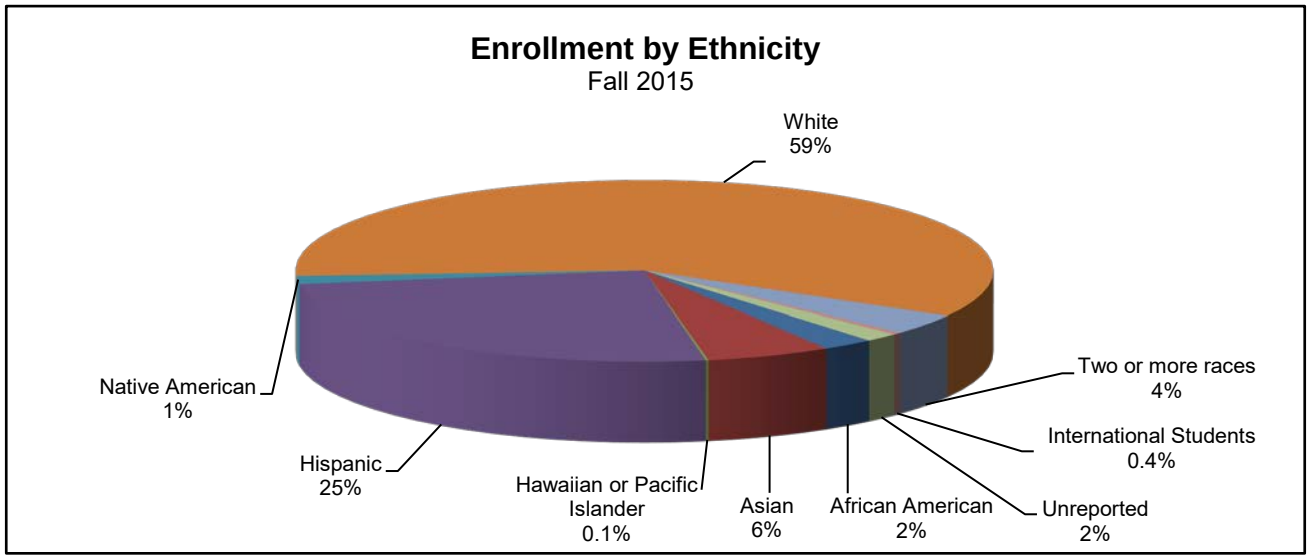


		Under 18 yrs.	18-24 yrs.	25-34 yrs.	35-49 yrs.	50+ yrs.	Total
Fall 10	N	248	7,026	3,352	1,697	816	13,139
	%	2%	53%	26%	13%	6%	100%
Spr 11	N	195	6,810	3,499	1,861	851	13,216
	%	1%	52%	26%	14%	6%	100%
Fall 11	N	259	6,232	2,952	1,587	586	11,616
	%	2%	54%	25%	14%	5%	100%
Spr 12	N	184	6,291	3,161	1,728	619	11,983
	%	2%	52%	26%	14%	5%	100%
Fall 12	N	257	6,748	2,949	1,595	589	12,138
	%	2%	56%	24%	13%	5%	100%
Spr 13	N	182	6,261	2,973	1,609	659	11,684
	%	2%	54%	25%	14%	6%	100%
Fall 13	N	299	6,557	2,752	1,457	621	11,686
	%	3%	56%	24%	12%	5%	100%
Spr 14	N	235	6,200	2,850	1,453	585	11,323
	%	2%	55%	25%	13%	5%	100%
Fall 14	N	342	6,416	2,821	1,383	591	11,553
	%	3%	56%	24%	12%	5%	100%
Spr 15	N	299	6,257	2,804	1,431	587	11,378
	%	3%	55%	25%	13%	5%	100%
Fall 15	N	390	6,530	2,744	1,359	561	11,584
	%	3%	56%	24%	12%	5%	100%
Spr 16	N	331	6,342	2,801	1,242	551	11,267
	%	3%	56%	25%	11%	5%	100%
Average	%	2%	54%	25%	13%	5%	100%

Enrollment by Ethnicity

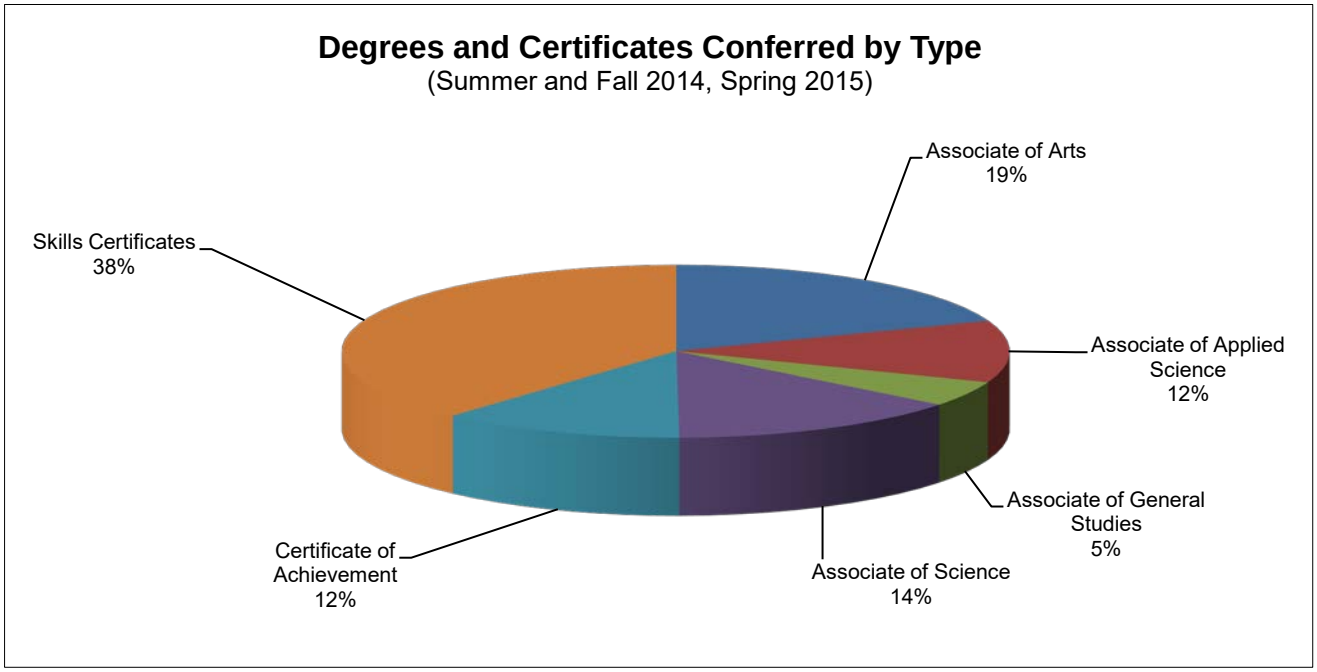
End of Term Headcount

2010-16



		African American	Asian	Hawaiian or Pacific Islander	Hispanic	Native American	White	Two or more races	Inter-national	Un-reported	Total
Fall 10	N	385	640	142	2,458	207	8,688	417	79	123	13,139
	%	3%	5%	1%	19%	2%	66%	3%	1%	1%	100%
Spr 11	N	391	670	114	2,495	215	8,693	398	75	165	13,216
	%	3%	5%	1%	19%	2%	66%	3%	1%	1%	100%
Fall 11	N	340	588	74	2,319	175	7,528	353	59	180	11,616
	%	3%	5%	1%	20%	2%	65%	3%	1%	2%	100%
Spr 12	N	324	616	69	2,436	190	7,714	377	61	196	11,983
	%	3%	5%	1%	20%	2%	64%	3%	1%	2%	100%
Fall 12	N	340	659	47	2,705	170	7,600	373	58	186	12,138
	%	3%	5%	0%	22%	1%	63%	3%	0%	2%	100%
Spr 13	N	324	644	40	2,558	152	7,360	378	56	172	11,684
	%	3%	6%	0%	22%	1%	63%	3%	0%	1%	100%
Fall 13	N	275	633	28	2,714	170	7,278	358	53	177	11,686
	%	2%	5%	0%	23%	1%	62%	3%	0%	2%	100%
Spr 14	N	296	654	24	2,578	162	7,027	354	57	171	11,323
	%	3%	6%	0%	23%	1%	62%	3%	1%	2%	100%
Fall 14	N	252	640	16	2,831	155	7,044	375	49	191	11,553
	%	2%	6%	0%	25%	1%	61%	3%	0%	2%	100%
Spr 15	N	265	659	19	2,703	144	6,934	418	48	188	11,378
	%	2%	6%	0%	24%	1%	61%	4%	0%	2%	100%
Fall 15	N	278	669	15	2,941	166	6,868	420	48	179	11,584
	%	2%	6%	0.1%	25%	1%	59%	4%	0.4%	2%	100%
Spr 16	N	271	661	11	2,831	127	6,694	423	47	202	11,267
	%	2%	6%	0%	25%	1%	59%	4%	0%	2%	100%
Average %		3%	5%	<1%	22%	1%	63%	<1%	0%	1%	100%

Degrees and Certificates Conferred by Type
2007-15



		Associate of Arts	Associate of Applied Science	Associate of General Studies	Associate of Science	Certificate of Achievement	Skills Certificates	Total
2007-08	N	328	217	81	56	47		729
	%	45%	30%	11%	8%	6%		100%
2008-09	N	429	209	78	70	62		848
	%	51%	25%	9%	8%	7%		100%
2009-10	N	510	216	103	88	46		963
	%	53%	22%	11%	9%	5%		100%
2010-11	N	629	230	106	142	198		1305
	%	48%	18%	8%	11%	15%		100%
2011-12	N	536	308	82	118	130		1174
	%	46%	26%	7%	10%	11%		100%
2012-13	N	473	255	87	135	149	534	1099
	%	43%	23%	8%	12%	14%	49%	100%
2013-14	N	553	285	118	235	230	865	2,286
	%	24%	12%	5%	10%	10%	38%	100%
2014-15	N	454	273	112	335	277	904	2,355
	%	19%	12%	5%	14%	12%	38%	100%
Average	%	36%	19%	7%	11%	11%	21%	105%

* Data Source: IPEDS Completions Report.

Appendix C - 2015-2016 IPEDS Finance Report

Finance 2015-16

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are a few new changes to the 2015-16 Finance data collection. A new FAQ clarifying how to report VA education benefits has been added for all institutions. For GASB institutions, a new pension screen (Part M) has been added to accommodate the implementation of GASB Statement 68. Please review the new screen and survey materials carefully. Additionally, instructions for parts J,K,L have been slightly modified and FAQs have been added for clarity.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Finance - Public institutions

Reporting Standard	
Please indicate which reporting standards are used to prepare your financial statements:	
◉	GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
○	FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Finance - Public institutions

General Information
GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2015.)

Beginning: month/year (MMYYYY)	Month:	7	Year:	2014
And ending: month/year (MMYYYY)	Month:	6	Year:	2015

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- (●) Unqualified
- ( ) Qualified (Explain in box below)
- ( ) Don't know (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

- ( ) Business Type Activities
- ( ) Governmental Activities
- (●) Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ( ) Auxiliary enterprises
- ( ) Student services
- (●) Does not participate in intercollegiate athletics
- ( ) Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- ( ) No
- (●) Yes - (report endowment assets)

6. Pension

Did your institution recognize additional (or decreased) pension expense, additional liability (or assets), or additional deferral related to the implementation of GASB Statement 68 for one or more defined benefit pension plans (either as a single employer, agent employer or cost-sharing multiple employer) in Fiscal Year 2015?

- ( ) No
- (●) Yes - (report additional (unfunded) pension information)

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part A - Statement of Financial Position

Fiscal Year: July 1, 2014 - June 30, 2015
If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	Current Assets		
01	Total current assets	37,554,000	**35,974,000**
	Noncurrent Assets		
31	Depreciable capital assets, net of depreciation	58,323,000	**54,700,000**
04	Other noncurrent assets **CV**=[A05-A31]	13,778,000	**11,155,000**
05	Total noncurrent assets	72,101,000	**65,855,000**
06	Total assets **CV**=(A01+A05)	109,655,000	**101,829,000**
	Current Liabilities		
07	Long-term debt, current portion	207,000	**0**
08	Other current liabilities **CV**=(A09-A07)	7,880,000	**6,632,000**
09	Total current liabilities	8,087,000	**6,632,000**
	Noncurrent Liabilities		
10	Long-term debt	4,837,000	**0**
11	Other noncurrent liabilities **CV**=(A12-A10)	22,646,000	**613,000**
12	Total noncurrent liabilities	27,483,000	**613,000**
13	Total liabilities **CV**=(A09+A12)	35,570,000	**7,245,000**
	Net Assets		
14	Invested in capital assets, net of related debt	53,279,000	**54,700,000**
15	Restricted-expendable	17,346,000	**13,846,000**
16	Restricted-nonexpendable	5,436,000	**5,796,000**
17	Unrestricted **CV**=[A18-(A14+A15+A16)]	-1,976,000	**20,242,000**
18	Total net assets **CV**=(A06-A13)	74,085,000	**94,584,000**

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part A - Statement of Financial Position (Page 2)

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Ending balance	Prior year Ending balance
	Capital Assets		
21	Land and land improvements	3,917,000	**3,917,000**
22	Infrastructure	0	**0**
23	Buildings	91,589,000	**90,811,000**
32	Equipment, including art and library collections	9,918,000	**9,680,000**
27	Construction in progress	5,582,000	**342,000**
	Total for Plant, Property and Equipment **CV** = (A21+ .. A27)	111,006,000	**104,750,000**
28	Accumulated depreciation	48,824,000	**50,049,000**
33	Intangible assets, net of accumulated amortization	0	**0**
34	Other capital assets	0	**0**

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2014 - June 30, 2015
DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	11,791,000	11,839,000
02	Other federal grants (Do NOT include FDSL amounts)	410,000	401,000
03	Grants by state government	1,130,000	1,137,000
04	Grants by local government	24,000	0
05	Institutional grants from restricted resources	377,000	0
06	Institutional grants from unrestricted resources **CV**=[E07-(E01+...+E05)]	858,000	1,630,000
07	Total gross scholarships and fellowships	14,590,000	15,007,000
	Discounts and Allowances		
08	Discounts and allowances applied to tuition and fees	5,715,000	6,049,000
09	Discounts and allowances applied to sales and services of auxiliary enterprises	0	0
10	Total discounts and allowances **CV**=(E08+E09)	5,715,000	6,049,000
11	Net scholarships and fellowships expenses after deducting discounts and allowances **CV**= (E07-E10) **This amount will be carried forward to C10 of the expense section.**	8,875,000	8,958,000

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015			
	Report in whole dollars only		
Line No.	**Source of Funds**	**Current year amount**	**Prior year amount**
	Operating Revenues		
01	Tuition and fees, after deducting discounts and allowances	15,543,000	**14,770,000**
	Grants and contracts - operating		
02	Federal operating grants and contracts	6,308,000	**4,887,000**
03	State operating grants and contracts	974,000	**997,000**
04	Local government/private operating grants and contracts	174,000	**295,000**
	04a Local government operating grants and contracts	174,000	**295,000**
	04b Private operating grants and contracts	0	**0**
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	1,208,000	**1,291,000**
26	Sales and services of educational activities	938,000	**1,066,000**
08	Other sources - operating **(CV)** **CV**=[B09-(B01+ ....+B26)]	305,000	**274,000**
09	Total operating revenues	25,450,000	**23,580,000**

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations		**0**
11	State appropriations	29,950,000	**30,028,000**
12	Local appropriations, education district taxes, and similar support		**0**
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	11,791,000	**11,839,000**
14	State nonoperating grants		**0**
15	Local government nonoperating grants		**0**
16	Gifts, including contributions from affiliated organizations	299,000	**490,000**
17	Investment income	1,058,000	**2,540,000**
18	Other nonoperating revenues **CV**=[B19-(B10+...+B17)]	0	**0**
19	Total nonoperating revenues	43,098,000	**44,897,000**
27	Total operating and nonoperating revenues **CV**=[B19+B09]	68,548,000	**68,477,000**
28	**12-month Student FTE from E12**	6,649	**6,732**
29	Total operating and nonoperating revenues per student FTE **CV**=[B27/B28]	10,310	**10,172**

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations		854,000
21	Capital grants and gifts	1,333,000	833,000
22	Additions to permanent endowments	161,000	23,000
23	Other revenues and additions **CV**=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	1,494,000	1,710,000
25	Total all revenues and other additions **CV**=[B09+B19+B24]	70,042,000	70,187,000

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part C - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2014 - June 30, 2015
Report Total Operating AND Nonoperating Expenses in this section

		Expense Natural Classifications							
		1	2	3	4	5	6	7	8
Line No.	Expense Functional Classifications	Total amount	Salaries and wages	Employee fringe benefits	Operation and maintenance of plant	Depreciation	Interest	All other	PY Total Amount
01	Instruction	34,375,000	21,310,000	4,434,000	3,312,000	1,735,000	83,000	3,501,000	32,432,000
02	Research	0						0	0
03	Public service	0						0	0
05	Academic support	6,620,000	3,318,000	870,000	651,000	341,000	16,000	1,424,000	6,583,000
06	Student services	8,700,000	4,780,000	1,289,000	828,000	434,000	21,000	1,348,000	8,137,000
07	Institutional support	10,683,000	5,541,000	1,621,000	1,005,000	527,000	25,000	1,964,000	11,488,000
08	Operation and maintenance of plant (see instructions)	0	2,011,000	741,000	-5,914,000			3,162,000	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	8,875,000						8,875,000	8,958,000
11	Auxiliary enterprises	1,317,000	605,000	129,000	118,000	62,000	3,000	400,000	1,280,000
14	Other expenses and deductions **CV**=[C19-(C01+...+C13)]	234,000	0	0	0	0	0	234,000	0
19	**Total expenses and deductions**	70,804,000	37,565,000	9,084,000	0	3,099,000	148,000	20,908,000	68,878,000
	Prior year amount	68,878,000	35,230,000	9,445,000		3,333,000	0	20,870,000	
20	**12-month Student FTE from E12**	6,649							6,732
21	**Total expenses and deductions per student FTE CV=[C19/C20]**	10,649							10,231

You may use the space below to provide context for the data you've reported above.

Part M - Additional (Unfunded) Pension Information

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Current year amount
01	Additional (or decreased) pension expense	304,000
02	Additional pension liability (or asset)	17,176,000
03	Deferred inflows of resources	4,907,000
04	Deferred outflows of resources	2,042,000

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions **(from B25)**	70,042,000	**70,187,000**
02	Total expenses and deductions **(from C19)**	70,804,000	**68,878,000**
03	Change in net position during year **CV**=(D01-D02)	-762,000	**1,309,000**
04	Net position beginning of year	94,584,000	**93,275,000**
05	Adjustments to beginning net position and other gains or losses **CV**=[D06-(D03+D04)]	-19,737,000	**0**
06	Net position end of year **(from A18)**	74,085,000	**94,584,000**

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2014 - June 30, 2015			
Line No.	**Value of Endowment Assets**	**Market Value**	**Prior Year Amounts**
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	11,032,000	**9,144,000**
02	Value of endowment assets at the end of the fiscal year	11,666,000	**11,032,000**

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Fiscal Year: July 1, 2014 - June 30, 2015					
Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	21,258,000	21,258,000			
02 Sales and services	2,146,000	938,000	1,208,000		
03 Federal grants/contracts (excludes Pell Grants)	6,814,000	6,811,000	3,000		
Revenue from the state government:					
04 State appropriations, current & capital	29,950,000	29,950,000			
05 State grants and contracts	974,000	974,000			
Revenue from local governments:					
06 Local appropriation, current & capital	0				
07 Local government grants/contracts	39,000	39,000			
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants	2,267,000				
10 Interest earnings	3,000				
11 Dividend earnings	384,000				
12 Realized capital gains	450,000				

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part K - Expenditure Data for Bureau of Census

Fiscal Year: July 1, 2014 - June 30, 2015					
Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	37,565,000	36,960,000	605,000		
02 Employee benefits, total	9,084,000	8,955,000	129,000		
03 Payment to state retirement funds (maybe included in line 02 above)	4,409,000	4,369,000	40,000		
04 Current expenditures other than salaries	11,041,000	10,641,000	400,000		
Capital outlay:					
05 Construction	6,018,000	6,018,000			
06 Equipment purchases	730,000	730,000			
07 Land purchases	0				
08 Interest on debt outstanding, all funds and activities	148,000				
09 Scholarships/fellowships	14,590,000	14,590,000			

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2014 - June 30, 2015

Debt

	Category	Amount
01	Long-term debt outstanding at beginning of fiscal year	0
02	Long-term debt issued during fiscal year	5,044,000
03	Long-term debt retired during fiscal year	
04	Long-term debt outstanding at end of fiscal year	5,044,000
05	Short-term debt outstanding at beginning of fiscal year	0
06	Short-term debt outstanding at end of fiscal year	0

You may use the space below to provide context for the data you've reported above.

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2014 - June 30, 2015

Assets

Category		Amount
07	Total cash and security assets held at end of fiscal year in sinking or debt service funds	271,000
08	Total cash and security assets held at end of fiscal year in bond funds	
09	Total cash and security assets held at end of fiscal year in all other funds	29,621,000

You may use the space below to provide context for the data you've reported above.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$15,543,000	23%	$2,338
State appropriations	$29,950,000	44%	$4,504
Local appropriations	$0	0%	$0
Government grants and contracts	$19,247,000	28%	$2,895
Private gifts, grants, and contracts	$299,000	0%	$45
Investment income	$1,058,000	2%	$159
Other core revenues	$2,737,000	4%	$412
Total core revenues	$68,834,000	100%	$10,353
Total revenues	$70,042,000		$10,534

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$34,375,000	49%	$5,170
Research	$0	0%	$0
Public service	$0	0%	$0
Academic support	$6,620,000	10%	$996
Institutional support	$10,683,000	15%	$1,607
Student services	$8,700,000	13%	$1,308
Other core expenses	$9,109,000	13%	$1,370
Total core expenses	$69,487,000	100%	$10,451
Total expenses	$70,804,000		$10,649

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

	Calculated value

FTE enrollment	6,649

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor’s degree students are reported as graduate students.

Edit Report

Finance

Truckee Meadows Community College (182500)

Source	Description	Severity	Resolved	Options
Screen: Financial Position				
Screen Entry	The amount reported is outside the expected range of between 3,622,500 and 10,867,500 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason:	TMCC issued approximately $5,000,000 of debt in FY15 TMCC recorded approximately $22,000,000 of pension liability			
Screen Entry	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	negative value is due to recording of pension liability			
Screen: Net Position				
Perform Edits	The calculated amount of adjustments to beginning net position and other gains or losses in Part D (line 05) is outside the expected range. Please correct your data or explain. (Error #5199)	Explanation	Yes	
Reason:	Adjustment is result of recording pension liability			
Related Screens:	Net Position			
Screen Entry	The calculated amount of change in net position during the year in Part D (line 03) is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5202)	Confirmation	Yes	
Related Screens:	Net Position			

Appendix D - June, 2016, Board of Regents Regular Meeting Minutes, Item 17

Minutes are intended to note (a) the date, time and place of the meeting; (b) those members of the public body who were present and those who were absent; and (c) the substance of all matters proposed, discussed and/or action was taken on. Minutes are not intended to be a verbatim report of a meeting. An audiotape recording of the meeting is available for inspection by any member of the public interested in a verbatim report of the meeting. These minutes are not final until approved by the Board of Regents at the September 2016 meeting.

BOARD OF REGENTS
NEVADA SYSTEM OF HIGHER EDUCATION

Sierra Building, Elizabeth Sturm Library
Truckee Meadows Community College
7000 Dandini Boulevard, Reno

Thursday, June 9, 2016
Friday, June 10, 2016

Video Conference Connection from the Meeting Site to:
System Administration, Las Vegas
4300 S. Maryland Parkway, Board Room
and
Great Basin College, Elko
1500 College Parkway, Berg Hall Conference Room

Members Present:	Mr. Rick Trachok, Chairman Mr. Michael B. Wixom, Vice Chairman Dr. Andrea Anderson Mr. Cedric Crear Mr. Robert Davidson Dr. Mark W. Doubrava Dr. Jason Geddes Mr. Trevor Hayes Mr. James Dean Leavitt Mr. Sam Lieberman Mr. Kevin C. Melcher Mr. Kevin J. Page Ms. Allison Stephens
Others Present:	Ms. Crystal Abba, Vice Chancellor, Academic and Student Affairs Dr. Constance Brooks, Vice Chancellor, Government and Community Affairs Mr. Larry Eardley, Vice Chancellor, Budget and Finance Mr. Bob Moulton, Vice Chancellor, Information Technology Ms. Brooke A. Nielsen, Vice Chancellor, Legal Affairs Mr. Vic Redding, Vice Chancellor, Finance Dr. Marcia Turner, Vice Chancellor, Health Sciences Mr. Frank R. Woodbeck, Executive Director, Nevada College Collaborative Ms. Renee Yackira, Special Advisor to the Chancellor Mr. Dean J. Gould, Chief of Staff and Special Counsel to the Board Dr. Michael D. Richards, President, CSN Dr. Stephen G. Wells, President, DRI Dr. Mark A. Curtis, President, GBC Mr. Bart J. Patterson, President, NSC

Others Present: *(Continued)*

Dr. J. Kyle Dalpe, President, TMCC
Dr. Len Jessup, President, UNLV
Dr. Marc A. Johnson, President, UNR
Mr. Chet O. Burton, President, WNC

Faculty senate chairs in attendance were Mr. Alok Pandey, CSN; Ms. Dana Trimble, DRI; Dr. John Patrick Rice, GBC *(incoming)*; Dr. Roberta Kaufman, NSC; Mr. Eric March, SA; Ms. Cheryl Cardoza, TMCC; Dr. Bill Robinson, UNLV; Dr. David Sanders, UNR; and Mr. Jeffrey Downs, UNR. Student body presidents in attendance were Ms. Jill Robinson, ASCSN President, CSN; Mr. Deep Sengupta, GRAD President, DRI; Ms. Chelsey Fox, SGA President, GBC; Ms. Desiree DeCosta, NSSA President, NSC; Mr. David Turner, SGA President, TMCC; Mr. Carlos Fernandez, CSUN President, UNLV; Ms. Meghan Pierce, GPSA President, UNLV; Mr. Brandon Boone, ASUN President, UNR; Mr. Tyler Ross, GSA President, UNR; and Mr. Cody Shepard, ASWN President, WNC.

Chairman Rick Trachok called the meeting to order at 8:30 a.m. with all members present except Regents Anderson and Stephens. Truckee Meadows Community College *(TMCC)* student Adam Teachout performed the National Anthem. Regent Melcher led the Pledge of Allegiance.

1. Information Only – Introductions and Campus Updates – Meeting attendees made introductions and each President provided campus-related updates on events that have occurred since the Board of Regents' last regular meeting.

   Chairman Trachok thanked President Stephen G. Wells for his two decades of service to the Desert Research Institute *(DRI)* and the Nevada System of Higher Education *(NSHE)*.

   President Wells stated it has been a pleasure to serve as the DRI President under a variety of Regents and Chancellors and thanked the Regents for the opportunity. He acknowledged outgoing Faculty Senate Chair Dana Trimble and GRAD President Jessica Connelly for serving and gave his sincere thanks. He introduced incoming GRAD President Deep Sengupta. President Wells announced Mr. Daniel Saftner has received a Fulbright Fellowship.

   University of Nevada, Reno *(UNR)* President Marc A. Johnson introduced incoming ASUN President Brandon Boone and Faculty Senate Chair Fred Harris. He thanked Mr. Tom Judy for 31 years of service to UNR.

Regent Stephens entered the meeting.

   Great Basin College *(GBC)* President Mark A. Curtis introduced incoming SGA President Chelsey Fox and Faculty Senate Chair John Rice. He thanked outgoing SGA President DeMarynee Saili and Faculty Senate Chair Mary Doucette for their service to GBC. He thanked Dr. Mike McFarlane for 33 years of distinguished service to GBC.

16. Information Only – -Western Nevada College Performance Metrics *(Agenda Item 14)* – *(Continued)*

cohort classes. The Jump Start College program provides access to a college education for students who would never otherwise have.

Mr. Jones noted he had two goals for the Jump Start College program at Fernley High School: 1) to have a meaningful senior year of high school; and 2) for the students to be ready for college. The first year cohort was 40 students and Fernley High School purchased all their books. WNC helped by not changing the books yearly. The first year was broken into 12 credits per semester. The juniors who decided they wanted to obtain their Associate's degree did take summer courses and were required to take them on the high school campus. On May 23rd, 13 students received their Associate's degree from WNC and on May 27th they received their high school diploma from Fernley High School.

Ms. McKenzie Lawson stated she graduated from both Fernley High School and the WNC Jump Start College program and will attend UNR in the fall. Ms. Lawson stated it was a challenge as she made many sacrifices. The program is a challenge and an accomplishment she will carry with her the rest of her life. She understands the rigor of college and how important it is to manage your time.

Regent Melcher asked Ms. Lawson to recruit her friends to become teachers and make sure to get involved in college.

President Johnson asked Ms. Lawson if it was supportive to go through this experience with the cohort. Ms. Lawson responded yes. The cohort takes their classes together, studies together and pushes one another.

Regent Hayes asked Ms. Lawson to return in one year to report to the Board how well the Jump Start College program prepared her for the rigors of UNR.

Chairman Trachok thanked President Burton for the presentation and added he would like to see programs like this at all the community colleges.

17. Approved – Institutional Strategic Plan Update, TMCC *(Agenda Item 16)* – The Board approved the TMCC Institutional Strategic Plan update. *(Ref. BOR-16 on file in the Board Office.)*

President Dalpe and Faculty Senate Chair Cheryl Cardoza presented the TMCC Institutional Strategic Plan including the timeline, Northwest Commission on College and Universities *(NWCCU)* accreditation cycle, the fall 2015 year seven accreditation findings – commendations and recommendations, year one self-evaluation, institutional strategic plan structure, institutional strategic plan, core theme 1: student success, core theme 2: academic excellence, core theme 3: access to lifelong learning, and accreditation committee members.

17. Approved – Institutional Strategic Plan Update, TMCC *(Agenda Item 16)* – *(Continued)*

Regent Leavitt moved approval of the TMCC Institutional Strategic Plan update. Regent Geddes seconded.

Regent Melcher asked TMCC to consider mentoring by the second year students.

Motion carried. Regent Page was absent.

18. Approved – *Procedures and Guidelines Manual* Revision, 2017-19 Tuition and Fees, University of Nevada School of Medicine *(Agenda Item 17)* – The Board approved the tuition and fee structure for the 2017-19 biennium for the University of Nevada School of Medicine, which reflects an increase in resident tuition and fees of 4 percent per year for each year of the 2017-19 biennium. The Board also approved allocating the full amount of the increase to the State Supported Operating Budget of the Medical School, net of any increases in the UNR General Improvement, Capital Improvement, Activities and Programs and Technology fees and the Student Access Fee. The Student Access Fee is calculated as a percentage of Tuition and Fees and therefore results in an automatic increase. *(Ref. BOR-17 on file in the Board Office.)*

Regent Geddes moved approval of the tuition and fee structure for the 2017-19 biennium for the University of Nevada School of Medicine and allocating the full amount of the increase to the State Supported Operating Budget of the Medical School, net of any increases in the UNR General Improvement, Capital Improvement, Activities and Programs and Technology fees and the Student Access Fee. Regent Leavitt seconded.

Regent Geddes recommended the System begin looking at increasing the Capital Improvement Fee for deferred maintenance.

Motion carried. Regent Page was absent.

19. Approved – *Procedures and Guidelines Manual* Revision, 2017-19 Tuition and Fees, William S. Boyd School of Law, UNLV *(Agenda Item 18)* – The Board approved the 2017-19 biennium tuition and fees for the UNLV William S. Boyd School of Law. *(Ref. BOR-18 on file in the Board Office.)*

Regent Hayes moved approval of the 2017-19 biennium tuition and fees for the UNLV William S. Boyd School of Law. Regent Davidson seconded. Motion carried. Regent Page was absent.