



Ad Hoc Report

**On Recommendations 3, 5, 6, and 7
from the 2015 Year Seven Peer Evaluation**

**Prepared for
The Northwest Commission on Colleges and Universities**

**Truckee Meadows Community College
September 2018**

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Introduction

The Northwest Commission on Colleges and Universities (NWCCU) provided Truckee Meadows Community College (TMCC) a list of seven (7) recommendations in its 2015 Year Seven Peer Evaluation. Recommendations 1, 2, and 4 have been addressed in previous reports sent to NWCCU. In this ad hoc report, TMCC addresses the following four recommendations:

Recommendation 3: *While the Nevada System of Higher Education Regents are to be commended for their commitment to ongoing professional development and to initiating a discussion regarding board evaluation, the committee recommends that they fully develop, adopt, and implement a systematic method for evaluating their performance (Standard 2.A.8).*

Recommendation 5: *The committee recommends that the College's library engage in systematic, periodic, and comprehensive planning related to library and information resources, guided by data and used for performance and service improvement (Standard 2.E.2).*

Recommendation 6: *The committee recommends that the College fully adopt, publish, review regularly, and adhere to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials (Standard 2.G.2).*

Recommendation 7: *While there is evidence that a wide range of planning activities occur at the College, the committee recommends that such planning reflect a systematic, integrated, and comprehensive approach that defines, supports, and guides mission fulfillment efforts (Standard 3.A.1).*

Recommendation 3 (Board of Regents Evaluation)

Recommendation 3: *While the Nevada System of Higher Education Regents are to be commended for their commitment to ongoing professional development and to initiating a discussion regarding board evaluation, the committee recommends that they fully develop, adopt, and implement a systematic method for evaluating their performance (Standard 2.A.8).*

In the reaffirmation of accreditation letter to Truckee Meadows Community College on January 26, 2016, NWCCU presented a recommendation regarding a performance evaluation for the Board of Regents of the Nevada System of Higher Education (NSHE), as listed above.

In its August 2016 retreat, the Board of Regents took the first steps in outlining an evaluation process. On October 19-20, the Board of Regents called a special board meeting to engage in a self-assessment process led by the Association of Governing Boards of University and Colleges (AGB). During this meeting, AGB worked with the Chancellor and the board on a self-assessment for the NSHE Board of Regents. See Appendix A1, *Letter From AGB to Chancellor Reilly*. This letter acknowledges that the board's meeting and discussions reflected NSHE's policy on annual board self-evaluations (Handbook, Title 1, Article V, Section 25). According to the letter, "The board engaged in meaningful and productive discussions that focused on strategies for improving board efficiency and effectiveness; strengthening communication and relationships among board members, with you, and with institution presidents; and fostering a renewed sense of commitment to the mission and goals of NSHE."

The work with AGB included interviews with regents and presidents, exploration of themes that arose in those interviews, and plans for making the system more responsive to its mission. See Appendix A2, *Special Meeting Agenda, Board of Regents, January 19, 2018*. The board committed to ongoing self-evaluation.

Chancellor Reilly is proposing a Strategic Master Plan revision that revolves around five core themes: Access, Success, Closing the Achievement Gap, Workforce, and Research. The Chancellor held open forums on this topic in Fall 2017 with a broad array of constituents including NSHE institutions and system staff. See Appendix A3, *NSHE Strategic Values, Goals, Metrics & Peers*. NSHE has set up a series of data dashboards to track metrics on each goal.

Ad Hoc Report on Recommendation 3 (Board of Regents Evaluation) Contributors:

Dr. Kyle Dalpe, Dean, Technical Sciences Division

Cheryl Cardoza, Professor of English, Faculty Senate Chair (2016-18)

Recommendation 5 (Library)

Recommendation 5: *The committee recommends that the College’s library engage in systematic, periodic, and comprehensive planning related to library and information resources, guided by data and used for performance and service improvement (Standard 2.E.2).*

Introduction

In Fall 2015, NWCCU examined documents and interviewed library and academic faculty, staff, and the director, at the time, of the TMCC Elizabeth Sturm Library. NWCCU reviewers found that “the library fails to participate in processes that reflect planning, assessment of services and offerings, and the use of results for performance improvement.” Further, they found “no evidence of data gathering, tracking, or assessment currently tied to the information literacy/critical thinking General Education outcomes.” Lastly, they mention, “An interview with the library director, library faculty and staff, and materials provided in the evaluation room and by the library director did not demonstrate a consistent method for regular data gathering, assessment of user services and collections or prioritization for collection planning. The Sturm Library has experienced significant turnover in library leadership over the last six years, which library staff and faculty interviews verified has resulted in sporadically gathered data, lack of a planning process and a general absence of systematic evaluation.” The reviewers were correct in many of these conclusions.

Leadership

Many of these opportunities for improvement stem from frequent turnover in the college’s library director position, hindering continuity in direction, goals, follow-through, and systemic processes of data collection and analysis. The last permanent director served in a .5 position for two years before retiring in June 2017. In Fall 2017, the college was unable to secure a full-time library director due to a failed search. Dr. Jill Channing, Dean of Liberal Arts, served as Interim Library Director in 2017-18 due to her experience overseeing an academic library at another institution. In June 2018, veteran librarian and tenured faculty member John Fitzsimmons was named Interim Library Director. TMCC will again advertise for a permanent, full-time Library Director in Spring 2019.

Planning

During Fall 2017, Dr. Channing and library staff began strategic planning, developing indicators for the College Strategic Master Plan in order to develop a comprehensive [Library Strategic Plan](http://www.tmcc.edu/flipbook/master-plan/library/). < <http://www.tmcc.edu/flipbook/master-plan/library/>> See Appendix B, *TMCC Library Strategic Plan*. The group used SWOT analysis strategies (Strengths/Weaknesses/Opportunities/Threats) to develop goals and corresponding objectives, measures, strategies, and resources.

Regular monthly staff meetings commenced in Fall 2015 for staff to consider planning and library issues. Staff meetings are also utilized as training opportunities, with guests from other areas of the college pertinent to library operations, such as disability services and online education.

Staff surveyed faculty and students in Spring 2016 in order to obtain information for the Strategic Library Plan. Two hundred students responded; of this number, 163 had utilized library services. Students were generally “satisfied” or “very satisfied” with library services. Seventy-six faculty members completed the survey. A trend noted in the faculty survey indicated a lack of awareness of available library services, leading us to develop strategies that would bring awareness of resources to the campus community. Data obtained from the two surveys supported planning development for the 2017-18 and 2018-19 academic years.

In Spring 2016, staff began a systematic review of current policies along with a parallel effort to formalize policy development and periodic review processes. Since then, individual policies have been addressed such as customer service and resource purchase request protocols. Policies continue to be updated as needed.

Survey data and staff input indicated the need to improve the library web site and better utilize Libguides software, an obvious first action to improve communication with faculty. The Library Director began attending meetings of the Faculty Senate Library Committee in Fall 2015. The Faculty Senate Library Committee includes teaching faculty, library faculty, and library staff. Dr. Channing continued Library Committee collaboration in 2017-18.

Three strategic planning goals that faculty and staff identified were the following:

- 1) Increase faculty and student awareness and use of library resources and services
- 2) Increase satisfaction with library services and facilities
- 3) Increase community outreach, collaborations, and library sponsored events

Librarians and faculty further analyzed survey results and web site/database usage statistics in order to determine topics and strategies moving forward. Thirty-six key strategies emerged. Ten are highlighted below. These strategies will establish baselines for ongoing analysis.

- 1) Increase electronic resources, including e-books and databases with high quality scholarly materials
- 2) Market new and existing services and evaluate whether those efforts translate into increased use
- 3) Establish a formal faculty and library liaison program for academic departments
- 4) Ensure via online resource request process and faculty collaborations that physical collection is based on faculty and student needs
- 5) Change budget development process to align with strategic initiatives
- 6) Support a modern digital age learning commons

- 7) Develop, communicate, and implement standard of quality customer service across all library locations
- 8) Implement an intuitive, user-friendly online library experience that promotes discovery and learning
- 9) Assess resources for non-traditional students; provide additional support to enhance ease of access and usability
- 10) Work with the Library Committee and community stakeholders to increase community programming/events, including collaboration with units such as Tutoring, Computer Labs, Career Center, Diversity and International Student Center, and Veterans Resource Center

Many of these strategies have been implemented. For example, librarians have begun significant collaborations with community groups such as Osher Lifelong Learning Institute, the Washoe County Library System, and campus groups and events such as the TMCC Resource Fair, Campus Forums, Professional Development Days, and Free Friday Genealogical Class in the Library. Further, with the help of the Library Committee, library staff have directed acquisition funds to resources designated by faculty for use with specific student assignments.

From the 2015 Year Seven Peer Evaluation:

At this time, there is no evidence of data gathering, tracking, or assessment currently tied to the information literacy/critical thinking General Education outcomes.

Library Participation in GE Assessment

In order to assist in data gathering, tracking, and assessment tied to the information literacy and critical thinking General Education outcomes, beginning in Fall 2017 library faculty sat on the Curriculum Review Committee and the Academic Standards and Assessment Committee. Librarians assisted in reviewing critical thinking and information literacy GE rubrics and assisted in assessing student work in relation to these outcomes. Librarians are currently pursuing an assessment partnership with the English Department in order to identify high-impact tasks that relate directly to critical thinking and information literacy. Furthermore, librarians have partnered with faculty to offer professional development sessions about teaching information literacy. One of these was offered in Spring 2017: “Information Literacy in an Age of Information Confusion.” Library faculty and staff will continue to collaborate with teaching faculty to implement initiatives and assessment results, engaging in the continuous quality improvement cycle. Library faculty and English Department faculty have a long-standing working relationship in the development and assessment of information literacy in the form of ENG 098, 101, and 102 library assignments that are required for all ENG composition students. Ongoing collaboration will involve assessment of these assignment outcomes. Further, librarians and library staff developed surveys circulated in Fall 2017 to measure basic information literacy and library services satisfaction. 2017 marks a baseline for this data.

In Spring 2018, the library implemented CREDO's Information Literacy Module. The InfoLit Modules provide high quality, ACRL-aligned instructional materials to help librarians deepen the quality of student instruction on research strategies and techniques. With 60 high-quality videos, tutorials, and quizzes, the InfoLit Modules are ideal for supplementing existing lessons, for "one shot" library instruction sessions, and for addressing gaps in classroom or online teaching. A demonstration session was offered during mandatory Professional Development Days in Spring 2018. Library faculty also demonstrated the module during department meetings and sessions offered to part-time faculty during Professional Development Days. The benefits of these modules are the following:

- Free up classroom time with ready-made materials for subject-specific instruction
- Easily scale consistent baseline materials across multiple courses or campus-wide
- Customize modules to specific courses without sacrificing consistency
- Stay up to date with current trends like fake news and media bias with regularly updated content
- Analyze usage and assess student performance with the Credo Insights analytics platform
- Simplify collaboration with a faculty-focused module and course materials
- Embed resources directly into Learning Management Systems or LibGuides
- Increase retention through stronger information literacy and critical thinking skills
- Offer ADA compliant resources

From the 2015 Year Seven Peer Evaluation:

No substantial evidence was found to demonstrate the regular, systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services.

The Faculty Senate Library Committee and Academic Department Chairs will assist library staff in developing a faculty liaison program whereby a faculty member from each academic department will be identified as a library liaison to help ensure the regular and systemic evaluation of quality, adequacy, utilization, and security of library and information resources and services. Further, the 2017-2022 Library Strategic Plan will be updated at least annually for Vice President of Academic Affairs approval.

In Fall 2017, library and tutoring staff developed surveys to measure quality, adequacy, and utilization of library and learning commons resources and services. Some survey findings follow:

- 24% of students surveyed reported that they spend (on average) 1-4 hours per week in the Learning Commons; 23% spend 5-9 hours per week; 20% spend 10-14 hours per week; and 29% spend more than 14 hours per week in the Learning Commons
- 81% reported that they stay in the library to continue studying on the first floor following tutoring; 30% reported that they stay in the library to study on the second floor (quiet zones)

- 20% asked questions of the library staff; 7% sought support from circulation staff; 9% asked for technical assistance from library staff; 12% found a book or article for one of their assignments with librarian assistance; 49% logged into a learning commons computer; 22% accessed one of the library databases

These results demonstrate that the college's learning commons model continues to be effective and continue to be used as the college develops architectural and interior designs the phase II remodel which will emphasize connectivity, computer availability, comfortable seating, ready charging, and ready access to tutoring staff, library faculty, and library staff.

Summary

Through inclusive decision-making structures, the library establishes, regularly reviews, and revises as necessary its policies and procedures in order to promote effective management and operation of library/learning commons functions in fulfillment of its mission, goals, and objectives.

Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced. [See < http://www.tmcc.edu/library/policies/>](http://www.tmcc.edu/library/policies/).

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process and that budget and resources are aligned with curricula as well as student and faculty needs. Library faculty collaborate with teaching faculty to ensure adequate instruction in critical thinking and information literacy. [See <http://www.tmcc.edu/faculty-senate/standing-committees/library-committee/>](http://www.tmcc.edu/faculty-senate/standing-committees/library-committee/).

Consistent with its mission and core themes, the institution provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered. [See <http://www.tmcc.edu/library/hours/>](http://www.tmcc.edu/library/hours/). [See <http://www.tmcc.edu/library/student-services/>](http://www.tmcc.edu/library/student-services/).

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. The Library Committee, Accreditation Committee, and library faculty and staff collaborated to form a five-year strategic plan in which the 2017-18 academic year will establish benchmarks.

The faculty liaison program, Library Committee, library faculty and staff outreach, and formal library events provide appropriate instruction and support for students, faculty, staff, administrators, and others as appropriate to enhance efficacy in obtaining, evaluating, and using library and information resources, wherever offered and however delivered.

The Library's Strategic Master Plan calls for regular and systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Ad Hoc Report on Recommendation 5 (Library) Contributors:

Jill Channing, Dean, Liberal Arts Division and 2017-18 Interim Library Director
Library Faculty and Staff

Recommendation 6 (Hazardous Materials)

Recommendation 6: *The committee recommends that the College fully adopt, publish, review regularly, and adhere to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials (Standard 2.G.2).*

The TMCC Environmental, Health, and Safety (EH&S) Office is charged with overseeing the safe handling, storage, and disposal of hazardous materials and wastes procured and generated by the institution. TMCC complies with all current regulations adopted and promulgated by applicable federal, state, and local laws and statutes in regards to the safe use, handling, storage, and disposal of hazardous materials and hazardous wastes.

TMCC is categorized as a Conditionally Exempt Small Quantity Generator (CESQG) of hazardous waste as defined in the Resource Conservation and Recovery Act (RCRA), 40 CFR section 262.13. These regulations, as well as other applicable federal regulations, are enacted and enforced by (but not limited to):

- Environmental Protection Agency (EPA) under Subtitle C of the Resource Conservation and Recovery Act (RCRA) 40 CFR Parts 260-280, and 148 where applicable
- Occupational Safety and Health Administration (OSHA) 29 CFR Section 1910 and 1926, General Industry and Construction Industry respectively
- Nevada Division of Environmental Protection (NDEP) and applicable Nevada Revised Statute (NRS) and/or Nevada Administrative Code (NAC)

Since NWCCU issued Recommendation 6, TMCC Policy 5118 for Hazardous Material (HAZMAT) Handling was implemented. TMCC's Hazardous Materials procedures are outlined in the Hazardous Materials Preparedness and Prevention Plan (HMPPP), and the Hazardous Waste Management Plan (HWMP), which both live on the TMCC EH&S [webpage](http://www.tmcc.edu/environmental-health-safety/environmental-management/). See <<http://www.tmcc.edu/environmental-health-safety/environmental-management/>>. In addition, several written procedures were drafted to supplement the policy. TMCC also recruited a full-time Environmental, Health, and Safety Manager to oversee the implementation and sustainability of the EH&S program. Current updates on related documents include the following (all documents are housed within and linked from "Policies and Procedures" on the EH&S webpage referenced above):

- OSHA's **Written Workplace Safety Program**, or [WWSP](#)
- OSHA's required **Bloodborne Pathogens Program** is [a plan](#) communicated to any worker/student who may be exposed to blood/bodily fluids in the course of work/studies
- OSHA mandated **Hazard Communication Program**, or [HAZCOM](#), is communicated to and understood by all employees/students that have any exposure to hazardous materials /chemicals

- **Radiation Safety Plan:** This [plan](#) follows the compliance guidelines set forth by Nevada's Radiation Control Program dictated by NRS chapter 459. This plan complements the internal procedures that the Radiological Tech and Veterinary Tech programs use regarding radiation safety
- **Biological Safety Manual:** This manual outlines very specific technical procedures. It is currently in unpublished draft form and requires a thorough review
- **Chemical Hygiene Plan:** This plan is in unpublished draft form

The TMCC EH&S Manager reports to the Executive Director of Facilities Operations and Capital Planning in the Finance and Administrative Services department. The TMCC EH&S Office maintains the following responsibilities regarding the safe handling, storage, and disposal of hazardous materials and wastes:

- **Hazardous Materials:** The EH&S Office oversees the Hazardous Communication (HAZCOM) Program and is the point of contact for all chemical related questions and concerns. The EH&S Office is also involved in new projects and procurements of new chemicals as part of the management of change.
- **Hazardous Waste Storage:** The TMCC Hazardous Waste storage facility is located on the ground floor of the Red Mountain Building in room #140. It is a secure storage area that houses waste from a variety of sources including photographic processing chemicals, physical sciences laboratory wastes, dental hygiene and veterinary technician program wastes, as well as various other solid and liquid wastes generated from the routine maintenance and upkeep of the college. The storage facility is managed per RCRA's 40 CFR section(s) 260.10, 265.171, 265.173, 270.2, and OSHA's 29 CFR section 1910.120 (j)(1).
- **Universal Waste Storage:** Universal wastes, managed under RCRA 40 CFR section 273, are also stored in the TMCC Hazardous Waste storage facility as well as two additional accumulation areas in the Facilities Services Grounds yard. These wastes include spent fluorescent lamps, bulbs, non-PCB ballasts, various batteries, spent aerosols, and Bio-hazardous wastes including Sharps and contaminated PPE from TMCC's various Health Science programs.
- **Hazardous Waste Management:** It is the responsibility of the EH&S Office to manage the full life of chemical usage including the tracking through documentation and recordkeeping of the proper disposal of all hazardous and universal waste generated at TMCC. Although Very Small Quantity Generators are not bound by the manifesting and Land Disposal Restrictions that larger quantity generators are, TMCC manages all hazardous and universal waste under the same requirements that are set forth by TMCC's hazardous waste transport and disposal contractor(s). Records of disposal are housed in the EH&S Office.
- **EH&S Audits and Inspections:** TMCC conducts and undergoes a variety of audits and inspections from various internal and regulatory sources in regards to chemical, hazardous material, and hazardous waste management. Regular inspections include:

- o City of Reno Environmental Control (permit driven)
- o State of Nevada Fire Marshall
- o Global Risk Consultants (Property and Loss)
- o Washoe County Health District Air Quality Division (permit driven)
- o EPA Region 9 (initial EPA i.d. application inspection)
- o Nevada Department of Environmental Protection (NDEP)
- o Internal EH&S Office

Documentation of regulatory and other inspections are housed in the EH&S Office. Internal inspections are both scheduled and impromptu. Deficiencies are typically handled through an electronic work order system. Additionally, results of such inspections are provided to respective area deans, managers, and/or respective supervisors.

Ad Hoc Report on Recommendation 6 (Hazardous Material) Contributors:

Ben Davis, Manager, Facilities Operations and Capital Planning

Dr. Julie Ellsworth, Dean, Sciences Division

Brian Ruf, Professor, Drafting Technology

Recommendation 7 (Planning)

Recommendation 7: *While there is evidence that a wide range of planning activities occur at the College, the committee recommends that such planning reflect a systematic, integrated, and comprehensive approach that defines, supports, and guides mission fulfillment efforts (Standard 3.A.1).*

The Planning Council

In response to NWCCU Recommendation 7, TMCC has more clearly defined its planning structure, establishing a cross-representative [Planning Council](http://www.tmcc.edu/president/planning-council/) See <<http://www.tmcc.edu/president/planning-council/>>. to serve as the central coordinating body for the college's planning efforts. The Planning Council meets monthly during the academic year. Its membership consists of:

Constituent Representatives

Faculty Senate Chair and Chair Elect
Full-time (4) and part-time (3) faculty members
Classified Council President and staff member
Nevada Faculty Alliance President
Librarian

Student Government Association officers (3)
Tutoring and Learning Center Coordinator

Standing Members

College President
Vice Presidents (3) and Assoc. Vice President
Equity and Inclusion Program Manager
Academic deans (4)
Assoc. Dean of Assessment and Planning /
Accreditation Liaison Officer
Human Resources Director
Admissions and Records Director
Executive Director of Student Support Services
Information Technology Director
Web College Program Director
Operations & Capital Planning Exec. Dir.
Legal Council (as needed)

The Planning Council reviews, considers, and seeks input from campus constituencies, including its standing subcommittees, who report to the council: Academic and Student Services, Accreditation, Budget, Enrollment Management, Diversity, Facilities, Safety, and Technology. Among other responsibilities, the council serves to:

- Review and update TMCC's Mission, Core Themes, and Strategic Master Plan (SMP)
- Ensure alignment of divisional and other units' strategic plans to the SMP
- Establish the college's long-term and annual planning priorities
- Recommend institutional priorities based on review of internal and external data from the following:
 - TMCC institutional research, admissions, and other offices
 - Nevada System of Higher Education (NSHE)
 - State of Nevada
 - Federal initiatives
 - Stated goals of the Board of Regents and College President
 - The TMCC Strategic Master Plan

A Systematic and Comprehensive Approach Toward Mission Fulfillment

With its structure and charges, the Planning Council has become the custodian of the TMCC Strategic Master Plan, which directly reflects the college’s Core Themes: Student Success, Academic Excellence, Access to Lifelong Learning, and Stewardship of Resources. The council tracks core theme objectives and assesses indicators of achievement. See Figure 1.

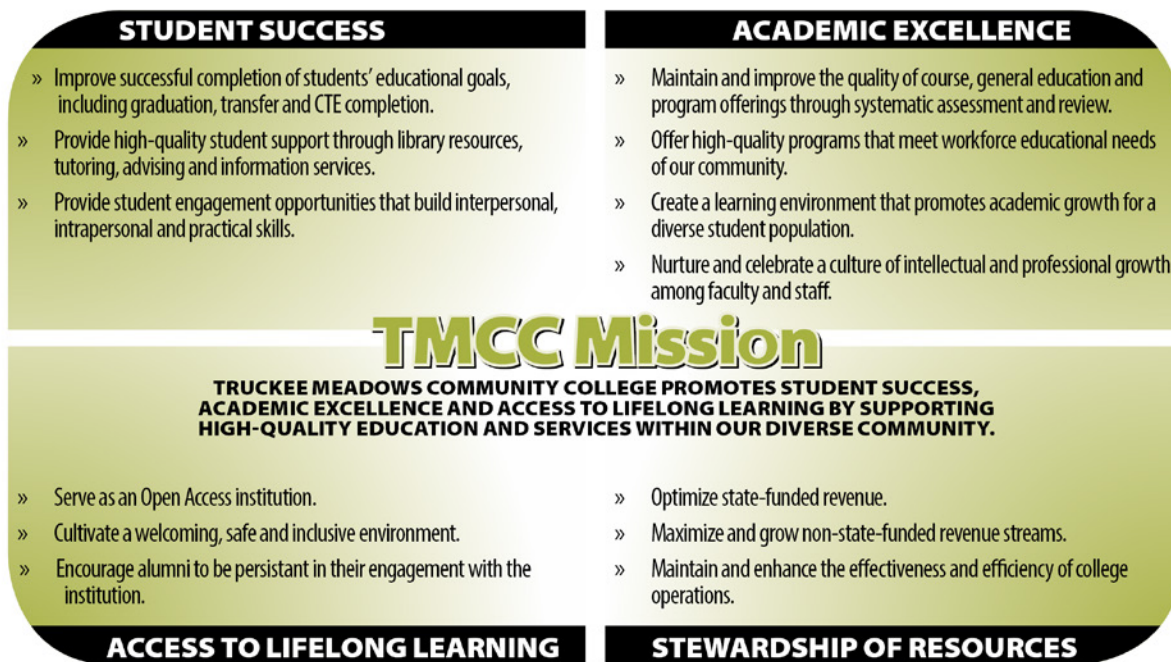





Figure 1. Relationship of TMCC Mission, Core Themes, and Core Theme Objectives.

As a systematic practice, the Planning Council now devotes its April meetings to SMP review. See Appendix C1, *Planning Council Minutes, March 26, 2018, April 16, 2018, and April 30, 2018*. In order to monitor longitudinal progress on these indicators the council worked with the Institutional Research Office and other departments to establish baseline values for each of these indicators. See Appendix C2, *Strategic Master Plan Progress Update*. The council directed respective divisions and departments to set targets or achievement goals following a review of these baseline values.

Multiple departments, including Institutional Research, Budget and Planning, and the Foundation, provide annual updates on SMP indicators. With some exceptions for qualitative or multifaceted indicators, the College applies the following scorecard according to that progress:

| | |
|---|--|
|  | Not Achieved – Progress data are below 5% of the target value or below baseline. |
|  | Approaching Achievement – Progress data is within 5% of the target value. |
|  | Achieved – Progress data are within 2% of the target value, or the target value has been met. |

The Council considers TMCC as having fulfilled its mission if 80% of the SMP indicators have been “Achieved;” however, we recognize that while we monitor progress annually, some of the target values established by the different working units of the College indicated a longer time period for achievement. As an example, progress is shown for the first four indicators in Core Theme 1: Student Success, Objective 1: Improve successful completion of students’ educational goals, including graduation, transfer, and CTE completion. See Figure 2 and Appendix C2, *Strategic Master Plan Progress Update*. The Planning Council reviewed the college’s progress on all SMP indicators at its April 30, 2018 meeting with the exception of those involving budgets, grants, and scholarships, which are not finalized until after the fiscal year ends on June 30. See Appendix C1, *Planning Council Minutes, March 26, 2017, April 16, 2018, and April 30, 2018*.

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









| Indicator | Baseline | Target | Progress |
|---|--|---|--|
| 1.1.1 Successful (C or better) completion rate in gateway math (MATH 120, 126) and English (ENG 101, 113) courses. | Average of Fall 2012-15 English: 71% Math: 54% | English: 74% by Fall 2019 Math: 57% by Fall 2019 |  Fall 2016 English: 71%  Math: 48% |
| 1.1.2 Student persistence from fall to spring and fall to fall. | Enrollment Management Plan Fall 15 to Spring 16 = 69% Fall 14 to Fall 15 = 54% | 5% increase by 2020 |  Fall 2016 - Spring 17: 69%  Fall 2016 - Fall 2017: 53% |
| 1.1.3 Graduation rates of degree/certificate-seeking students according to Integrated Postsecondary Education Data System (IPEDS) and Student Achievement Indicators of Achievement (SAM) data. | IPEDS Fall 2012 Cohort: 30% SAM (starting Fall 2010; within 6 years): 39% full-time 23% part-time | IPEDS Fall 2016 Cohort: 35% (by 2019) SAM for Fall 2016 cohort (by 2022): 41% full-time 25% part-time |  IPEDS Fall 2013 Cohort: 31%  SAM Fall 2011 FT: 39%  PT: 24% |
| 1.1.4 Percentage of students indicating an educational goal of “Transfer” who transferred within 2 semesters. | Fall 2015: 54.8% | By Fall 2020: 58% |  Fall 2016: 56.4% |

Figure 2. Example 2017-18 progress report on TMCC’s Strategic Master Plan indicators. Indicators are measures of Core Theme Objectives within Core Themes.

The Planning Council considers the Strategic Master Plan to be a dynamic document and therefore approved a number of changes to the SMP since the most recent iteration was published on the TMCC website in October 2017 following its April review. See Table 1 below. These changes were the result of needing to enhance objective language or to more clearly define or accurately measure indicators of longitudinal progress.

Table 1. Summary of Strategic Master Plan Changes following 3/26/18 and 4/16/18 Planning Council Review.

| Indicator Number and Change |
|--|
| 1.1.3 and 1.1.6 – Eliminated indicators and replaced with 1.1.4 “Percentage of students indicating an educational goal of ‘Transfer’ who transferred within 2 semesters of completing coursework at TMCC.” |
| 1.2.3 – Limited indicator to Math and English courses. |
| 1.3.4 – Reduced indicator to CCSSEE Benchmark scores for “Student-Faculty Interaction” and “Support for Learners.” |
| 1.3.5 – Retained and assigned Employer Satisfaction Survey to the Career Center Manager, who will work with IR. |
| 2.2.3 – Eliminated Indicator, as this is already reflected in Core Theme 1, Objective 1. |
| 2.2.4 (now renumbered as 2.2.3) – Changed indicator to “Number of students completing self-supporting workforce programs.” Re-established baseline and target values. |
| 2.3.5 (now renumbered as 2.3.1) – Retained and changed indicator to establishing a process and schedule for updating classrooms. |
| 2.3.7 – Eliminated CCSSE Item 11 b-c. Proposal to incorporate 11 b. into course evaluations. Eliminated CCSSE items 13.2h and 12, as these are also being asked in the annual Graduate Outcomes Survey. |
| Core Theme II, Objective 4 – Changed to “Nurture and celebrate a culture of intellectual and professional growth among faculty and staff.” |
| Core Theme III, Objective 1 – Changed to “ Function Serve as an Open Access institution.” |
| 3.1.2 – Changed to “Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE as well as other standalone programs (Emissions, LTAP, Custom Training, CPR, Firefighting).” Reestablished baseline and target values. |
| 3.2.2 – Changed to “Number of cultural enrichment opportunities afforded by TMCC offerings (programs, speakers, workshops, theatre, and art events)” to match NCCBP standards. |
| 3.2.5 – Reestablished baseline values to match how book titles are being measured as compliant or non-compliant with WCAG 2.0 and Section 508 accessibility. |
| Core Theme IV, Objective 2 – Changed to “ Maintain and grow Maximize non-state-funded revenue streams.” |
| Core Theme III, Objective 3 – Changed to “ Maintain or improve and enhance the effectiveness and efficiency of College Operations.” |

Integrated Planning

The broad membership and recurrent SMP highlighting at Planning Council has allowed for greater awareness and visibility of the Strategic Master Plan. As a member of the Planning Council and

Accreditation Committee, the Associate Dean of Assessment and Planning visited several of the units across campus during their summer retreats as well as to academic department chairs during the academic year and presented the SMP, its relationship to area master plans, and its role in developing college-wide strategic initiatives and allocating resources. See Appendix C3, *PowerPoint Presentation to the Foundation/Institutional Advancement Office*. During these interactive presentations, units were asked to respond to the following:

- Which SMP objectives best reflect the work done in your area?
- Examine the indicators: What are the baseline values? What targets will you set? What strategies/actions can your area take towards using the indicators to meet objectives?
- What resources will you need to implement your strategies (additional funds, training, staffing, etc.)?
- Who will take the lead in implementing a particular strategy?
- What is your estimated timeline of actions/timeline to completion?

As a result of stronger awareness, many units have revisited existing unit plans or developed new plans to ensure alignment with the SMP and presented these to the Planning Council. For example, see Appendix C4, *Student Services & Diversity Strategic Plan Alignment to the SMP*. Other units, such as Academic Affairs, are in the development process. Existing unit plans align to the Strategic Master Plan in many ways. See Table 2.

Table 2. Alignment of Unit Strategic Plans to the College’s Strategic Master Plan.

| Unit Strategic Plan | Goals, Objectives, Initiatives | Alignment to SMP |
|--|--|---|
| Student Services and Diversity | Initiative 1: Improve the retention, persistence and completion of students by promoting student use of services, and by creating targeted programming for special populations. | Core Theme I, Objectives 1 and 3 |
| | Initiative 2: Expand the targeted enrollment efforts for specific demographic groups: students over age 25, International students, under-represented student populations, and high school students. | Core Theme II, Objective 2 Core Theme III, Objective 1 Core Theme IV, Objective 1 |
| | Initiative 3: Increase the number and quality of student engagement activities that build interpersonal, intrapersonal and practical skills. | Core Theme I, Objective 3 Core Theme II, Objective 3 |
| | Initiative 4: Implement a comprehensive annual assessment process linking assessment to planning, and evaluating student development/learning outcomes. | Core Theme II, Objective 1 |

| Unit Strategic Plan | Goals, Objectives, Initiatives | Alignment to SMP |
|--|--|--|
| | Initiative 5: Create a welcoming, safe and inclusive environment for students by increasing the amount of space dedicated for student use and ensuring accessibility. | Core Theme II, Objective 3 Core Theme III, Objective 2 |
| | Initiative 6: Ensure units are student-centered, sustainable, collaborative and operate with maximum efficiency. | Core Theme IV, Objective 3 |
| Strategic Enrollment Management Plan | Goal 1: Increase enrollment by 2% by 2020 Objective 1.1: Increase Washoe County School District (WCSD) capture rate Objective 1.2 Increase headcount of high school students enrolled at TMCC | Core Theme IV, Objective 1, Indicators 4.1.1, 4.1.2, 4.1.3 |
| | Goal 2: Increase retention and persistence by 5% by 2020 Objective 2.2. Improve fall-to-fall persistence rate to match fall-to-spring persistence rate | Core Theme I, Objective 1, Indicator 1.1.2 |
| | Goal 3: Increase completion by 6% by 2020 3.1. Increase graduation rate of full-time students 3.2. Increase graduation rate of part-time students 3.3. Increase the number of associate degree recipients 3.4. Increase the number of CTE credentials earned 3.5. Increase number of degree-seeking students receiving Pell | Core Theme I, Objective 1, Indicator 1.1.3 Core Theme II, Objectives 2 and 3, Indicator 2.3.2 |
| Library Strategic Plan | Goal 1: increase faculty and student awareness and use of library resources and services | Core Theme 1, Objective 2, Indicator 1.2.1 |
| Facilities Master Plan | Site Analysis Recommendations: • Improve parking lots to create more parking spaces. • Develop a new entrance on the south side of campus. • Create well-defined pedestrian walkways. • Improve the central space with smaller scale elements, landscaping, windbreaks, and spatial variety. | Core Theme III, Objective 2 |

| Unit Strategic Plan | Goals, Objectives, Initiatives | Alignment to SMP |
|---------------------|---|--|
| | <p>Capital Projects:</p> <p>Dandini Campus Learning Center: The Learning Center is proposed as a more active, dynamic space with new types of educational and collaborative learning experiences.</p> <p>Events, Arts & Technology Space (EATS): EATS will be a “living-learning laboratory” for students enrolled in the Culinary Arts and Entertainment Technician programs and will also provide a connection to the community for arts and entertainment programs.</p> <p>TMCC Fitness Complex: Athletic complex that will be utilized for various fitness and athletic activities, including intramural and competitive sports. The complex will also be available to the community when not used for College sports and activities.</p> | <p>Core Theme II, Objective 2</p> <p>Core Theme III, Objective 2</p> |

Ad Hoc Report on Recommendation 7 (Planning) Contributors:

Dr. Melissa Deadmond, Associate Dean, Assessment and Planning

Conclusions

In this ad hoc report, Truckee Meadows Community College has addressed in detail Recommendations 3, 5, 6, and 7 from NWCCU's 2015 Year Seven Peer Evaluation. Our conclusions follow:

Recommendation 3 (Board of Regents Evaluation)

The Board of Regents (BOR) seem to be moving in a good direction in terms of self-evaluation. They are focused on making changes supported by data. The June 2018 BOR meeting was organized around one of the strategic goals in the new Master Plan: Research. The plan moving forward involves focusing every future meeting around a single strategic goal in a periodic cycle so that all goals are addressed within the year. The chancellor has indicated that the board will evaluate the effectiveness of its initial meeting in order to further its strategic goals. Since the BOR has not previously engaged in self-evaluation, the AGB consultation has proven significant in furthering this process. The board has indicated a commitment to ongoing and systemic self-evaluation. While implementation of this process is fairly new, the attempt is laudable, demonstrating a serious and cohesive effort to address NWCCU's Recommendation 3.

Recommendation 5 (Library)

The library will continue with the positive steps already taken. Specifically, Interim Director Fitzsimmons will collaborate with library staff and others to implement, revise as needed, and report on the strategic plan. Library staff are already engaged in continuous quality improvement initiatives as a result of the planning processes implemented during the 2017-18 academic year. Since the 2017-18 academic year has served as a benchmark for many of the key metrics, this coming year's collection of data and subsequent development of improvement initiatives will be essential. Improvements in assessment of library services will be introduced to help in the planning process. Library staff will continue to meet on a monthly basis to discuss departmental concerns as well as progress on the strategic plan's objectives. The library's administrative assistant will take notes at these meetings and assist the interim director in following up on items related to the plan. Librarians will continue their involvement in General Education and college planning by collaborating with teaching faculty to improve students' performance on critical thinking and information literacy General Education outcomes as well as serving on the Curriculum Review Committee, Academic Standards and Assessment Committee, Library Committee, and the college-wide Planning Council.

Recommendation 6 (Hazardous Materials)

In conclusion, given the college working group's experience with EH&S regulations, compliance, and reporting, Truckee Meadows Community College has taken a very proactive approach to update and manage our EH&S system within the past two years. With compliance being the bare minimum, TMCC has begun a cultural transition to implement a sustainable, integrated EH&S system that

takes a holistic approach to EH&S management. We believe our vision will result in positive and successful long-term results.

Recommendation 7 (Planning)

By forming its Planning Council, Truckee Meadows Community College has centralized its planning efforts and provided broad-based and representative oversight of the college's Strategic Master Plan (SMP), which is assessed annually for progress toward mission fulfillment and which drives future planning and resource allocation. Increased SMP visibility among TMCC community stakeholders has arisen from Planning Council efforts and resulted in unit planning with intentional alignment to the SMP, as evidenced in unit strategic plans.

In parallel efforts, the college is solidifying its commitment to shared governance by preparing a Shared Governance Document. Furthermore, the Student Government Association has changed its constitution and bylaws to be more conducive to planning and implementing those plans.

These joint and parallel efforts will enhance involvement of faculty and students. Planning integration exemplifies what has always been the spirit of TMCC, a student-centered college deeply committed to the learning environment.

Appendix A (Recommendation 3)

A1. Letter from AGB to Chancellor Reilly

A2. Special Meeting Agenda, Board of Regents, January 19, 2018

A3. NSHE Strategic Values, Goals, Metrics & Peers, January 19, 2018

A1. *Letter from AGB to Chancellor Reilly*

NEVADA SYSTEM OF HIGHER EDUCATION
BOARD OF REGENTS FINAL SELF-EVALUATION REPORT
January 2018

Introduction

In March 2017, the Nevada System of Higher Education (NSHE) Board of Regents approved a new policy in its Bylaws (Article v, Section 25) requiring the Board to conduct on an annual basis a self-evaluation of its performance as a governing and policy-making body. The purpose of the annual self-evaluation is to identify ways to strengthen the Board's effectiveness and to meet relevant accreditation standards for NSHE's institutions.

The policy indicates that the self-evaluation will include, but not be limited to, 19 specified areas of performance. The policy further indicates that information on the Board's performance in these areas for the prior calendar year will be presented to the Board at one of its meetings. The Board is to review the information, make findings regarding its performance and effectiveness, and identify goals and strategies for improvement.

The Board decided to undertake its first self-evaluation using this policy with the assistance of the Association of Governing Boards of Universities and Colleges (AGB). AGB is well recognized for working with higher education boards across the country to ensure the highest level of fiduciary effectiveness in their cultures and operations. Dr. Kevin Reilly, President Emeritus of the University of Wisconsin System and AGB Senior Fellow, was invited to facilitate the self-evaluation.

At the request of the Board, Dr. Reilly conducted individual telephone interviews with the NSHE Board members and Presidents between September 29 and October 9, 2017. The Board reached out to the Presidents to include them in the Board's own self-evaluation. In these interviews, the Regents and the Presidents offered views on how the Board was performing in the areas specified by the policy and others, and discussed goals and strategies for improvement. Dr. Reilly also talked with the Chancellor about these issues. At the Board meeting on October 19 and 20, 2017, he summarized the themes that emerged in these interviews.

The Regents, Chancellor, and Presidents reacted to his summary of the themes, supplementing, emphasizing, and refining in conversation with each other the ideas about current and improved Board performance they had put forward in the individual telephone interviews. The summary report below reflects the content both of the individual interviews and the discussion at the Board meeting on October 19 and 20.

Board Orientation, Training, and Continuing Development

It was recognized with appreciation that there is an orientation for new Board members. But it's concentrated, and a little like drinking out of a fire hose at the start of a job when you may not know the questions to ask. It was also recognized that there are opportunities and funding after that for Regents to attend conferences and workshops, also good, but by its nature spotty, hit-and-miss.

There was sentiment among a number of the Regents and Presidents that a more robust, organized, continuing development plan for Board members would help Regents get their arms around what really is a big, complex assignment. Indeed, some states now have mandated orientation and additional training for their public college and university trustees, and there was a suggestion to make continuing development for Regents part of the Board's Bylaws. The sometimes opaque, mysterious area of university finances and budgets is one where more than a few said they would like to have more opportunities to gain more understanding.

There was enthusiasm for staggering ongoing training, perhaps tied to a semi-annual review of the strategic plan. Perhaps each committee should do training for incoming committee members. A look back at how and why Board policies came into being could give new Regents a context to use to look forward in an informed way.

Seriously considering these recommendations and suggestions was thought to be timely, with four new Board members and a number of current members not running for re-election.

Strategic Planning

Many Regents and Presidents strongly believe it's time to develop a new or refreshed strategic plan. They want the plan to have clear goals and metrics, with check-in points using the metrics to assess progress. Several board members said that they did not know whether there was a strategic plan or strategic goals. So there is an opening here for a core, very important item—a current strategic plan—to be incorporated into Regent orientation. Most significantly, the Chancellor is initiating a new strategic planning process of the kind described above, with its kickoff having occurred at the October 19-20, 2017 Board meeting.

How individual institutional strategic plans relate to each other and any System plan was on the minds of several interviewees. Is it more or less a free-for-all with too much intra-System competition?

The capital facilities planning process got mixed reviews. People understand the politics always inherent in who gets what building built, or renovated, or better maintained when and at what cost. At the same time, there was some appetite to see if the Board could develop a more data driven, analytic process that would be more strongly based on such factors as square footage available in relation to mission, age of buildings, programmatic need

for facilities, etc. Perhaps surveying other state university systems on how they weigh these and other factors in their capital planning processes would be useful in this regard.

At the Board meeting on October 20, Vice Chancellor Abba provided a history of strategic planning in the System, noting how planning efforts have evolved over time from broader, vaguer approaches to more focused, metric-driven approaches with data dash boards and alignment with the strategic goals of the state of Nevada. This prompted discussion about how best to obtain reliable, accurate, comparable data and information on which to base sound policymaking.

On the issue of transfer, for instance, there was strong feeling that the System should take the lead in participating in the new data clearinghouses that track all students across all institutions they attend, not just first-time, full-time students who graduate from the institution where they first enroll. It was suggested on the matter of comparability of data that the System office might help in rationalizing different data presentations that are not comparable across NSHE campuses. How to employ good data to look more closely at the success of nontraditional students in the System, at where students hail from across the state at each institution, and at fuller year-round use of campuses were among specific topics raised.

The need to have strategic planning focused on addressing the key success indicators of student access, retention, graduation, and closing the achievement gap was roundly supported. These issues are further addressed in the **Conclusion** section of this report, where next steps growing out of the Board self-evaluation are summarized.

Board/Chancellor/President/Staff Relations

There was a variety of opinions on the state of relations between and among the people mentioned. Some confusion about what to expect of each other was expressed. Such questions as, “Who should know who is meeting with whom on the campuses?” and “What level of information does the Board want/need from Presidents and System Administration?” are on people’s minds. There was general recognition that the Chancellor should serve as a conduit to pass information from the Regents to the Presidents, and from the Presidents to the Regents.

Regular, well-structured performance evaluations of the Chancellor and the Presidents, in a process mutually agree upon with the Board, could help establish and/or reinforce reasonable expectations on everybody’s part, several interviewees suggested. The Chancellor has now re-established an annual performance review cycle.

Another technique for strengthening relationships that was discussed with some interest was developing written “expectations documents,” for instance, “Board Expectations of the Presidents” and “Presidents’ Expectations of the Board.” These expectations statements would not be intended to repeat or supplant individual performance evaluations, but rather to make explicit general desired behaviors on both sides of relationships. One

advantage of having such documents is that they can be re-examined periodically to talk about whether the desired behaviors are being adhered to over time.

Several Regents said that the Board too often gets surprised by significant matters raised by the public—sometimes in public—rather than hearing about them first from university leadership. They urged greater transparency and timeliness in alerting board members to issues they may hear about from their constituents.

The contentious and pressing issues of freedom of speech and academic freedom came up in this context. These issues were offered as examples where Presidents really need the Board's help and support. It was suggested that the Board look at each institution's policies in this arena, decide in discussion with the institutions if they make good sense or need refinement, and thereby ensure that the Board will be able to support a President if events unfold on a campus that require decisive executive action in applying these policies.

Board Culture

General agreement was evident that the Board is engaged, pulls more regularly in the same direction that in the past, and wants to contribute to the effectiveness of NSHE institutions and thereby the quality of life for all Nevadans. In embracing that responsibility, the Board was thought generally not to shy away from tough issues.

Good things were said about the Board's focus on efficiency—making best use of Nevadans' tax dollars in the NSHE. At the same time, some cautioned against adopting so many policies on efficiencies that you create more bureaucracy, and against infighting among Regents, sometimes about less than important matters. Less of the latter would help build a stronger brand for the Board and the entire University System, it was felt.

Quite a widespread concern was voiced by both Regents and Presidents that there was not a clear line drawn and respected between governance and management. This is a perennial subject of conversation—and sometimes unease—between governors and managers of institutions. A fair amount of time was devoted to this conversation at the October 19-20 Board meeting, based on principles developed by AGB and examples of governance vs. management topics and questions.

These examples were intended to get at the issue of how best to draw the often elusive line between the two. One Regent felt that the Board should always be looking to govern and not manage, giving managers the tools they need to manage effectively and transparently while holding them accountable. Useful continuing attention to the governance/management relationship might be encouraged through the use of the "expectations documents" described in the **Board/Chancellor/President/ Staff Relations** section of this report above.

A number of Regents articulated how important ethical behavior is for Board members. Should a Board member cross the line on a conflict of interest, for instance, it was noted that often the Board as a whole will be blamed, and NSHE's reputation tarnished. If

potential conflict of interest or other ethical questions arise, the Chancellor, and the Chief of Staff and Special Counsel to the Board of Regents, are available for consultation and advice.

The dilemma of an individual Board member's differing with a decision by the Board sparked pointed discussion. After the Board votes on a matter and takes a stand thereby, should a Regent who disagrees with the Board's position feel free to voice publicly that disagreement? Some thought yes, some no. But there seemed to be a sense that even if a Regent feels driven to express an opinion different from an official Board stance, she or he should indicate respect for the Board's deliberations and get behind the policy position arrived at by the body. Boards that cannot as a rule speak with one voice are not effective Boards.

Diversity

There is a general feeling that the Board has expressed a genuine commitment to diversity through such public initiatives and structures as the diversity summit, the diversity council, and the Board Committee on Cultural Diversity and Title IX Compliance.

Several interviewees mentioned that the Committee has not typically had a large number of action items on its agenda. This provoked a discussion during the October 19-20 Board meeting about the function of committees. Some believed that a committee should be disbanded if it did not have a fairly heavy action agenda, while others saw the value of committees keeping important issues such as diversity "top of mind" for the Regents, the University System, and the public.

The Chancellor indicated that he believed closing the achievement gap should be one of a small number of big strategic goals for the System. Regents and Chancellors agreed that the focus should be on the wide variety of students in the System now and those approaching college age, on helping more of them graduate while narrowing the gap in the graduation rate between majority and minority students. Some believed the Board needed to hear more directly from students on the barriers they face in retention and progress to degree. Not all the barriers are academic. Lack of child care, other family matters, transportation issues, and the need to work can knock students off their college pathways. More research should be done to understand better what works and what does not in helping today's diverse students succeed, and that will take some investment.

A few interviewees wondered how the commitment to diversity played out in searches for new hires. A number of practices at different institutions were cited in response. For example, equity and diversity officers meet with search committees before searches proceed to help them understand how to encourage more diversity in candidate pools and in hiring. Search committee members must complete implicit bias training before service on the committee. Faculty diversity hiring plans are used to diversify candidate pools. But progress is slow.

The Chancellor was encouraged to set clear goals for success and a high bar in faculty, staff, and student diversity, and then hold the institutions accountable for substantial progress.

Academic Programs

The Board now gets notice about the desired development of new degree programs earlier than it once did. So it is happily not in the position of rubber stamping a degree proposal at the very end of a long process in which the program has been fully developed and vetted by others.

Questions were raised about whether the academic review process takes into consideration as much as is desirable such factors as market-driven need and demand, strengthening educational delivery methods, and educational quality. Other possible components of degree programs such as study abroad, residential learning communities, and hands-on rather than straight lecture approaches might warrant attention in certain degree proposals.

An enrollment decline in professional, master's, and doctoral programs caught the attention of several Regents. This decline should be temporary, however. One purported cause, uncompetitively low stipends for graduate teaching and research assistants, has been fixed with a bump-up in stipend amounts. Also, there were constraints placed on graduate programs to protect undergraduate programs in the wake of the 2008 recession. These constraints are now easing.

Board Meetings

Many ideas were offered on this topic, many of them divergent. There were feelings that the meetings were too long and that they should be extended at the front end to a Wednesday evening session, that there were too many committees and that the current committees were all needed, and that subjects should be moved around on meeting agendas and that they should stay where they are.

Yet, several more or less common themes emerged. One was to link the full Board and committee meetings relentlessly to the strategic plan and strategic goals. The intent here was to focus the Board's energies and give the Chair the wherewithal to limit off-topic excursions. A number of interviewees said that there was too much time in the meetings devoted to listening to reports. The suggestion was made that much of the information in these oral reports should be read before the meeting. More of the meeting time could then be spent discussing what Regent policy should be on the big opportunities and challenges, perhaps after a very brief introduction by System staff or Presidents or guest presenters.

One Regent argued that committee meetings held separately from full Board meetings are more productive because they are less time-constrained. Another argued that perhaps each committee should have an explicit charter spelling out its mission in addition to the definition of what the committees are to cover in the Bylaws. The idea was floated that Presidents and Committee Chairs could be canvassed to see what they think the committees should be attending to.

The Role of the System Administration

There was a general recognition that for a university system to function well, you need a strong, well-functioning system office. There was also a desire to have the NSHE System Administration aligned closely with an agreed-upon systemwide strategic plan and goals—in its structure, operations, personnel, and its attitude toward the institutions. The Vice Chancellors provided summaries of the responsibilities and activities of each of their areas.

Form should follow function in the arrangement of the system office to best assist the campuses in delivering on the strategic plan. The Chancellor has already taken steps to do that, it was noted. “Collaborative,” “transparent,” and “collegial” were words used to describe an ideal system administration. One interviewee said system and campus colleagues should feel like they’re on the same team.

At the same time, other interviewees pointed out that the system office has certain legal, reporting, and ministerial obligations it must fulfill. It needs to ensure that Regent policy is well formulated for the range of institutions in the system, and carried out by them. Some tension between a system administration and campuses in a system is inevitable, given their different responsibilities. The Board recognizes it needs to work with the Chancellor, and through him with the Presidents, to craft that tension and the partnership where it lives in ways that energize the system rather than stifle it.

Getting Good News Out

Regents, Presidents, and System Administration colleagues alike all know that there are unlimited, wonderful, positive stories about what’s going on at all the campuses and The Desert Research Institute. There was also applause for initiatives the Regents have supported, such as 15 to Finish, remediation bridge programs, transfer policies, and Jump Start for high school students. The positive results in the current state budget process were very encouraging.

How to get such stories better launched so that they capture the attention of NSHE’s various external publics, and thereby generate support to the University System, was discussed. One suggestion was to put out more press releases on good news items leading up

to Regent meetings, that would then be prominently featured at the meetings. Perhaps more media interviews with faculty, staff, and students involved could be arranged.

Some wondered how effective press releases are in the age of social media. There seemed to be a sense that NSHE has some good work underway on social media, but could do more. Carefully sorting out how to employ the rapidly shifting landscape of social media tools—Twitter, Snapchat, Instagram, Facebook, etc.—for the appropriate audiences in a timely fashion is important, several people observed.

Could the system co-brand with an institution or set of institutions on a story that might garner popular attention? What about the system co-branding with a “sector”—with the two research campuses and the Desert Research Institute on a compelling research and commercialization breakthrough, for instance, or with the community colleges highlighting the diversity of student needs and expectations in contemporary higher education? In terms of the benefits of a system, the phenomenon of “student swirl”—students attending multiple institutions on their way to a degree—could be talked about in connection with the value of strong systemwide transfer and articulation policies.

A President suggested that NSHE might develop a collective public message about how the system is more than the sum of its parts, about how the citizens of Nevada get more out of their investment in higher education by virtue of campuses in a system working together in the interest of the state.

Conclusion and Next Steps

During the October 19-20, 2017 meeting, the Regents and Presidents reviewed and commented on five strategic goals proposed by the Chancellor after consultation with them:

- 1) Increase participation in post-secondary education
- 2) Increase student success
- 3) Close the achievement gap among underrepresented student populations
- 4) Collaboratively address the challenges of the workforce and industry education needs of Nevada
- 5) Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile

There was a strong sense of general support for the direction these goals would take the NSHE. The Board was ready to have them vetted by faculty, staff, students, and the public on the campuses and in communities around the state, as the Chancellor planned. After that, any appropriate revisions will be made and the Chancellor will bring them back to the Board for approval. The goals will then serve as the basis for a new NSHE strategic plan, with strategies, metrics, and check-in points to assess progress on each goal. This progress assessment will become part of the Board’s own self-evaluation process in the future.

File: nvsereport

A2. Special Meeting Agenda, Board of Regents, January 19, 2018

SPECIAL MEETING
BOARD OF REGENTS
NEVADA SYSTEM OF HIGHER EDUCATION

System Administration, Las Vegas
4300 South Maryland Parkway, Board Room

Friday, January 19, 2018, 9:00 a.m.

Video or Telephone Conference Connection from the Meeting Site to:
System Administration, Reno
2601 Enterprise Road, Conference Room
and
Great Basin College, Elko
1500 College Parkway, Berg Hall Conference Room

A video conference connection will be made from the meeting site to the Reno System Administration Building, Conference Room, at 2601 Enterprise Road, Reno, Nevada, and to Great Basin College, Berg Hall Conference Room, at 1500 College Parkway, Elko, Nevada. Members of the Board and/or the public may attend the meeting and provide testimony or public comment at these sites via the video conference connection. In the event the video conference connection is not functioning, a teleconference connection will be made available.

| | | |
|-------------------|---------------------------------|-------|
| ROLL CALL: | Mr. Kevin J. Page, Chairman | _____ |
| | Dr. Jason Geddes, Vice Chairman | _____ |
| | Dr. Andrea Anderson | _____ |
| | Dr. Patrick R. Carter | _____ |
| | Mr. Cedric Crear | _____ |
| | Mrs. Carol Del Carlo | _____ |
| | Dr. Mark W. Doubrava | _____ |
| | Mr. Trevor Hayes | _____ |
| | Mr. Sam Lieberman | _____ |
| | Mrs. Cathy McAdoo | _____ |
| | Mr. John T. Moran | _____ |
| | Ms. Allison Stephens | _____ |
| | Mr. Rick Trachok | _____ |

IMPORTANT INFORMATION ABOUT THE AGENDA AND PUBLIC MEETING

NOTE: Below is an agenda of all items scheduled to be considered. Notification is hereby provided that items on the agenda may be taken out of the order presented, including moving an item to a different day if the meeting is noticed for more than one day, two or more agenda items may be combined for consideration, and an agenda item may be removed from the agenda or discussion relating to an item on the agenda may be delayed at any time.

In accordance with the Board of Regents' Bylaws, Title I, Article V, Section 20, items voted on may be the subject of a motion to reconsider at this meeting. A motion to reconsider an item may be made at any time before adjournment of this meeting. Similarly, if an item is tabled at any time during the meeting, it may, by proper motion and vote, be taken from the table and thereafter be the subject of consideration and action at any time before adjournment of this meeting.

In accordance with the Board of Regents' Bylaws, Title I, Article V, Section 13, a quorum may be gained by telephone hookup.

Some agenda items are noted as having accompanying reference material. Reference material may be accessed on the electronic version of the agenda by clicking the reference link associated with a particular item. The agenda and associated reference material may also be accessed on the Internet by visiting the Board of Regents' website at:

<http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/meeting-agendas/>

Many public libraries have publicly accessible computer terminals. Copies of the reference material and any additional support materials that are submitted to the Board of Regents' Office and then distributed to the members of the Board of Regents after the mailing of this agenda but before the meeting, will be made available as follows: 1. Copies of any such materials are available at the Board of Regents' Office at 2601 Enterprise Road, Reno, Nevada and the Board of Regents' Office at 4300 South Maryland Parkway, Las Vegas, Nevada. A copy may be requested by calling Keri Nikolajewski at (702) 889-8426; 2. Copies of any such materials will also be available at the meeting site.

Reasonable efforts will be made to assist and accommodate physically disabled persons attending the meeting. Please call the Board Office at (775) 784-4958 in advance so that arrangements may be made.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

1. PUBLIC COMMENT

INFORMATION ONLY

Public comment will be taken during this agenda item. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. Comments will be limited to two minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name. The Board Chair may elect to allow additional public comment on a specific agenda item when that agenda item is being considered.

In accordance with Attorney General Opinion No. 00-047, as restated in the Attorney General's Open Meeting Law Manual, the Board Chair may prohibit comment if the content of that comment is a topic that is not relevant to, or within the authority of, the Board of Regents, or if the content is willfully disruptive of the meeting by being irrelevant, repetitious, slanderous, offensive, inflammatory, irrational or amounting to personal attacks or interfering with the rights of other speakers.

2. MINUTES FOR POSSIBLE ACTION

Request is made for approval of the minutes from the October 19-20, 2017, Board of Regents' special meeting and workshop. ([Ref. BOR-2](#))

ESTIMATED TIME: 5 mins.

**3. BOARD OF REGENTS FOR POSSIBLE ACTION
SELF-EVALUATION REPORT**

Pursuant to Board policy (*Title 1, Article V, Section 25*), Chancellor Thom Reilly and Chief of Staff and Special Counsel to the Board Dean J. Gould request approval of the report prepared by AGB Senior Fellow Dr. Kevin P. Reilly on the Board of Regents self-evaluation conducted at the October 19-20, 2017, special meeting and workshop. ([Ref. BOR-3](#))

ESTIMATED TIME: 5 mins.

**4. LAS VEGAS STADIUM JOINT USE FOR POSSIBLE ACTION
AGREEMENT, UNLV**

Chancellor Thom Reilly and UNLV President Len Jessup will present for discussion and approval the Joint Use Agreement (JUA) between UNLV and the LV Stadium Events Company, LLC (the Raiders stadium operating company) governing UNLV's use of the future Las Vegas Stadium.

ESTIMATED TIME: 15 mins.

**5. ALLOCATION OF ONE-TIME DISTRIBUTION FOR POSSIBLE ACTION
FROM OPERATING POOL RESERVE**

Chancellor Thom Reilly and Chief Financial Officer Chet Burton request approval of the proposed allocation to the institutions and System Administration of the special one-time distribution from the Operating Pool Reserve approved by the Board at the November 30-December 1, 2017, Board of Regents meeting. The proposed allocation is based on a prioritized listing of initiatives from the institutions and the Chancellor that includes information on how funds from the distribution would be used at the institutions to support academic and student services as well as the strategic initiatives approved by the Board. ([Ref. BOR-5](#))

ESTIMATED TIME: 15 mins.

6. STRATEGIC PLANNING: GOALS, METRICS, PEER AND ASPIRATIONAL INSTITUTIONS, AND VALUES **FOR POSSIBLE ACTION**

Chancellor Thom Reilly will present for approval strategic planning goals, metrics, peer and aspirational institutions, and values based on the Board's discussion at its October 19-20, 2017, special meeting and workshop. The presentation will include a schedule for an in-depth review of each goal and the corresponding metrics at future quarterly meetings of the Board.

[\(Ref. BOR-6\)](#)

ESTIMATED TIME: 30 mins.

7. 2019-21 BIENNIAL OPERATING BUDGET/ 2019 CAPITAL IMPROVEMENT PROJECTS **FOR POSSIBLE ACTION**

The Board, with the assistance of the Chancellor, institution presidents and System staff, will discuss the process of developing the NSHE's 2019-21 biennial operating budget request and the budget for capital improvements for the 2019 Legislative Session, including the establishment of System budget priorities and possible enhancements to the base formula funded operation budgets, as well as other state funded budgets. The institutions will be asked to detail how any proposed enhancements will support the five strategic goals previously approved by the Board.

Chancellor Reilly, System staff, institution presidents, and faculty and student leaders will discuss the process of developing the Fiscal Years 2020 and 2021 operating budget request, as well as costing and prioritizing any approved enhancement requests. The presidents will also be invited to present their capital improvement requests in prioritized order for the Board to consider. Board approval will be requested for the timeline of actionable budget items going forward. The Board may provide direction to the Chancellor concerning the development of budget priorities and themes or take other appropriate actions relating to the budgetary process. [\(Refs. BOR-7a and BOR-7b\)](#)

ESTIMATED TIME: 120 mins.

8. NSHE INSPECTOR GENERAL **INFORMATION ONLY**

The Board will discuss the creation of an NSHE Inspector General position and will review the proposed duties, responsibilities and reporting structure of the position. [\(Ref. BOR-8\)](#)

ESTIMATED TIME: 15 mins.

9. STRATEGIC PLANNING: NSHE SYSTEM OFFICE STAFFING **INFORMATION ONLY**

Chancellor Thom Reilly will present a proposal to restructure the NSHE System Office to respond to the needs and goals identified at the Board's October 19-20, 2017, special meeting and workshop, including expanded quantitative analysis, facilitating transfer and articulation, higher education policy analysis and public relations. ([Refs. BOR-9a](#) and [BOR-9b](#))

ESTIMATED TIME: 30 mins.

10. TRANSFER AND ARTICULATION: ARTICULATION COORDINATING COMMITTEE AND OMBUDSMAN **INFORMATION ONLY**

Chancellor Thom Reilly and Vice Chancellor for Academic and Student Affairs Crystal Abba will present conceptually a proposal for establishing an NSHE Articulation Coordinating Committee and an Ombudsman within the System Office to facilitate transfer and articulation within the NSHE and more effectively respond to student requests for assistance regarding the transfer and articulation process.

ESTIMATED TIME: 30 mins.

11. LEGISLATIVE STRATEGIES **INFORMATION ONLY**

Chancellor Thom Reilly and Vice Chancellor for Government and Community Affairs Constance Brooks will provide an overview of legislative strategy for the NSHE. Components of the strategy will include plans for outreach, staffing/representation and coordination of efforts among the NSHE institutions. ([Ref. BOR-11](#))

ESTIMATED TIME: 30 mins.

12. STRATEGIC PLANNING: BOARD COMMITTEE STRUCTURE **INFORMATION ONLY**

Chancellor Thom Reilly will review the Board's existing committee and meeting structure and propose changes in the meeting schedules to support, promote and facilitate the strategic goals adopted by the Board.

ESTIMATED TIME: 15 mins.

13. NEW BUSINESS

INFORMATION ONLY

Items for consideration at future meetings may be suggested. Any discussion of an item under "New Business" is limited to description and clarification of the subject matter of the item, which may include the reasons for the request.

ESTIMATED TIME: 5 mins.

14. PUBLIC COMMENT

INFORMATION ONLY

Public comment will be taken during this agenda item. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. Comments will be limited to two minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name. The Board Chair may elect to allow additional public comment on a specific agenda item when that agenda item is being considered.

In accordance with Attorney General Opinion No. 00-047, as restated in the Attorney General's Open Meeting Law Manual, the Board Chair may prohibit comment if the content of that comment is a topic that is not relevant to, or within the authority of, the Board of Regents, or if the content is willfully disruptive of the meeting by being irrelevant, repetitious, slanderous, offensive, inflammatory, irrational or amounting to personal attacks or interfering with the rights of other speakers.

POSTED ON THE NEVADA SYSTEM OF HIGHER EDUCATION WEBSITE (<http://system.nevada.edu/>) AND ON THE NEVADA PUBLIC NOTICE WEBSITE PURSUANT TO NRS 232.2175 (<http://notice.nv.gov/>), AT THE SYSTEM ADMINISTRATION BUILDINGS AND E-MAILED FOR POSTING AT THE EIGHT NSHE INSTITUTIONS:

CSN, Building D, 1st Floor, 6375 W. Charleston Boulevard, Las Vegas, NV 89146
DRI, Maxey Building, 2215 Raggio Parkway, Reno, NV 89512
DRI, Southern Nevada Science Center, 755 E. Flamingo Road, Las Vegas, NV 89119
GBC, Berg Hall, 1500 College Parkway, Elko, NV 89801
NSC, Great Hall, 1125 Nevada State Drive, Henderson, NV 89015
TMCC, Red Mountain Building (RDMT 200), 7000 Dandini Boulevard, Reno, NV 89512
UNLV, Flora Dungan Humanities Building (FDH), 1st & 7th Floors, 4505 Maryland Pkwy, Las Vegas, NV 89154
UNR, Clark Administration, University of Nevada, Reno, Reno, NV 89557
WNC, Bristlecone Building Lobby, 2201 W. College Parkway, Carson City, NV 89703
System Administration, 4300 S. Maryland Parkway, Las Vegas, NV 89119
System Administration, 2601 Enterprise Road, Reno, NV 89512

A3. NSHE Strategic Values, Goals, Metrics & Peers, January 19, 2018

NSHE Strategic Values, Goals, Metrics & Peers

January 19, 2018

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 1 of 24

NSHE Strategic Plan Goals



(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 2 of 24

VALUES

Underlying principles supporting NSHE's strategic goals



(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 3 of 24

Values

Through the community forums, common values for NSHE goals were identified that support educational, cultural, community, and economic development values.

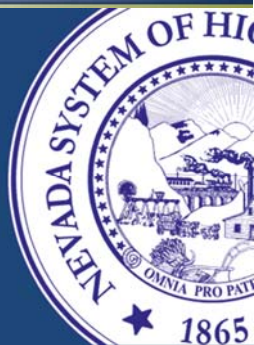
Community Engagement
Diversity
Excellence
Innovation
Accountability
Transparency

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GOAL 1

ACCESS

Increase participation in post secondary education




(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 5 of 24

GOAL 1 METRICS: ACCESS

- Percent of 18- to 24-year olds enrolled in postsecondary education
- Percent of population aged 25 and older enrolled in education
- Percent of high school graduates going directly to postsecondary education
- Percent of high school graduates meeting three or four ACT college readiness benchmarks

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 6 of 24



GOAL 2
SUCCESS


Improve completion/student success rates and increase the number of individuals with a post secondary credential

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 7 of 24

GOAL 2 METRICS: SUCCESS

- Graduation rates
- Graduation plus transfer rates (New IPEDS Outcome Metric)
- Awards conferred: number of students earning a certificate or degree
- Systemwide persistence rates

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GOAL 3
CLOSE THE ACHIEVEMENT GAP


Close the achievement gap among underserved student populations

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 9 of 24

GOAL 3 METRICS: CLOSE THE ACHIEVEMENT GAP

- Enrollment distribution
- Distribution of awards conferred
- Number of students earning a certificate or degree
- Graduation rates by race/ethnicity
- Persistence rates by race/ethnicity
- Percent of minority students meeting three or four ACT college readiness benchmarks

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 10 of 24



GOAL 4
WORKFORCE

Collaboratively address the challenges of the workforce and industry education needs of Nevada

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 11 of 24

GOAL 4 METRICS: WORKFORCE

Identify the gap between demand and NSHE supply for in-demand occupations identified by GOED consistent with the Governor's Economic Development Industry Sectors

Top 10 In-Demand Occupations

- Software Developers
- Mechanical Engineers
- Nursing
- Network & Computer Systems Analysts & Administrators
- Industrial Machinery Mechanics
- Industrial Engineers
- Medical & Clinical Laboratory Technologists
- Civil Engineering
- HVAC
- Electrical Engineers

Other In-Demand Occupations

- Teachers

As we proceed with developing dashboards additional occupations will be added.

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 12 of 24

GOAL 5
RESEARCH
 Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile




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GOAL 5 METRICS: RESEARCH

- R&D expenditures (compared to doctoral universities: highest research activity)
- Doctoral awards conferred per undergraduate and graduate AAFTE (compared to doctoral universities: highest research activity)
- Doctorate-holding nonfaculty researchers in S&E and health (compared to doctoral universities: highest research activity)
- Qualitative: description of research projects providing solutions to critical issues

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PEERS
 Institutions for comparison and aspiration



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4-Year Institutions

UNLV
 San Diego State University
 University of North Texas
 University of Texas at San Antonio

UNR
 Montana State University
 New Mexico State University – Main Campus
 Utah State University

Aspirational Peers
 Arizona State University
 University of Central Florida
 University of Houston

NSC
 CUNY Medgar Evers College
 Rogers State University
 Middle Georgia State College

Aspirational Peers
 CUNY Brooklyn College
 California State University – San Marcos

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2-Year Institutions CSN

Broward College
 Montgomery College

Aspirational Peers
 Austin Community College District
 Cuyahoga Community College District
 Portland Community College

TMCC
 Allan Hancock College
 Spokane Community College
 Chandler-Gilbert Community College

Aspirational Peers
 CUNY Lehman
 Santiago Canyon College
 Everett Community College

GBC
 Colorado Mountain College
 University of Hawaii Maui College

Aspirational Peers
 Northern New Mexico College
 Austin College

WNC
 Midland College
 Centralia College
 Skagit Valley College

Aspirational Peers
 Yakima Valley Community College
 Walla Walla Community College


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Desert Research Institute

Gas Technology Institute
 MRI Global

Aspirational Peers
 Cold Spring Harbor Laboratory
 Southwest Research Institute
 Woods Hole Oceanographic Institution

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OUTREACH

Vetting the values, goals and metrics through community engagement

(BOARD OF REGENTS 01/19/18) Ref. BOR-6, Page 19 of 24

OUTREACH

NSHE Institutions

- Presidents' Presentations
- Other Institutional Presentations

Communications

- Editorial Boards (Post Board Meeting)
- Op-eds in North and South (Post Board Meeting)
- State of the System in North and South
- NSHE Email Subscribers
- Elected Officials - Federal, State, Local

Social Media

- Twitter
- Facebook
- YouTube

Public Forums

- Las Vegas – 12/4/17
- Reno – 12/13/17

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OUTREACH

Stakeholders were engaged in an active dialogue on the values, goals, and metrics, including outreach to community leaders, legislators, and chamber groups

- NAACP
- NV Succeeds
- Latino Leadership Council
- Public Education Foundation
- LVGEA
- Chambers – Urban, Latin, Metro, Henderson, Reno/Sparks
- EDAWN
- Hispanics in Politics
- Face the State, KTVN
- Leadership Las Vegas
- LV Metro Chamber: "Like Nobody's Business"
- Communities in Schools
- Reno-Sparks Indian Colony
- OWINN
- United Way – North & South
- Companies – Century Link, AT&T, Switch
- JAG
- Workforce Connections
- Local municipalities
- UNLV Education Summit
- Institutional Advisory Councils

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NEXT STEPS

DATA DASHBOARDS

Measuring progress towards implementation of the strategic goals

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Data Dashboards

Data dashboards for each goal will be developed and presented at each quarterly Board of Regents meeting

- Deep Dive into the Data
- Institutional Presentations

| | Metrics Presentation Schedule |
|-----------------------------------|-------------------------------|
| Goal 1: Access | September 2018 |
| Goal 2: Student Success | November 2018 |
| Goal 3: Close the Achievement Gap | |
| Goal 4: Workforce | March 2019 |
| Goal 5: Research | June 2019 |

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Appendix B (Recommendation 5)

TMCC Library Strategic Plan 2017-2022



TMCC

LIBRARY STRATEGIC PLAN

2017-2022



MISSION

The TMCC Libraries serve the needs of students, staff, and community members by providing high-quality academic research resources, embracing new and emerging technologies, supporting distance education and lifelong learning, and promoting information literacy across all disciplines.

VISION

We are dedicated to maintaining and further creating an inclusive, diverse, and safe learning environment so that all patrons of varying backgrounds and cultures are able to maximize their potential and achieve academic excellence.



GOAL 1 INCREASE FACULTY AND STUDENT AWARENESS AND USE OF LIBRARY RESOURCES AND SERVICES

OBJECTIVES

- 1.1 Promote student awareness of the current and near future services offered within the Learning Commons/Library.
- 1.2 Create faculty awareness of library resources and use related to the applicability of assignments and curriculum.
- 1.3 Create student awareness of library resources.
- 1.4 Create both faculty and student awareness and use of LibGuides.
- 1.5 Create faculty and student awareness and use of LibCalendar librarian one-on-one sessions.
- 1.6 Promote effective librarian/faculty endeavors/projects with other faculty.
- 1.7 Address division, department and chair meetings to promote library services and resources.
- 1.8 Manage the existing acquisitions budget to purchase curriculum dependent resources and to cut non-used resources to free money for more appropriate resources.
- 1.9 Increase in the library budget for collection development and additional staff
- 1.10 Increase in the full and part-time librarian staffing.
- 1.11 Develop a faculty liaison program, utilizing library committee membership and support from academic department chairs, in order for faculty liaisons to advocate in their academic specialty the value and use of library services and resources.
- 1.12 Connect the information access to library resources with research paper relevancy and validity.
- 1.13 Collaborate with faculty to promote and use Open Educational Resource options.
- 1.14 Integrate LibGuides and Virtual Library Resource videos into specific courses.
- 1.15 Develop a criteria on faculty evaluation related to collaboration with librarians.

MEASURES

- 1.1.1 Percentage of faculty and students who use of library resources and services
- 1.2.1 Number and nature of assignments requiring research
- 1.3.1 Percentage of student library orientation attendance, frequency, use of building services
- 1.4.1 LibGuide production and applicability
- 1.5.1 LibCalendar statistics
- 1.6.1 Number of librarian-faculty resource/collection development/service interactions
- 1.7.1 Number of librarian appointments and visits to divisions and department meetings
- 1.8.1 Amount of collection and additions to the collection related to specific courses, programs, and curricula
- 1.9.1 Budget reports and area effectiveness reviews that indicate strong ties between expenditures and high use resources
- 1.10.1 Number of full-time librarians and number of library technicians
- 1.11.1 Monthly meetings with library goal agenda and number of collaborations between departments, faculty, and library staff
- 1.12.1 Information resource connectivity
- 1.13.1 Number of OER adoptions, adaptations, and sharing events/collaboration activities among faculty
- 1.14.1 Number of faculty integrating LibGuides, LibCalendar, virtual orientations, resource links
- 1.15.1 Annual Plan update with criterion listed

■ KEY STRATEGIES/STRATEGIC OPPORTUNITIES

- ★ Develop and hone library orientations that orient students to the benefit of existing (reference desk support, phone support, online resources) and to be established services within the two floors (web college, part-time offices, IT, library resources, tutoring).
- ★ Utilize faculty-library liaison program to increase library orientations beyond English, EPY and ESL
- ★ Utilize Library Committee membership and library liaisons to create collaborations where faculty promote library/commons resources and services
- ★ Librarians, Library Committee, and faculty liaisons promote LibGuides for curriculum relevancy for research assignments and course content delivery; faculty present during profession development about examples of effective LibGuide creation and use.
- ★ Partner with the marketing department to promote among students and faculty benefits for LibCalendar one-on-one sessions
- ★ Librarians and faculty collaborate for collection development review and enhancement.
- ★ Appoint librarians to specific academic disciplines and utilize faculty library liaisons to increase collaborations between academic departments and the library and staff
- ★ Review and incorporate faculty in review process
- ★ Review current budget constraints, academic department needs, and incorporate Deans and Chairs into the process of assisting the future library director with augmenting a much diminished acquisitions budget.
- ★ Library Director initiative as indicated in Planning Council, Nov. 2017
- ★ Create faculty awareness in order to further create student awareness
- ★ Create resource awareness value evaluation by creating critical thinking library assignments
- ★ Demonstrate available OER. Connect faculty to national OER subject pioneers. Research OER options to share with faculty
- ★ Proactive updating by librarians to ensure reflection of actual curriculum resource needs, integration into canvas, semester end evaluation and editing
- ★ Faculty Senate initiative in process

■ RESOURCES

Strategy One: Survey Monkey subscription to use feedback to improve library orientations.

| Staffing | Resources | Time |
|----------------------|-------------|-----------|
| Existing | Staff time | Fall 2018 |
| During Ref Desk hrs. | 20 min each | |

Strategy Two: Additional full-time librarian to facilitate faculty-library liaison program.

| Staffing | Resources | Time |
|---|--------------------------------|-----------|
| Additional needed to cover Ref/ LibCal/Orientations | Increased prof staffing budget | Fall 2020 |

Strategy Three: Library and faculty time commitments to develop partnerships.

| Staffing | Resources | Time |
|-------------------|----------------|-----------|
| Additional needed | Librarian time | Fall 2020 |

Strategy Four: Librarians, Library Committee and faculty liasons' time commitment to create and promote LibGuides.

| Staffing | Resources | Time |
|-------------------|----------------|-----------|
| Additional needed | Librarian time | Fall 2020 |

Strategy Five: Funds for marketing materials.

| Staffing | Resources | Time |
|-------------------|------------------|-----------|
| Additional needed | Increased budget | Fall 2020 |

Strategy Six: Librarians and faculty members' time to collaborate for collection development review and enhancement.

| Staffing | Resources | Time |
|-------------------|----------------|-----------|
| Additional needed | Librarian time | Fall 2020 |

Strategy Seven: Additional full-time librarian to facilitate faculty-library liason program to increase collaborations between academic departments and the library/library staff.

| Staffing | Resources | Time |
|-------------------|----------------|-----------|
| Additional needed | Librarian time | Fall 2020 |

Strategy Eight: Faculty and librarians' time commitment to review and incorporate faculty in review process.

| Staffing | Resources | Time |
|----------|------------------------|-----------|
| Existing | Librarian/Faculty time | Fall 2020 |

Strategy Nine: Increased acquisitions budget by \$100,000.

| Staffing | Resources | Time |
|----------|------------------|-----------|
| Existing | Increased budget | Fall 2020 |

Strategy Ten: Library Director time commitment serving on Planning Council.

| Staffing | Resources | Time |
|---------------|-----------------|-----------|
| Hire Director | Director's time | Fall 2020 |

Strategy Eleven: Funds for marketing and promotion to increase faculty awareness of and selection of collection and electronic resources.

| Staffing | Resources | Time |
|----------|------------------|-----------|
| Existing | Increased budget | Fall 2020 |

Strategy Twelve: Library and faculty members' time to create assignments and to assess critical thinking and information literacy competency in completed assignments.

| Staffing | Resources | Time |
|----------|------------------------|-----------|
| Existing | Librarian/Faculty time | Fall 2020 |

Strategy Thirteen: Fund incentives for faculty created Open Educational Resources such as stipends or course releases.

| Staffing | Resources | Time |
|------------------------------|------------------|-----------|
| Existing full-time librarian | Foundation Grant | Fall 2019 |

Strategy Fourteen: Library staff time commitment to update materials and resources.

| Staffing | Resources | Time |
|----------|------------|---|
| Existing | Staff time | Fall 2019 - contingent upon 2nd floor modifications |

I Strategy Fifteen: Faculty Senate initiative in process; no resources needed.

| Staffing | Resources | Time |
|--------------------|---------------------------------|-----------|
| Existing full-time | Agenda items for Faculty Senate | Fall 2019 |

■ PROCESS

- 1.1.1.1 Using Survey Monkey poll faculty/students on increased awareness
- 1.2.1.1 Librarians to send out periodic notices to faculty about services available. Attend committee, division, department and chair meetings to promote library services.
- 1.3.1.1 Librarians to work with classified staff and faculty to administer and post poll results of students increased knowledge of library resources
- 1.4.1.1 Librarians to present and promote LibGuides to faculty through email and in person at committee, division, department and chair meetings.
- 1.5.1.1 Librarians to present and promote LibCal appointments to faculty through email and in person at committee, division, department and chair meetings. Promote in all library orientation sessions, work with Tutoring to have them advise students of this service as well.
- 1.6.1.1 Librarians to track number of interactions/meetings with faculty regarding collection development, tally and post in Library Committee LibGuide
- 1.7.1.1 Keep tally and post in the Library Committee LibGuide how many times and to which departments each librarian promoted the Learning Commons resources.
- 1.8.1.1 Number of physical and digital acquisitions related to specific courses, programs, and curricula
- 1.8.1.2 Librarians to tally/track collaborative endeavors with faculty for curriculum/mission based purchases. Librarians to post results on the Library Committee LibGuide.
- 1.9.1.1 Librarians to work with the Dean/Library Director to justify increase in library acquisition budget
- 1.10.1.1 Working with the Planning Council increase library and classified staff
- 1.11.1.1 Librarians to work with faculty/Library Committee to monitor and track the number of collaborative efforts and post the results in the Library Committee LibGuide.
- 1.12.1.1 Librarians to work with the faculty to expose and encourage them to use Information Literacy measurement tools now available through our subscription databases.
- 1.13.1.1 Using means such as grant funding to stimulate faculty interest in OER options. Librarians to work closely with the various committees, division, department and chair meetings to expose OER adoption benefits.
- 1.14.1.1 Librarians to work with faculty to increase LibGuide links into their courses through Canvas via direct links, or through Canvas Commons.
- 1.15.1.1 Work with the faculty to develop an evaluation process.

GOAL 2 INCREASE SATISFACTION WITH LIBRARY SERVICES AND FACILITIES

OBJECTIVES

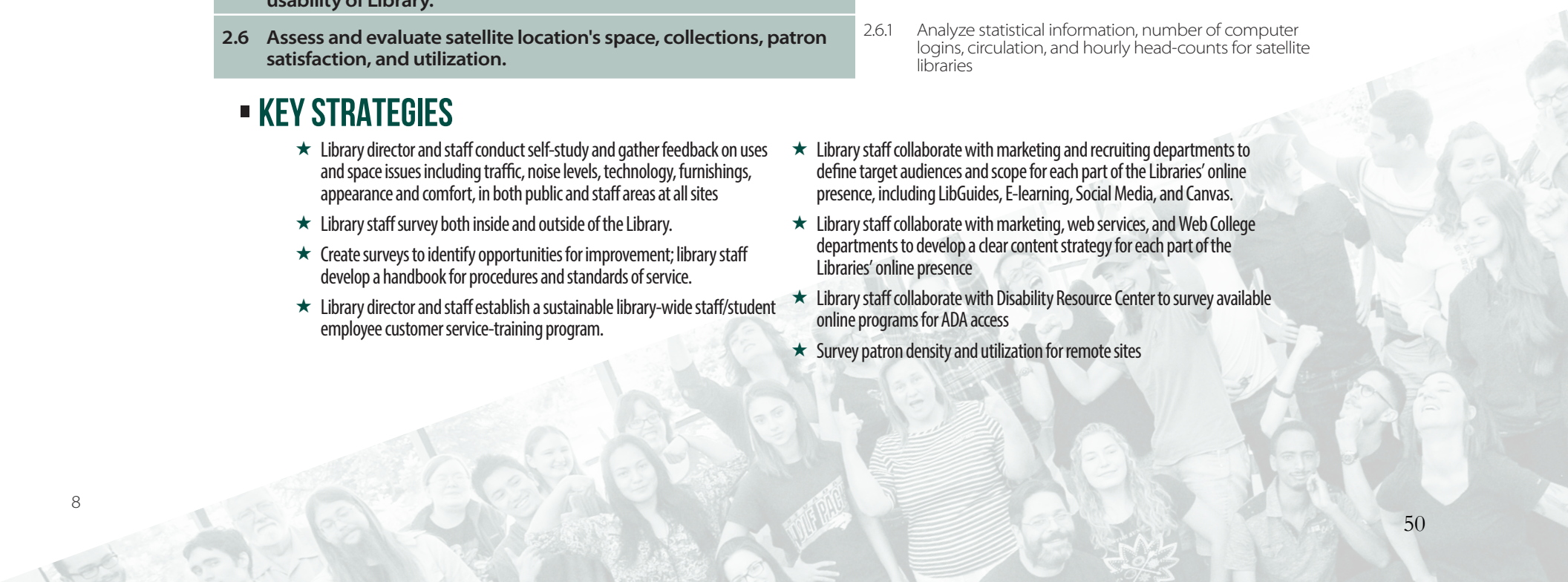
- 2.1 Assess use of equipment, technology and furniture with counts and surveys at each library site.
- 2.2 Assess satisfaction of library orientation sessions and implement improvements.
- 2.3 Develop, communicate, and implement a standard of quality customer service across all library locations
- 2.4 Design and implement an intuitive, user-friendly online library experience that promotes discovery and learning
- 2.5 Assess and evaluate resources for non-traditional students and provide additional support to enhance ease of access and usability of Library.
- 2.6 Assess and evaluate satellite location's space, collections, patron satisfaction, and utilization.

MEASURES

- 2.1.1 Number and nature of opportunities for improvement noted by staff (hourly observation notes)
- 2.1.2 Number and areas of Library patron concerns
- 2.1.3 Number and areas of concern for non-Library users
- 2.2.1 Comments on basic Library orientation
- 2.2.2 Percentage improvement in student understanding of research methods/Information Literacy programs.
- 2.3.1 Establishment of formal public service training program
- 2.4.1 Identification of duplication/lack in Library's online presence
- 2.4.2 Increase in access and utilization numbers for Library's online sites.
- 2.5.1 Numbers of programs for disabled students
- 2.5.2 Number of uses of ADA programs
- 2.6.1 Analyze statistical information, number of computer logins, circulation, and hourly head-counts for satellite libraries

KEY STRATEGIES

- ★ Library director and staff conduct self-study and gather feedback on uses and space issues including traffic, noise levels, technology, furnishings, appearance and comfort, in both public and staff areas at all sites
- ★ Library staff survey both inside and outside of the Library.
- ★ Create surveys to identify opportunities for improvement; library staff develop a handbook for procedures and standards of service.
- ★ Library director and staff establish a sustainable library-wide staff/student employee customer service-training program.
- ★ Library staff collaborate with marketing and recruiting departments to define target audiences and scope for each part of the Libraries' online presence, including LibGuides, E-learning, Social Media, and Canvas.
- ★ Library staff collaborate with marketing, web services, and Web College departments to develop a clear content strategy for each part of the Libraries' online presence
- ★ Library staff collaborate with Disability Resource Center to survey available online programs for ADA access
- ★ Survey patron density and utilization for remote sites



■ RESOURCES

Strategy One: Conduct self-study and gather feedback on uses and spaces issues including traffic, noise levels, technology, furnishings, appearance and comfort, in both public and staff areas at all sites.

| Staffing | Resources | Time |
|----------|-------------------------------|---|
| Existing | Staff time and recording form | After conclusion of construction Fall 2018 |

Strategy Two: Survey both inside and outside of the Library.

| Staffing | Resources | Time |
|----------------------|-----------------------|--|
| Existing staff/hours | Staff time and survey | After conclusion of construction and moving Spring 2019 |

Strategy Three: Create surveys to identify opportunities for improvement.

| Staffing | Resources | Time |
|----------------------------|---------------------------|-------------------------|
| Additional Librarian/hours | Librarian time and survey | Spring 2019 and ongoing |

Strategy Four: Establish a sustainable library-wide staff/student employee customer service training program.

| Staffing | Resources | Time |
|-------------------------------|-------------------------|-----------------------|
| Additional hours and training | Best practices training | Fall 2018 and ongoing |

Strategy Five: Define target audiences and scope for each part of the Libraries' online presence, including LibGuides, E-learning, Social Media and Canvas.

| Staffing | Resources | Time |
|----------------------------|-----------------------------|---------|
| Additional Librarian/hours | Staff time and focus groups | FY 2020 |

Strategy Six: Develop a clear content strategy for each part of the Libraries' online presence.

| Staffing | Resources | Time |
|----------------------------|--------------------------|---------|
| Additional Librarian/hours | Staff time, Media and IT | FY 2020 |

Strategy Seven: Survey available online programs for ADA access.

| Staffing | Resources | Time |
|----------|-------------------------------------|--------------|
| Existing | Staff time and Disability Resources | January 2018 |

Strategy Eight: Survey patron density and utilization for remote sites.

| Staffing | Resources | Time |
|-----------------------|--------------------------|-----------|
| Additonal staff/hours | Staff time and procedure | Fall 2018 |

■ PROCESS

- | | | | |
|---------|--|---------|--|
| 2.1.1.1 | Survey of Public Services staff re: noise evaluation, traffic flow, ease of accessibility, signage | 2.4.1.1 | Determine target audience and examine ease of use, duplication and completeness of information at each online access point for the Library |
| 2.1.1.2 | Record concerns or complaints from patrons | 2.4.2.1 | Research and evaluate comparable library/knowledge center web sites |
| 2.1.2.1 | Develop and administer survey for evaluation of physical environment by library users | 2.4.2.2 | Identify staff expertise needed to continually plan for and manage a modern, interactive, and dynamic online presence; |
| 2.1.2.2 | Develop survey to be administered outside of the Library | 2.4.2.3 | Create the necessary online instructional tools including point-of-need video tutorials and research guides. |
| 2.2.1.1 | Develop and administer survey for basic orientation classes | 2.4.2.4 | Number of courses using CREDO module. |
| 2.2.1.2 | Develop and administer evaluation tools for determining effectiveness of Library Tour/Information Literacy program | 2.5.1.1 | Identify and label equipment with ADA programming. |
| 2.2.1.3 | Review evaluation tools and establish program improvements | 2.5.1.2 | Publish on the web site for each location. |
| 2.3.1.1 | Obtain current procedures for public service positions. | 2.6.1.1 | Develop and administer surveys and procedures for data gathering |
| 2.3.1.2 | Research and evaluate public service training programs. | 2.6.1.2 | Analyze data and implement improvement initiatives based on data |
| 2.3.1.3 | Develop and implement training program. | | |

GOAL 3 INCREASE COMMUNITY OUTREACH, COLLABORATIONS AND LIBRARY SPONSORED EVENTS

OBJECTIVES

- 3.1 Amend the library webpage to include a community services section
- 3.2 Create an online form for patron driven acquisitions
- 3.3 Develop a library policy/procedure to accommodate/offer community meeting and learning spaces in the LC and on the TMCC campus
- 3.4 Develop a community outreach program utilizing the LOC StoryCorps software
- 3.5 Bring back library display cases. Showcase TMCC Library and community collections
- 3.6 Promote One on One Appointments with librarians to the community, opportunity to expand community-borrowing cards
- 3.7 Work with community stakeholders and the Library Committee to increase community programming/events
- 3.8 Create Social Media accounts to promote library & collaborative events/information
- 3.9 Join, participate with and forge collaborations with other state and regional libraries and library organizations (NLA, CCL, FHL)
- 3.10 Establish a relationship with the NV Historic Society to assist in community archival opportunities
- 3.11 Librarians to promote TMCC faculty to do OLLIE Presentations that show case TMCC classes, programs and library collections
- 3.12 Increase collaboration with TMCC departments such as Tutoring, Computer Labs, Career Ctr, DISCO, Vets Resource Center
- 3.13 Library Committee to Link programs offered by the library to Mission Statement/Accreditation standards and the Library Strategic Plan

MEASURES

- 3.1.1 Work with IT to record how many hits the page gets
- 3.2.1 Work with classified staff to record how often patron request are submitted
- 3.3.1 Finished product to be added into the library policies and procedures handbook
- 3.4.1 Record how often a room is booked for and the LOC StoryCorps software is used
- 3.5.1 Record the number and types of displays
- 3.6.1 Add a question to the class visit booking form to include did you promote the one on one appointments? Yes/No?
- 3.6.2 Add a question to the online appointment request form: how did you hear about this? Social Media/Word of Mouth, In Class Visit, etc.
- 3.6.3 Using LibCal Reports, tally the amount of one on one appts each librarian has per semester. Compare to previous semester.
- 3.6.4 Compare community borrowing cards from semester to semester, did they go up?
- 3.7.1 Compare the number of events from the prior time period, did they go up?
- 3.8.1 How many people "liked"/followed or retweeted your posting of promotional library events on FB or Twitter?
- 3.9.1 A Count of how many state/regional organizations you joined, how many events did you collaborate with?
- 3.10.1 Join/participate in the NV Historical Society meetings/ events/archive opportunities. How many times?
- 3.11.1 Librarians to keep a record of when/how often they promoted OLLIE. Contact OLLIE for TMCC presentation totals.
- 3.12.1 Record number of meetings and with which TMCC Department? How many collaborations resulted?
- 3.13.1 Add item to agenda to be discussed, acted upon. Check meeting minutes to ensure compliance.

3.14 As a result of 3.13 the Library Committee is to develop a check-list/criteria for pre-approval of library sponsored events

3.15 Create two new positions on the Library Committee 1) Student Rep, 2) Community Rep

3.16 Include librarian representation in the Curriculum Review Committee and the Assessment and Academic Standards Committee

3.14.1 Completed form will be the measure of accomplishment.

3.15.1 List of Library Committee members to include the two new positions, check meeting minutes to ensure compliance

3.16.1 Librarian collaborations with faculty to ensure accurate measurements of General Education Outcomes, especially the information literacy outcome, and librarian participation in assessing the information literacy outcome

■ KEY STRATEGIES

- ★ Librarian to do write up on Community Services and then work with Web Services to publish it on our webpage.
- ★ Librarian to work with the classified staff to create a patron driven acquisitions form.
- ★ Librarians to create a policy on community use of library space, collaborate with other TMCC Departments to ensure compliance with TMCC room use policies. Consider expanding community use of space to other TMCC rooms outside of the library.
- ★ Librarians to meet to examine the LOC StoryCorps software, develop a room use policy and appointment schedule process open to both TMCC students, faculty and the community.
- ★ Librarians to contact the Salvage Area to see if they can retrieve the old library display cases, if not, shop for new ones.
- ★ Librarians to develop a community use of display cases policy/procedure.
- ★ Librarians to promote one on one appts on Social Media, In Class visits, OLLIE Presentations, etc. Utilize the Library Committee to promote them as well.
- ★ Librarians/Library Committee to create a community programming policy/procedure. Collaborate with community stakeholders in its development of it.
- ★ Librarian to work with Marketing and Web Services to create a new Facebook/Twitter account. All librarians will become familiar with proper use of social media guidelines before posting.
- ★ Librarians to research and decide which regional/state organizations will meet our needs. Gather info and prices.
- ★ Librarian(s) will outreach to the NV Historic Society, attend meetings, explore collaboration opportunities, assist in archive preservation opportunities.
- ★ Librarians to present at OLLIE, promote OLLIE to other TMCC faculty, encourage them to present as well.
- ★ Librarians/Library Committee to develop a process to meet with & create collaboration opportunities with other TMCC departments.
- ★ Librarians/Library Committee to work with Institutional Research to create a checklist/criteria to ensure that library sponsored events meet TMCC mission/accreditation/Strategic Goals.
- ★ Library Committee to develop a check list and criteria that must be met before approval of library events.
- ★ To ensure equal representation on the library committee, two new voting positions should be created. 1) A student rep, 2) Community Rep.

RESOURCES

Strategy One: Librarian to do write-up on Community Services and then work with Web Services to publish it on our webpage.

| Staffing | Resources | Time |
|----------|-------------------------------------|-------------|
| Existing | Library and Web Services staff time | Spring 2018 |

Strategy Two: Librarian to work with classified staff to create a patron-driven acquisitions form.

| Staffing | Resources | Time |
|----------|--------------------|-------------|
| Existing | Library staff time | Spring 2018 |

Strategy Three: Librarians to create a policy on community use of library space, collaborate with other TMCC departments to ensure compliance with TMCC room use policies. Consider expanding community use of space to other TMCC rooms outside of the library.

| Staffing | Resources | Time |
|----------|--|-----------|
| Existing | Library and Room Scheduling staff time | Fall 2018 |

Strategy Four: Librarians can train as a group, or independently on the free LOC StoryCorps software, develop a room use policy and appoint schedule process open to both TMCC students/faculty and the community. IT to load software on computers.

| Staffing | Resources | Time |
|----------|---|-----------|
| Existing | Library and LOC staff time, LOC software Room with computer and microphone | Fall 2018 |

Strategy Five: Librarians to contact the Salvage Area to see if they can retrieve the old library display cases. If not, shop for new ones.

| Staffing | Resources | Time |
|----------|--|-------------|
| Existing | Library and Facilities staff time Area where display cases will reside If old display cases are not available, purchase new ones Potential increase in budget may be needed as a result | Spring 2018 |

Strategy Six: Librarians to promote one-on-one appointments on Social Media, in-class visits, OLLIE presentations, etc. Utilize the Library Committee to promote them as well.

| Staffing | Resources | Time |
|----------|--|-----------|
| Existing | Library, OLLIE, Library Committee staff time | Fall 2018 |

Strategy Seven: Librarians/Library Committee to create a community programming policy/procedure. Collaborate with community stakeholders in its development of it.

| Staffing | Resources | Time |
|----------|--|-----------|
| Existing | Library and Library Committee staff time Community stakeholder time | Fall 2018 |

Strategy Eight: Librarian to work with Marketing and Web Services to create a new Facebook/Twitter account. All librarians will become familiar with proper use of social media guidelines before posting.

| Staffing | Resources | Time |
|----------|-------------------------------------|-------------|
| Existing | Library and Web Services staff time | Spring 2018 |

Strategy Nine: Join, participate with and forge collaborations with other state and regional libraries and library organizations (NLA, CCL, FHL).

| Staffing | Resources | Time |
|----------|--------------------|-----------|
| Existing | Library staff time | Fall 2018 |

Strategy Ten: Establish a relationship with the NV Historic Society to assist in community archival opportunities.

| Staffing | Resources | Time |
|----------|------------------------------|-----------|
| Existing | Staff time and funds to join | Fall 2018 |

Strategy Eleven: Librarians to promote TMCC faculty to do OLLIE presentations that showcase TMCC classes, programs and library collections.

| Staffing | Resources | Time |
|----------|--------------------------------------|-----------|
| Existing | Library/faculty and OLLIE staff time | Fall 2018 |

Strategy Twelve: Increase collaboration with TMCC departments such as Tutoring, Computer Labs, Career Center, DISCO, Veterans Resource Center.

| Staffing | Resources | Time |
|----------|---|-----------|
| Existing | Library/Tutoring/Computer Labs/ Career Center/DISCO/VRC staff time | Fall 2018 |

Strategy Thirteen: Library Committee to link programs offered by the library to mission statement/accreditation standards and the Library Strategic Plan.

| Staffing | Resources | Time |
|----------|--|-----------|
| Existing | Library and Library Committee staff time | Fall 2018 |

Strategy Fourteen: As a result of Strategy Thirteen, the Library Committee is to develop a checklist/criteria for pre-approval of library sponsored events.

| Staffing | Resources | Time |
|----------|---|-----------|
| Existing | Library and Library Committee staff time Institutional Research, if needed | Fall 2018 |

Strategy Fifteen: Create two new positions on the Library Committee – 1. Student Representative and 2. Community Representative.

| Staffing | Resources | Time |
|----------|--|-----------|
| Existing | Library and Library Committee staff time | Fall 2018 |

Strategy Sixteen: Librarian collaborations with faculty to ensure accurate measurements of General Education Outcomes, especially the information literacy outcome, and librarian participation in assessing the information literacy outcome.

| Staffing | Resources | Time |
|----------|--|-----------|
| Existing | Library and Library Committee staff time | Fall 2018 |

■ PROCESS

- | | |
|--|---|
| 3.1.1.1 Librarian will create a mock-up and work with classified/ Web Svcs. staff to publish on the library website | 3.5.1.1 Librarians to develop a policy for community use of display cases, create an annual list of recurring TMCC Library displays (Banned Book Week, etc.) |
| 3.2.1.1 Librarian and classified staff will work together to create an online form | 3.6.1.1 Librarians will incorporate the mention of one on one appts to each class visit, on our social media, all public presentations. The Library Committee will incorporate mention of them at all library sponsored events. |
| 3.3.1.1 Develop the new policy/procedures through a series of meetings with Librarians/Library Staff/Room Scheduling | 3.6.2.1 Librarian to work with library classified staff to revise our existing online form |
| 3.4.1.1 Librarians will need to become familiar with the s/w, purchase of microphone, a room booking procedure will need to be in place prior to any recordings. IT will need to load the s/w onto the computers for recording use. StoryCorps guidelines will need to be posted on the library webpage. | 3.6.3.1 Librarians to evaluate their quarterly LibCal Reports to see if One on One appts have increased because of promotions |

- 3.6.3.2 Librarians will alter their LibCal templates to include the question how did you hear about one on one appts? Classified staff will then tally on the Library Committee Stats LibGuide
- 3.6.4.1 Classified staff will update quarterly community borrowing card totals onto the Library Committee Library Stats LibGuide
- 3.7.1.1 In a series of meetings the librarians, library staff, Library Committee and community stakeholders will create and implement a community programming policy/ procedure.
- 3.8.1.1 Librarian to create Library FB/Twitter accounts, all librarians will keep it up to date with postings. Librarians will familiarize themselves with TMCC Social Media use policies.
- 3.9.1.1 Librarians/Library Committee to determine which organizations would be of benefit to join and collaborate with.
- 3.10.1.1 Librarian(s) to join and attend NHS meetings, work on collaborative projects, include the Library Committee in planning events
- 3.11.1.1 Librarians to promote OLLIE presentations to the TMCC faculty, not only to encourage them to attend, but also to become presenters. The Library Committee can assist in this effort.
- 3.12.1.1 Librarians/Library Committee to schedule appointments with each of the various TMCC departments to create collaborative endeavors. Invite reps from the various departments to come to a Library Committee meeting as a guest.
- 3.13.1.1 & 3.14.1.1 Library Committee to review the various documents (Mission, etc.) and develop a form of standards that will need to be met before library-sponsored events could be acted upon. Original form could be formulated with the guidance of Institutional Research.
- 3.15.1.1 Library Committee to meet/discuss/vote on the addition of two new voting positions on the committee. To be recorded in their minutes.
- 3.16. 1 Librarians contact Curriculum Revise and Academic Standards and Assessment committee chairpersons and begin service and collaborations on these committees.



Appendix C (Recommendation 7)

C1. Planning Council Minutes, March 26, April 16, and April 30, 2018

C2. Strategic Master Plan with Progress Update 2017-18

C3. PowerPoint Presentation to the Foundation/Institutional Advancement Office

C4. Student Services & Diversity Strategic Plan Alignment to the SMP

C1. Planning Council Minutes, March 26, April 16, and April 30, 2018

MEETING MINUTES

Monday, March 26, 2018

TMCC Tobacco Free Committee Resolution

Hallie Madole, TMCC Tobacco Free Committee Chair, presented the Resolution to Support a Smoke and Tobacco-Free Campus to the Council. The Council held discussion regarding designated smoking areas and phase-out plans. The Council decided to table the discussion until the tobacco-free campus survey results can be reviewed. The survey will close Friday, March 30. Results will be provided to Planning Council at a future meeting.

“Guide to the Strategic Master Plan” Introduction

Associate Dean of Assessment and Planning, Dr. Melissa Deadmond, presented the Guide to the Strategic Master Plan document to the Council and provided an overview of work completed by the Accreditation Committee. The Council discussed proposed changes to Objective 1 of the Strategic Master Plan related to items 1.1.4, 1.2.3 and 1.3.4. The next Planning Council meeting, April 16, will be fully dedicated to additional review and revisions of the SMP.

Planning Council Committee Updates

- **Academic and Student Services Committee**

Dr. Jill Channing, Dean of Liberal Arts, reported to the Council of a proposal to utilize Deans & Directors as a problem solving group. Initially, the group would be small and would grow as needed depending on the project. The group would take on 1-2 issues per sequence. Results would be shared with Vice Presidents and reported to the Planning Council.

- **Accreditation Committee**

The committee reported that Brad Summerhill will serve as editor to Fall reports.

- **Budget Committee**

Craig Scott, Director of Budget and Planning, reported that the committee is currently going through FY19 Resource Allocation Process (RAP) requests. The committee has received 64 requests totaling \$1.2 million.

- **Diversity Committee**

YeVonne Allen, Program Manager of Equity and Inclusion, reported the committee is working on the Faculty Diversity initiative. There will be a diversity tree planting April 26.

- **Enrollment Management Committee**

Associate Vice President, Elena Bubnova, reported that the committee has wrapped up reviewing enrollment steps and recommended changes including ensuring enrollment steps online are accurate and consistent.

- **Facilities Committee**

Dave Roberts, Executive Director of Facilities Operations and Capital Planning, provided updates on projects including Applied Tech Phase III, Vista boiler replacements, Learning Commons Phase II and upgrades to the Sierra Lobby.

- **Technology Committee**

Thomas Dobbert, Director of Information Technology, reported that committee will be meeting the following day and the topic will be lifecycle replacements.

TMCC Bylaws, Policies and Procedures

Policy: Student Publication Definition

A first draft of the Student Publication definition was provided to the Council. Kimberly Tran, Student Government Association President, and Randall Hudson, Student Government Association Vice President, will take back for discussion at a regular SGA meeting and bring back feedback to a future Planning Council meeting.

NSHE Government Affairs Reporting Requirements

For awareness and coordination of activities related to government relations by NSHE and its institutions, the Chancellor's Office has requested the following from each institution:

All meetings with elected officials (local, state, federal) must be reported to the system office monthly. All trips to Washington, D.C. that may include meetings with elected officials and/or their staff members must be reported in advance of the trip.

The system has provided a mechanism for monthly reporting that the President's Office will facilitate. Please communicate meetings/visits/trips to Dr. Kyle Dalpe and/or the President's Office for inclusion in the report. Information should include: date of visit, attendees, and topics discussed. You may submit this by email.

Update on use of Host Funds

Craig Scott, Director of Budget and Planning, reported to the Council an adhoc committee has been working on improving our host processes and procedures in response to audit violations. Efforts include removing lengthy procedures from the TMCC website which were not in compliance with NSHE requirements. New guidelines have been created and a new online host approval form will assist with understanding what qualifies as a valid host charge.

New Business / Future Agenda Items

- Enrollment Management Committee report on changes to enrollment steps
- Student Government Associate to report back on Student Publication definition
- Campus Utilization

Guide to Strategic Master Plan Review

Why Review the Strategic Master Plan (SMP)?

The Strategic Master Plan should align to our mission and serve as the College's guiding document. It's a compendium of goals and strategies that the College sets for itself and against which it measures its progress. Reviewing our progress periodically informs how we might re-strategize and direct resources to fulfill our mission. This process of self-assessment addresses NWCCU Standards 4 (Effectiveness and Improvement) and 5 (Mission Fulfillment, Adaptation, and Sustainability).

General Guiding Questions

- The SMP cycle indicated on the cover page is 2017-2022, which is primarily based on TMCC's 7-year accreditation cycle. Do we want to use a shorter cycle?
- Which indicators most directly apply to your department/area? Please review these through your specialty lenses and be prepared to give the Council your insight.
- Compared to SMPs at other campuses, ours is rather "comprehensive." Do we want to remove some indicators and streamline? Is a particular indicator still important or appropriate?
- Are there cases where we may want to eliminate or modify an Objective, not just the indicators?
- The number of strategies in our SMP is also rather "comprehensive" in some areas, yet nonexistent in other areas. Do we want to limit to a finite number of "key strategies" from each of the appropriate departments/areas? Do we want to require that departments/areas submit key strategies where appropriate?
- According to the Year 1 Report that we submitted to NWCCU, we indicated that we would score our progress on indicators as: "Not Achieved, Approaching Achievement, Achieved, or Exemplary Achievement." The Accreditation Committee agreed that the last category was unnecessary and recommended the color-coded symbols to represent the first three categories of progress. How do we want to distinguish "Not Achieved" from "Approaching Achievement," and "Approaching Achievement" from "Achieved"? How close is close enough? Is there a range we want to adopt?
- Are target values still appropriate? What new targets should we set if targets have already been achieved? Are there legitimate circumstances where we would lower a target?
- Format – Check boxes instead of stars for strategies? Boxes checked when a strategy is complete?

Changes since the plan was first published in October 2017 (a few executive decisions made by Melissa Deadmond after consulting with IR and/or appropriate constituencies)

- Tentatively set plan cycle from 2017-2022.
- Added TMCC's Vision, Mission, and Values per the request of the President's Office (and because we should have done so from the beginning).
- Indicators were numbered for easier tracking of updated data. E.g. 1.1.1 for the first indicator under Objective 1 of Core Theme I: Student Success.
- Indicator language was changed to clarify or simplify reporting, but the indicator meaning essentially remained the same:
 - 1.2.4 – Removed "compared to students who do not have an advising session" and reported values as (vs. % unadvised).
 - 2.3.1 – Changed from "Percentage of *underrepresented* . . ." to "Percentage of *minority* students enrolled by term." because "underrepresented" is a complex term and can have a number of meanings.

- 2.3.2 - Changed Number of degrees and certificates of achievement awarded to *minority* and Pell-eligible students.” In order to match performance pool benchmarks.
- 4.1.4 and 4.1.5 – Added other sites besides Dandini campus in baseline data.
- Baseline data were revised for accuracy if IR was unable to replicate previous values or sustain the indicator:
 - 1.1.1 – Original baseline data could not be replicated.
 - 1.2.3 – Changed from “at least 20” to “at least 15 unduplicated students” in order to include ANTH and NURS courses.
 - 1.3.3 – Recalculated baseline values after non-respondents were removed from the calculation.
 - 1.3.4 – Recalculated baseline values to exclude student 2013 CCSSE responses of “sometimes” and “plan to” because “sometimes” and “plan to” were not part of the 2017 CCSSE response choices. Targets adjusted accordingly.
 - 1.3.4 (10c) – Changed to “% participating” instead of “% reporting none” to simplify interpretation. Target adjusted accordingly.
 - 2.3.2 – Recalculated baseline values after adjusting to how Pell-eligible data are reported.
 - 2.3.3 – Added “2 or more races” to baseline after confirming that these were unduplicated.
 - 4.1.3 – Recalculated baseline values after indicator definition was clarified to 1) exclude TMCC HS, and 2) include high school students taking college classes, not just college classes taught at high schools. Target adjusted accordingly.
 - 4.2.1 – Baseline data updated to reflect appropriate self-supporting programs identified by Craig Scott in Budgeting (excludes self-support like lab fees).
- A shorter version of the plan without the indicators and data is being created as a communication piece for community stakeholders per the request of the President’s Office.

Proposed Changes for Consideration by the Planning Council (shown in gray on the SMP .pdf)

The following changes are being proposed for consideration by the Planning Council as a result of updating data for the SMP review:

| | |
|--|---|
| Core Theme I – Student Success, Objective 1: Improve successful completion of students’ educational goals, including graduation, transfer, and CTE completion. | |
| Proposed Indicator Change | Rationale |
| Eliminate 1.1.4. IPEDS transfer out rate – students transitioning to another institution (did not graduate) without persisting or earning degree and subsequent enrollment at another institution. | No commitment was ever made to a target. If IPEDS transfer increases, completion decreases, which is not what we want. May not reflect “students’ educational goals” for the Objective. |
| Eliminate 1.1.5. Number of transfer students to UNR/UNLV with ≥ 24 credits and a GPA of ≥ 2.5 . | No commitment was ever made to a target. May not reflect “students’ educational goals” for the Objective. |
| Replace 1.1.4 and 1.1.5 with the following indicator: Percent of students who indicated an educational goal of “transfer” and who transferred to another college or university within 2 semesters. | Measurable by IR and reflects “students’ educational goal” of “transfer” for the Objective. |
| Core Theme I – Student Success, Objective 2: Provide high-quality support through library resources, tutoring, advising, and information services. | |
| Proposed Indicator Change | Rationale |

| | |
|---|---|
| <p>Revise 1.2.3 to include only Math and English Courses. Course completion rate of students utilizing the Tutoring & Learning Center compared to completion rate of students not utilizing tutoring services in matched courses.</p> <p>Use “at least 20 unduplicated students” instead of “at least 15 unduplicated students” in baseline/updated values.</p> | <p>The criterion of a course having at least 20 unduplicated students was already changed to 15 to capture HUM, ANTH, and NURS courses for AY 2015-16, but these courses did not have at least 15 unduplicated students in AY 2016-17. The only classes with sustainable numbers of tutored students are in Math and English.</p> |
| <p>Core Theme I – Student Success, Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.</p> | |
| <p>Proposed Indicator Change</p> | <p>Rationale</p> |
| <p>Eliminate 1.3.4 (4t.) or incorporate into Graduate Outcomes Survey and continue to follow – Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.</p> | <p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSE so cannot follow longitudinally.</p> |
| <p>Eliminate 1.3.4 (12j. – 12m.) or incorporate into Graduate Outcomes Survey and continue to follow. % of students reporting “Quite a bit” or “very much” to “How much has your experience at TMCC contributed to our knowledge, skills, and personal development in the following areas? 12j. Understanding yourself 12k. Understanding people of other racial and ethnic backgrounds 12l. Developing a personal code of values and ethics. 12m. Contributing to the welfare of your community.</p> | <p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSE so cannot follow longitudinally.</p> <p>Note: “intrapersonal” in the Objective would not be addressed if these were eliminated.</p> |
| <p>Eliminate 1.3.5 or establish someone to oversee. Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys.</p> | <p>No commitment was made to develop a plan for collecting employers names and addresses. IR has indicated they would help develop the survey if we still want this indicator.</p> |
| <p>Core Theme II – Academic Excellence, Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.</p> | |
| <p>Proposed Indicator Change</p> | <p>Rationale</p> |
| <p>Eliminate 2.2.3. 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).</p> | <p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSE so cannot follow longitudinally. Also does not address “programs” in the Objective.</p> |
| <p>Core Theme II - Academic Excellence, Objective 3: Create a learning environment that promotes academic growth for a diverse student population.</p> | |
| <p>Proposed Indicator Change</p> | <p>Rationale</p> |

| | |
|---|---|
| Eliminate 2.3.5. Percentage of classrooms that provide white board walls, modular furniture, and technology to encourage active learning. | No response or commitment to this indicator. |
| Revise 2.3.6 or utilize a tool different from CCSSE. Percentage of students involved in project-based learning, student research projects, or internships, supported by qualitative interviews. | 2017 CCSSE question differs from 2013 version and only defines internships, field experiences, co-op experiences, and clinical assignments. No commitment to tracking qualitative interviews. |
| Eliminate 2.3.7 (11b. – 11c. and 12g.). 11b. Percent of students who say that instructors at TMCC are “Available, helpful, sympathetic.” 11c. Percent of students who say administrative personnel and offices are “Helpful, considerate, flexible.” 12g. Percent of students who answered “Quite a bit” or “Very Much” to whether their experience at TMCC contributed to the knowledge, skills, or personal development with computing technology. | Baseline values are from 2013 CCSSE. Questions not asked in 2017 CCSSE so cannot follow longitudinally. |
| Eliminate 2.3.7 (13.2h). Percent of students who were “very” satisfied with Computer Lab services. | Also asked in Graduate Outcomes survey, so redundant. |
| Core Theme III - Access to Lifelong Learning, Objective 1: Function as an Open Access institution. | |
| Proposed Indicator Change | Rationale |
| Revise 3.1.2. to the following: Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE, as well as other stand-alone programs (emissions, LTAP, custom training, CPR, fire fighting). Baseline 2016: 18,544 Update 2017: 18, 436 | IR has worked with stakeholders to define programs and standardize reporting. |
| Core Theme III - Access to Lifelong Learning, Objective 2: Cultivate a welcoming, safe, and inclusive environment. | |
| Proposed Indicator Change | Rationale |
| Revise 3.2.2. to the following: Duplicated headcount of individuals served by TMCC cultural activities (includes performing arts, Art Gallery, Distinguished Speaker Series, Equity and Inclusion Speakers and events, and Constitution Day Forum) Baseline AY 2015-16: 16,244 Update AY 2016-17: 18,718 | Utilize similar NCCBP metric of “Market Penetration: Community Participation,” which is already being reported for another purpose. |
| Core Theme IV – Stewardship of Resources, Objective 1: Optimize state-funded revenues. | |
| Proposed Indicator Change | Rationale |

| | |
|---|---|
| Revise 4.1.2. Capture rate of WCSD students that matches graduation growth rates to just "Capture rate of WCSD students." | Simplification of measure. Capture rate should still reflect a targeted percentage of graduating WCSD seniors regardless of their graduation rates. |
|---|---|

MEETING MINUTES

Monday, April 16th 2018

Call to Order: 9:01 a.m.

In Attendance: YeVonne Allen, Cheryl Cardoza, Dr. Jill Channing, Dr. Melissa Deadmond, Elena Bubnova, Gwendolyn Clancy, Dr. Kyle Dalpe, Catherine Edlebeck, Dr. Julie Ellsworth, Julia Hammett, Dr. Karin Hilgersom, Mike Holmes, Randall Hudson, Michelle Montoya, Julie Muhle, Marie Murgolo-Poore, Jim New, Brandy Scarneti, Neil Segal, Amy Williams, Sharon Wurm

Strategic Master Plan Review

The entirety of the April 16th Planning Council meeting was dedicated to review, discussion and applicable changes to the Strategic Master Plan and it's themes, targets, benchmarks and objectives that previously begun at the March 26th meeting. Dr. Melissa Deadmond provided the Council with a shared Guide to Strategic Master Plan Review (see attached) which outlined proposed changes or eliminations. The Council reviewed the guide line-by-line. The following summarizes the changes made by the Council:

Core Theme 1: Student Success

- Eliminate 1.3.5 or establish someone to oversee. Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys. The Accreditation Committee will revisit after speaking with Sydney Sullivan or Marcie Iannacchione to work with existing employer database.

Core Theme 2: Academic Excellence

- Eliminate 2.2.3 – 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). Not asked anymore on CCSSE so cannot be tracked.
 - The council agreed to eliminate.
- Eliminate 2.3.5 – Percentage of classrooms that provide white board walls, modular furniture, and technology to encourage active learning.
 - The council agreed to eliminate and add a new indicator for continuing improvements.
- Revise 2.3.6 or utilize a tool different from CCSSE. Percentage of students involved in project-based learning, student research projects, or internships, supported by qualitative interviews.
 - The council agreed to keep the indicator. The Vice President of Academic Affairs Office will measure and look at processes.
- Eliminate 2.3.7 (11b.) Percent of students who say that instructors at TMCC are "Available, helpful, sympathetic." (11c.) Percent of students who say administrative personnel and offices are "Helpful, considerate, flexible." (12g.) Percent of students who answered "Quite a bit" or "Very Much" to whether their experience at TMCC contributed to the knowledge, skills, or personal development with computing technology.
 - The Council discussed that this could be obtained through course evaluations which will be modified to fit the indicator.
- Eliminate 2.3.7 (13.2h) Percent of students who were "very" satisfied with Computer Lab services.
 - The Council discussed that the graduation survey could be used and agreed to keep data but change the question.

Core Theme 3: Access to Lifelong Learning

- Revise 3.1.2 – Number of non-credit enrichment opportunities and headcount in ABE, ASE, ESL, Silver College, and Workforce Development and Community Education.
 - To be revisited: IR working with stakeholders to define programs and standardize reporting. Will propose a recommendation shortly thereafter.
- Revise 3.2.2 Number of community enrichment opportunities, presentations, programs, speakers, workshops, and events, supported by qualitative surveys and interviews with event attendees.
 - The Council agreed to Replace with NCCBP metric of “Market Penetration: Community Participation,” which is already being reported for another purpose.

Core Theme 4: Stewardship of Resources

- Revise 4.1.2 - Capture rate of WCSD students that matches graduation growth rates to just “Capture rate of WCSD students.”
 - The Council agreed to the revision.

Objectives Review

Core Theme 1: Student Success

- Objective 1 - No change.
- Objective 2 - No change.
- Objective 3 - No change.

Core Theme 2: Academic Excellence

- Objective 1 – No change.
- Objective 2 – No change.
- Objective 3 – No change.
- Objective 4: Nurture and celebrate a culture of intellect and professional growth among faculty and staff. Change “intellect” to “intellectual”.

Core Theme 3: Access to Lifelong Learning

- Objective 1 – Function as an Open Access institution. Change to “serve” instead of “function”.
- Objective 2 – No change.
- Objective 3 – No change.

Core Theme 4: Stewardship of Resources

- Objective 1 – No change.
- Objective 2 – Change to Maximize non-state-funded revenue streams.
- Objective 3 – Maintain or improve / change to maintain and enhance

Vision

- Proposed revision: TMCC creates the future by changing lives though affordable education.

Mission

- Add Core Theme 4 (Stewardship of resrouces)– Dr. Deadmond will check to see if we can change at this time.

At this time the Council will hold off on changes to the Vision and Mission until next year to coordinate with cycle

Please see attached Guide to the Strategic Master Plan for additional details.

Meeting Adjourned: 10:48 AM

MEETING MINUTES

Monday, April 30, 2018

Call to Order: 9:04 a.m.

In Attendance: Dr. Marie Murgolo-Poore, Elena Bubnova, Dr. Melissa Deadmond, Natalie Brown, Roni Fox, Neil Segal, Gwendolyn Clancy, Jon Reddick Lau, YeVonne Allen, Andy Hughes, Cate Edlebeck, Dr. Julie Ellsworth, Julie Muhle, Brandy Scarneti, Dr. Julia Hammett, Cheryl Cardoza, Randall Hudson, Jennifer Kurowski, Dr. Jill Channing, Amy Williams, Mike Holmes, Dr. Kyle Dalpe, Estela Gutierrez, Lisa Farmer, Ahtziry Vasquez, Jarod Haren

Strategic Master Plan Performance Progress

Dr. Melissa Deadmond, Associate Dean of Assessment and Planning, reviewed the progress of each indicator of the Strategic Master Plan (SMP) with the council. The indicators have been color coded based on their progress by red (not met), yellow (on track) and green (met). Some indicators will not have results until the end of the fiscal year at which time the SMP will be updated. Going forward the Accreditation Committee will be focusing on confirming plan cycle, streamlining strategies, whether or not to continue streamlining indicators and possibility of resetting targets that were highly surpassed. Dr. Deadmond also provided the Council with a handout summarizing updates to the SMP from prior Planning Council meetings. (see attached).

Spring 2018 Online Student Satisfaction Survey

Brandy Scarneti, Program Director of Webcollege, provided the Council with results of the Spring 2018 Online Student Satisfaction Survey. The survey received a 36% response rate. A new question about type of device used to access online classes was added to capture how many students are using a mobile device vs. a computer. Brandy noted that tutoring needs to be incorporated more but feels that those results will improve when WebCollege relocates to the Learning Commons area. Survey comments showed that students want consistency across online courses.

Planning Council Committee Updates

- **Academic and Student Services Committee**
No report, no new meeting has been held since last Planning Council meeting.
- **Accreditation Committee**
Reports are currently in editing. No additional report beyond performance progress at this time.
- **Budget Committee**
No report.
- **Diversity Committee**
YeVonne Allen, Program Manager of Equity and Inclusion, reported that the Diversity tree was planted last week. It is in the southwest quadrant of the plaza. The 2018 Northern Nevada Diversity Summit was held April 12th, there were 12 attendees from TMCC. YeVonne would like to increase participation next year. Also, the Diversity Committee presented the Diverse Faculty Initiative to President's Cabinet.
- **Enrollment Management Committee**
Elena Bubnova, Associate Vice President of Institutional Research, Marketing and Webservices, reported that the enrollment count has been completed. Enrollment is down 2%. Elena highlighted the efforts of the Grant In Aid campaign and Spring mini-sessions which helped in closing the gap. Elena also informed the Council during her report that President's Cabinet has discussed putting forth a survey regarding the All-Discussions listserv to the campus community. The survey is expected to be open all Summer since it is coming out late in the Spring session.

- **Facilities Committee**

Dave Roberts, Executive Director of Facilities Operations and Capital Planning, provided the following project updates to the Council:

- Applied Tech Phase III: Inspections were completed the week of April 23.
- Vista & Child Care Boiler Replacement: Still planned for Summer 2018.
- Red Mountain Roof Replacement: Rescheduled for Summer 2019.
- Learning Commons: Heavy construction expected to begin mid-July.
- Human Resources Move: Construction will start in Red Mountain Building, Room 211 this week.
- A/C to be replaced in main server room.
- CNA move to Meadowood currently in bidding phase.
- Sports and Health Complex - Design progress at approximately 30%. Current work focus is on utilities.
- EATS Facility: Requests for qualifications will be going out.
- Sierra/Library Coffee Cart Lobby: Scheduled to be updated Winter 2018.

- **Technology Committee**

No Report.

2018-2019 Planning Council Session Membership & Dates

Lisa Farmer, Executive Assistant for the Office of the President, provided information on Planning Council membership and positions that will need to be filled for the new session. Anyone who wishes to continue serving or would like to make a position recommendation, please submit names to planningcouncil@tmcc.edu by September 1, 2018.

Strategic Master Plan Discussion
Planning Council
April 30, 2018

Updates to the Strategic Master Plan

(Substantive changes made following Planning Council discussions on 3/26/18 and 4/16/18)

- 1.1.3 and 1.1.6 – Eliminated indicators and replaced with 1.1.4 “Percentage of students indicating an educational goal of “Transfer” who transferred within 2 semesters of completing coursework at TMCC.”
- 1.2.3 – Limited indicator to Math and English courses.
- 1.3.4 – Reduced indicator to CCSSEE Benchmark scores for “Student-Faculty Interaction” and “Support for Learners.”
- 1.3.5 – Retained and assigned Employer Satisfaction Survey to Re-entry/Job Prep/Career Center Manager, who will work with IR.
- 2.2.3 – Eliminated Indicator, as this is already reflected in Core Theme 1, Objective 1.
- 2.2.4 (now renumbered as 2.2.3) – Changed indicator to “Number of students completing self-supporting workforce programs.” Re-established baseline and target values.
- 2.3.5 (now renumbered as 2.3.1) – Retained and changed indicator to establishing a process and schedule for updating classrooms.
- 2.3.7 – Eliminated CCSSE Item 11 b-c. Proposal to incorporate 11 b. into course evaluations. Eliminated CCSSE items 13.2h and 12, as these are also being asked in the annual Graduate Outcomes Survey.
- Core Theme II, Objective 4 – Changed to “Nurture and celebrate a culture of intellectual and professional growth among faculty and staff.”
- Core Theme III, Objective 1 – Changed to “~~Function~~ **Serve** as an Open Access institution.”
- 3.1.2 – Changed to “Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE as well as other standalone programs (Emissions, LTAP, Custom Training, CPR, Firefighting.” Reestablished baseline and target values.
- 3.2.2 – Changed to “Number of cultural enrichment opportunities afforded by TMCC offerings (9 programs, speakers, workshops, theatre, and art events).” to match NCCBP standards.
- 3.2.5 – Reestablished baseline values to match how book titles are being measured as compliant or non-compliant with WCAG 2.0 and Section 508 accessibility.
- Core Theme IV, Objective 2 – Changed to “~~Maintain and~~ **grow** ~~Maximize~~ non-state-funded revenue streams.”
- Core Theme III, Objective 3 – Changed to “~~Maintain or~~ **improve and enhance** the effectiveness and efficiency of College Operations.”

Still Needs to be Done

| Indicator | Action Needed | Responsible Party |
|--------------------------------|-------------------------------|---------------------------|
| 2.3.4 (Diversity hires) | Establish date for target | Equity & Inclusion Office |
| 3.1.4 (Scholarships) | Provide progress data | Foundation Office |
| 3.3.1 (Alumni donations) | Provide progress data | Foundation Office |
| 3.3.2 (Advisory board minutes) | Update website; report to SMP | Technical Sciences Admin? |
| 4.1.3 (JumpStart) | Establish target | AOR |
| 4.1.4 (Classroom fill rates) | Establish targets at sites | Academic Deans? |
| 4.1.5 (Classroom utilization) | Establish targets at sites | Academic Deans? |
| 4.2.1 (Self-support revenue) | Provide progress data | Budget Office |
| 4.2.2 (Private donations) | Provide progress data | Foundation Office |
| 4.2.3 (Grant-based expenses) | Provide progress data | Foundation Office |
| 4.2.4 (Employee giving) | Provide progress data | Foundation Office |
| 4.3.1 (CCSSE focus group) | Provide progress data | Student Services |
| 4.3.2 (Fund balance reserves) | Provide progress data | Budget Office |
| 4.3.3 (Sustainability efforts) | Provide progress data | Equity & Inclusion Office |

Going Forward

Confirm Plan Cycle – 5 year plan?

Streamline strategies – Focus on key strategies in areas where targets have not yet been met.

Continue to streamline indicators?

Reset targets that were highly surpassed?

C.2. Strategic Master Plan with Progress Update 2017-18



TMCC

STRATEGIC MASTER PLAN

Progress Report 2017-2018



PREAMBLE

Speaking on behalf of campus leadership, faculty, and staff, I am delighted to share the 2017-2022 Truckee Meadows Community College (TMCC) Strategic Master Plan. This plan is a result of much collaboration, and a “can do” campus culture that engages in continuous quality improvement. We are proud of our strategic directions, some old and some new. We are equally proud of the initiatives that are in various stages of implementation that breathe real life into the TMCC Strategic Master Plan. Ultimately this plan also provides the framework that helps us conduct institutional assessment to determine how well we are doing toward fulfilling the TMCC mission.

Each year the TMCC Planning Council will revisit the plan for two purposes. One, to verify that we are making progress toward meeting or exceeding our benchmarks and aspirational targets that measure various endeavors related to student success. Two, to modify the plan as needed based upon what we learn from new strategies and adjusting these strategies accordingly. I am grateful to the TMCC Planning Council, a council comprised of faculty, staff, management, and student leaders, for overseeing this work in the spirit of shared governance. I am also grateful for the direction and support that TMCC receives from our Institutional Advisory Council (IAC). Current membership on the Planning Council and the IAC can be accessed at the TMCC website.

In closing, I recall the famous words of scholar and semanticist Alfred Korzybski, “The map is not the territory.” The TMCC Strategic Master Plan is our aspirational map. The territory is the important daily work that is fraught with challenges and opportunity, including pedagogies of risk that build our capacity for improvement. TMCC is an extraordinary college, and I for one, am very proud to be part of mapping and shaping a territory that is nothing less than excellent.

Karin M. Hilgersom

VISION

| Truckee Meadows Community College creates the future by changing lives.

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.

VALUES

| 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.

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
- ★ A healthy environment and a healthy college community



CORE THEME 1: STUDENT SUCCESS

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

■ STRATEGIES

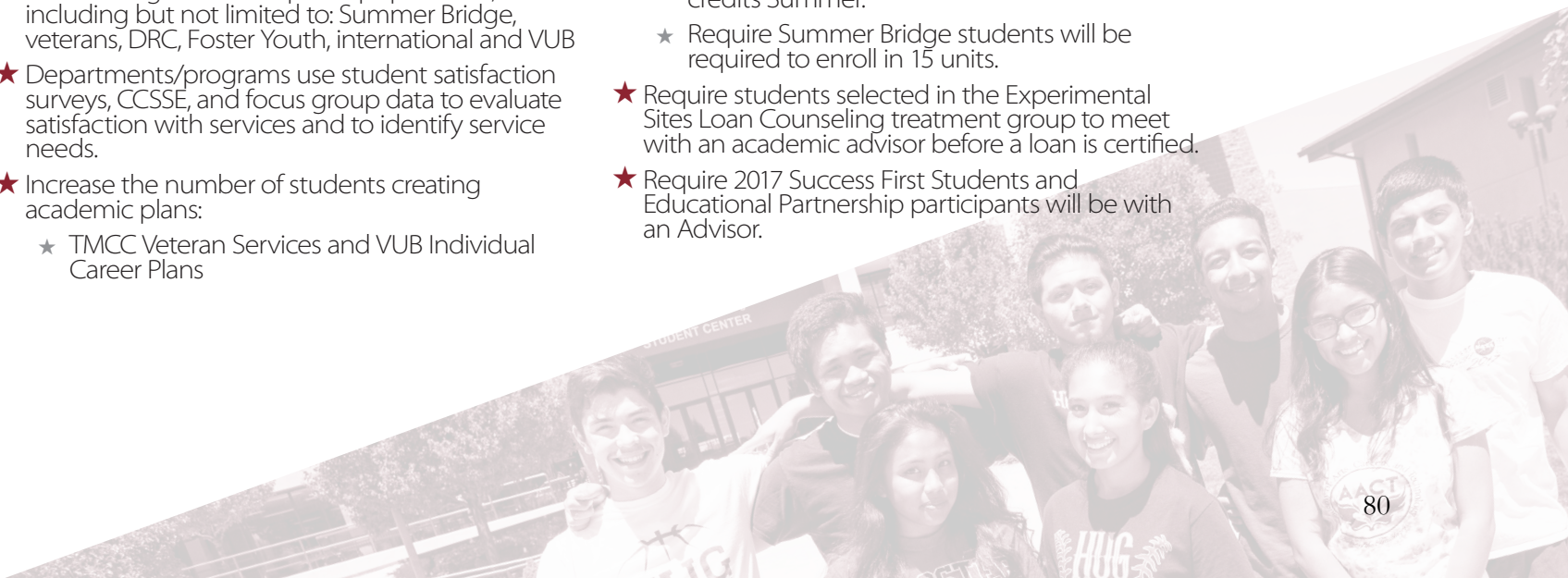
Academics

- ★ Increase the fall-to-fall persistence rate to match the fall-to-spring persistence rate.
- ★ Conduct a Gateway course completion campaign.
- ★ Implement a part-time faculty mentor program for Gateway students.
- ★ Implement registration and drop holds on Gateway cohort.
- ★ Increase faculty professional development and training.
- ★ Enhance embedded tutoring and supplemental instruction programs.
- ★ Modify Skills Center requirements and math courses.
- ★ Provide additional training for Developmental Math Instructors.
- ★ Hold a registration promotion event each semester.
- ★ Implement Learning Commons model to increase utilization of academic support services.
- ★ Offer stackable certificates and degrees.
- ★ Provide and market clear articulation agreements, especially with UNR.
- ★ Schedule courses in an effective, student-centered, and completion-oriented manner
- ★ Ensure that a full complement of GE courses is available each semester.

Student Services

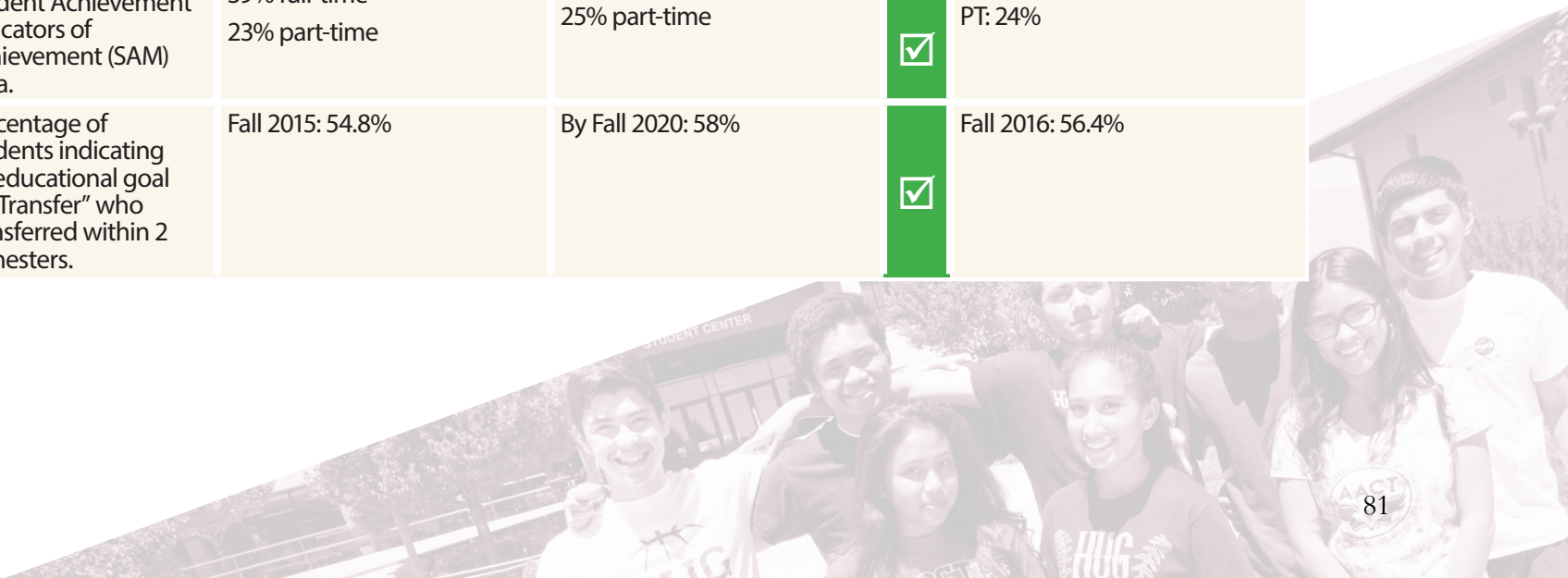
- ★ Offer On Track to Graduate workshops.
- ★ Provide graduation incentives grants.
- ★ Develop support for degree-seeking undecided majors.
- ★ Provide more incentive grants and scholarships and discounted tuition.
- ★ Continue First Year Experience programming for Undecided and Success First Students.
- ★ Address financial barriers that interfere with student persistence: FLAMES, Wizards' Warehouse, emergency scholarship workshops; student employment; paid internships
- ★ Use technology to effectively manage communications and services that support enrolled students' success and completion (CRM, People Soft, Canvas, social media, texting, veterans' listserv etc.). Including:
 - ★ Starfish use (Early Alerts; Kudos; Progress Reports; Student Success Plans)
 - ★ Audit process
 - ★ Strategic use and management of holds including drop holds for targeted populations
 - ★ Invite continuing students to apply for financial aid, including addition of To-Do list item for non-FAFSA degree seeking students
- ★ Provide faculty training on how to use the Starfish Early Alert System.

- ★ Require participants in specific programs to meet regularly with their support team: Peer and Faculty Mentors/Advisors, Specialists, Counselors, and Success Coaches.
- ★ Utilize the Veteran Services Pre-Admission Associate, Student Veteran Mentor Program, and Veteran Leadership Academy (VLA) to provide one on one service to our veterans.
- ★ Continue VUB pre-college academic support and referrals to other student services.
- ★ Continue to review GRS cohort to identify eligible students for Freshmen Incentive Grants and TMCC Incentive Grants
- ★ Allow eligible students who received financial aid in Spring and enroll in summer classes to receive a summer grant if funding is available.
- ★ Continue workshops and events to promote use of services e.g.: Student Success Fair, On Track, ASK, Transfer Fair, Fastober, Veteran focused outreach.
- ★ Promote Freshman Incentive Grants and TMCC Incentive Grants.
- ★ All students: A&R final semester contact and automatic degree awarding
- ★ Case Management for special populations, including but not limited to: Summer Bridge, veterans, DRC, Foster Youth, international and VUB
- ★ Departments/programs use student satisfaction surveys, CCSSE, and focus group data to evaluate satisfaction with services and to identify service needs.
- ★ Increase the number of students creating academic plans:
 - ★ TMCC Veteran Services and VUB Individual Career Plans
 - ★ Academic plans in On Track workshops
 - ★ Services for special populations
- ★ Incorporate FLAME\$ peer mentors into program participation for special populations
- ★ Require new international students to complete international workshop series
- ★ Continue with SOAR 1 & 2.
- ★ Continue advising holds on Summer Bridge, GRS cohort and International students.
- ★ Continue required advising for targeted populations (CareerConnect, Re-Entry, students on Academic Probation, VUB participants, Veterans).
- ★ Continue to offer Quick Advisement.
- ★ Continue to have Advising department liaisons to academic departments.
- ★ Promote 15-to-Finish:
 - ★ Create and distribute 15 to Finish promotional materials in SOAR and On-Track.
 - ★ Offer additional grant funding for students receiving Freshman Incentive Grant, TMCC Incentive Grant, and Graduation Incentive Grant, if they enroll in 15 credits Fall/Spring or 6 credits Summer.
 - ★ Require Summer Bridge students will be required to enroll in 15 units.
- ★ Require students selected in the Experimental Sites Loan Counseling treatment group to meet with an academic advisor before a loan is certified.
- ★ Require 2017 Success First Students and Educational Partnership participants will be with an Advisor.



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

| Indicator | Baseline | Target | | Progress |
|---|---|---|---|-----------------------------------|
| 1.1.1 Successful (C or better) completion rate in gateway math (MATH 120, 126) and English (ENG 101, 113) courses. | Average of Fall 2012-15 English: 71% Math: 54% | English: 74% by Fall 2019 Math: 57% by Fall 2019 | ↗ | Fall 2016 English: 71% |
| | | | ✘ | Math: 48% |
| 1.1.2 Student persistence from fall to spring and fall to fall. | Enrollment Management Plan Fall 15 to Spring 16 = 69% Fall 14 to Fall 15 = 54% | 5% increase by 2020 | ✘ | Fall 2016 - Spring 17: 69% |
| | | | ✘ | Fall 2016 - Fall 2017: 53% |
| 1.1.3 Graduation rates of degree/certificate-seeking students according to Integrated Postsecondary Education Data System (IPEDS) and Student Achievement Indicators of Achievement (SAM) data. | IPEDS Fall 2012 Cohort: 30% SAM (starting Fall 2010; within 6 years): 39% full-time 23% part-time | IPEDS Fall 2016 Cohort: 35% (by 2019) SAM for Fall 2016 cohort (by 2022): 41% full-time 25% part-time | ↗ | IPEDS Fall 2013 Cohort: 31% |
| | | | ✓ | SAM Fall 2011 FT: 39% |
| | | | ✓ | PT: 24% |
| 1.1.4 Percentage of students indicating an educational goal of "Transfer" who transferred within 2 semesters. | Fall 2015: 54.8% | By Fall 2020: 58% | ✓ | Fall 2016: 56.4% |



| Indicator | Baseline | Target | | Progress |
|--|--|--|---|-------------------|
| 1.1.5 Course completion rate of students who declare "upgrade current job skills." | Percent of Courses Passed in "job upgrade" vs. degree-seekers (Fall): 2016: 86% vs. 75% 2015: 91% vs. 79% 2014: 86% vs. 76% 2013: 83% vs. 77% 2012: 85% vs. 75% Average: 86% vs. 76% | Maintain at > 10% higher than degree-seekers. | ✓ | 2017: 87% vs. 76% |
| 1.1.6 Student satisfaction rates of educational goal completion and expectations according to the Graduate Outcomes Survey and Community College Survey of Student Engagement (CCSSE). | AY 2015-16 Graduate Outcomes Survey: "TMCC has helped me meet the goals I expected to achieve." 96% agree | Maintain 96% "agree" on Graduate Outcomes Survey | ✓ | AY16-17: 96% |
| | 2013 CCSSE: "How much does this college emphasize each of the following?" 9b. Providing the support you need to help you succeed at this college. "quite a bit or very much" 74% | 76% | ✓ | 2017 CCSSE: 76% |



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

STRATEGIES

Academics

★ Implement a Learning Commons model to increase utilization of academic support services.

★ Increase faculty mentoring of students.

| Indicator | Baseline | Target | Progress |
|--|---|---|--|
| 1.2.1 Number of library database accesses and book loans per FTE. | AY 2016-17 as of June 7, 2017 Database Accesses: 223,261 accesses 19.2 accesses per FTE eBooks & Videos: 14,551 accesses 1.3 accesses per FTE Hard Copy Circulation: 6,819 accesses 0.6 accesses per FTE Total electronic & hard copy: 244,631 accesses 21.1 accesses per FTE | 2% increase | As of end-of-term Fall 2017 Database Accesses: 80,556 accesses 13.5 accesses per FTE eBooks & Videos: 5,616 accesses 0.9 accesses per FTE Hard Copy Circulation: 3045 accesses 0.51 accesses per FTE Total electronic & hard copy: 89,217 accesses 14.9 accesses per FTE |
| 1.2.2 Graduation rate of students with at least 1 Tutoring & Learning Center (TLC) visit. | Graduation rate (2013 GRS cohort) At least 1 TLC visit: 41.4% No TLC visits: 24.2% | Maintain a graduation rate that is 15% higher than students without a TLC visit | Graduation rate (2014 GRS cohort) At least 1 TLC visit: 40.8% No TLC visits: 19.6% |
| 1.2.3 Course completion rate of students not utilizing the TLC compared to completion rate of students utilizing the TLC in matched courses. | AY 2015-16: ENG 098: 73% vs. 89% ENG 101: 73% vs. 88% ENG 102: 75% vs. 85% ENG 113: 91% vs. 100% ENG 114: 94% vs. 85% MATH 096: 67% vs. 60% MATH 126: 59% vs. 61% | 2% improvement in 2 years in each course with less than 85% retention with tutoring. Maintain retention in other courses with tutoring. | AY 2016-17: ENG 098: 73% vs. 90% ENG 101: 73% vs. 93% ENG 102: 73% vs. 92% ENG 113: 89% vs. 97% ENG 114: 85% vs. 100% MATH 096: 63% vs. 65% MATH 126: 60% vs. 66% |

| Indicator | Baseline | Target | | Progress |
|--|--|---|---|--|
| 1.2.4 Course retention and persistence of students who have at least one Academic Advising session. | Fall 2016 Course Retention: Advised 83% (vs. 77% Unadvised) Persistence to Fall 2016: Advised: 58% (vs. 34% Unadvised) | Maintain course retention and persistence rates of advised students at 83% and 58%, respectively. | ✓ | Fall 2017 Course Retention 82% (v. 76%) |
| | | | ✓ | Persistence to Fall 2017 60% (v. 33%) |
| 1.2.5 Percent achievement of Information Technology (IT) computer lifecycle target (including projectors, etc.). | Applicable classroom equipment is being refreshed on a 4-5 year life cycle replacement | Maintain 95% within scheduled 4-5 year life cycle replacement. | ✓ | 100% |



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

STRATEGIES

Academics

★ Increase the number of trained peer mentors.

★ Promote out-of-class learning opportunities such as work experiences, volunteer opportunities, and student leadership.

| Indicator | Baseline | Target | Progress |
|---|--|--|---|
| 1.3.1 Number of: Career Center workshops Counseling Center workshops FLAMES workshops Financial Aid workshops SGA events/activities SGA-recognized clubs | AY 2015-16: Career Center workshops: 93 Counseling workshops: 36 FLAMES workshops: 53 Financial Aid workshops: 27 SGA events/activities: 55 SGA-recognized clubs: 22 | Maintain quantity through 2019 | AY 2016-17: Career Center workshops: 96 Counseling workshops: 96 FLAMES workshops: 133 Financial Aid workshops: 62 SGA events/activities: 75 SGA-recognized clubs: 27 |
| 1.3.2 Total Graduated, Transferred or Still Enrolled for students participating in engagement activities | AY 2015-16: All Students 65% Students engaged in: Advising 72% Career Center 74% Counseling 68% SGA 76% | By 2019: All Students 67% Students engaged in: Advising 74% Career Center 76% Counseling 70% SGA 78% | AY 2016-17 All Students 65% Students engaged in: Advising 72% Career Center 74% Counseling 66% SGA 78% |
| 1.3.3 Rate of student satisfaction with co-curricular activities, extracurricular activities, and resources according to the Graduate Outcomes Survey. | AY 2015-16 Graduate Outcomes Survey: "While attending TMCC were you satisfied with the following: 2m. Campus social & cultural activities AY 2015-16 "yes" 92% | By 2019 94% | 2016-17 95% |

| Indicator | Baseline | Target | | Progress |
|--|--|--|---|--|
| 1.3.4 Percentile of students indicating they participated in activities that developed or reflect application of interpersonal, intrapersonal or practical skills. | CCSSE 2013 Benchmark Scores Student/Faculty interaction: 47.9 Support for learners: 46.5 | CCSSE 2021 Benchmark Scores Student/Faculty interaction: 50 Support for learners: 50 | ✓ | CCSSE 2017 Benchmark Scores Student/Faculty interaction: 48.1 |
| | | | ✗ | Support for learners: 45.5 |
| 1.3.5 Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys. | Need to develop Employer Satisfaction Survey | Dependent on Employer Satisfaction Survey | ➔ | Initial planning stages for survey are underway. |



CORE THEME 2: ACADEMIC EXCELLENCE

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

STRATEGIES

Academics

- ★ Hold regular assessment trainings
- ★ Host Assessment Day to “close the loop.”
- ★ Encourage continued dialog about assessment results at each department meeting.
- ★ Create and display visual communications/reminders of when courses are scheduled for assessment.
- ★ Revamp the assessment website to make more of a resource.
- ★ Establish closer ties between PUR/APR recommendations and budget/resource allocation.
- ★ Implement a comprehensive and annual assessment process linking assessment to planning and evaluating student development/learning outcomes.

| Indicator | Baseline | Target | | Progress |
|---|---|--|---|-------------------------------------|
| 2.1.1 Course assessment reports (CARs) with action plans for improving teaching and learning | (Qualitative Measure) | Suggested recommendations are being acted upon | ➔ | (Qualitative Measure) |
| 2.1.2 General Education Assessment Reports (GEARs) showing percentage of students scoring “Proficient” or above each of the on General Education Competency rubrics for Communications, Critical Thinking, Information Literacy, People & Cultural Awareness, and Quantitative Reasoning. | Spring 2017: Communications: 67.6% Critical Thinking: 66.1% Information Literacy: 57.4% People & Cultural Awareness: 70.7% Quantitative Reasoning: 61.2% | 70% for all competency areas | ➔ | Fall 2017: Communications: 67.6% |
| | | | ➔ | Critical Thinking: 66.3% |
| | | | ✘ | Information Literacy: 57.4% |
| | | | ✔ | People & Cultural Awareness: 70.6% |
| | | | ✘ | Quantitative Reasoning: 61.2% |

| Indicator | Baseline | Target | | Progress |
|---|---|--|---|---|
| 2.1.3 Program/unit reviews (PUR) findings and recommendations. | Programs reviewed 2016-17: Culinary Arts Dental Hygiene Entrepreneurship Sociology Veterinary Technology | Suggested recommendations are being acted upon | ☑ | Programs reviewed 2017-18: Foreign Languages & Communications Radiologic Technology Computer Technology Construction Technologies Psychology Logistics Management |
| 2.1.4 Annual progress reports (APRs) on program/unit review findings and recommendations. | (Qualitative Measure) | Suggested recommendations are being acted upon | ☑ | (Qualitative Measure) |



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

STRATEGIES

Academics

- ★ Work with TMCC Foundation scholarships to students who are minorities in particular programs.
- ★ Increase faculty diversity in workforce-related programs.
- ★ Work with marketing and recruitment on career messaging targeting different populations.
- ★ Explore Health Science Center and allied health facilities expansion options.
- ★ Ensure degrees and certificates to meet employer needs.
- ★ Develop employer-defined pathways:
 - ★ P3
 - ★ T3
 - ★ CNA apprenticeship project
 - ★ LEAP
- ★ Continue to work closely with employers and advisory boards to identify new opportunities for student training
- ★ State and federal support for programs
- ★ Seek grants and continue partnerships with agencies that have educational funding.
- ★ Continue environmental scanning to identify opportunities for new trainings.
- ★ Schedule programs efficiently to accommodate working students.

Marketing

- ★ Promote Bachelor of Applied Science Programs.

| Indicator | Baseline | Target | Progress |
|---|---|---|--|
| 2.2.1 Students enrolled in workforce programs that reflect the diverse demographics of our enrolled students. | AY 2014-15 Perkins cell 1P1 % minority in CTE programs: 32.6% % minority all TMCC students: 37.0% | By 2019 % minority in CTE programs: 35.0% % minority all TMCC students: 39.0% | AY 2015-16 % minority in CTE programs: 33.2% % minority all TMCC students: 39.0% |

| Indicator | Baseline | Target | | Progress |
|--|---|--|---|---|
| 2.2.2 Number of BAS, AAS, Certificate, Skills Certificate and Allied Health graduates. | AY 2014-15 (duplicate) BAS: 0 (implemented 2017-2018) AAS: 273 CT: 277 SkCt: 904 Allied Health: 744 Total: 2198 | Aggregate 6% increase in the number of graduates in these areas by 2022 (132) Total: 2330 | ✘ | AY 2015-16 BAS: 0 AAS: 257 CT: 199 SkCt: 899 Allied Health: 752 Total: 2107 |
| 2.2.3 Number of students completing self-supporting workforce programs. | FY 2016: 3077 | 10% increase by 2019 | ✔ | FY 2017: 3800 |
| 2.2.4 Documented evidence (minutes) of AAS/CTE programs incorporating advice from the programmatic advisory boards and programmatic accreditors for continual program improvement. | Timely minutes posted to website: cte.tmcc.edu | (Qualitative measure – maintain updated website) | ✔ | (Qualitative measure – maintain updated website) |



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

STRATEGIES

Academics

- ★ Develop and implement faculty diversity and bias awareness training.
- ★ Develop hiring committee and hiring committee chair training to support the recruitment of diverse faculty.
- ★ Modify job announcements to be more welcoming to diverse faculty.
- ★ Incentivize training by offering stipends to faculty.
- ★ Create a Canvas course template with starting features of Quality Matters.
- ★ Include new classroom technology options during planning stages.
- ★ Provide professional development opportunities to encourage the use of innovative pedagogies and teaching spaces.
- ★ Maintain paid internships with industry partners.
- ★ Implement a Learning Commons model to increase utilization of academic support services.

Student Services

- ★ Expand events on campus to attract specific demographic groups: Over age 24, international students, and underrepresented student populations.

| Indicator | Baseline | Target | | Progress |
|---|---|---------------------------------------|---|---|
| 2.3.1 Establish a classroom upgrade process. | Need to define a classroom standard and upgrade schedule. | Process and schedule clearly defined. | ↗ | Commitment from leadership for an upgrade process |
| 2.3.2 Percentage of minority students enrolled by term. | AY 2016-17 40.7% | Maintain or exceed 40.7% | ✓ | AY 2017-18 42.2% |

| Indicator | Baseline | Target | | Progress |
|--|---|---|---|--|
| 2.3.3 Number of degrees and certificates of achievement awarded to minority and Pell-eligible students. | AY 2014-15 Minority students Associate degrees: 404 Certificates of achievement: 121 | Maintain or exceed baseline values | ↗ | AY 2017-18 Minority students Associate degrees: 482 Certificates of achievement: 63 |
| | Pell-eligible (non-minority) students Associate degrees: 423 Certificates of achievement: 93 | | | ↗ Pell-eligible (non-minority) students Associate degrees: 448 Certificates of achievement: 71 |
| 2.3.4 Percent of ethnically diverse faculty and staff (5-year average). | Fall 2011-15 (2016 FactBook, CR-3): African American: 1% (n=6) Asian: 4% (n=17) Hawaiian/PI: 0.5% (n=2) Hispanic: 11% (n=50) Native American: 2% (n=7) Two or More Races: 1% (n=6) Total: 20% n=83 | 22% via new hires by 2020 | ↗ | Fall 2012-2016 African American: 2% (n=7) Asian: 4% (n=17) Hawaiian/PI: 0.5% (n=2) Hispanic: 12% (n=52) Native American: 1% (n=5) Two or More Races: 1% (n=5) Total: 20% n=88 |
| 2.3.5 Number of instructors completing the Quality Matters "Applying the QM Rubric" training and number of online courses and Quality Matters certified. | 2014-16 91 instructors have completed "Applying the QM Rubric" training 15 QM certified course sections since 2013 out of 1089 assist and web hybrid sections | 111 instructors completing "Applying the QM Rubric" training by 2019 25 courses QM certified by 2019 | ↗ | 111 instructors have completed "Applying the QM Rubric" training by February 2018 21 courses QM certified by February 2018 |
| 2.3.6 Percentage of students involved in project-based learning, student research projects, service learning projects or internships, supported by qualitative interviews. | 2013 CCSSE 8a. Which of the following have you done or are doing while attending this college? 15.9% | 2021 CCSSE Large College Cohort 8a. 16% | ↗ | 2017 CCSSE Large College Cohort 8a. 15% |

| Indicator | Baseline | Target | | Progress |
|--|---|---|---|---|
| 2.3.7 Student satisfaction rate with the learning environment, teacher/student interaction, and use of technology. | 2013 CCSSE Benchmark Scores Report | By 2021 | | 2017 CCSSE |
| | Student/Faculty Interaction Score: 47.9 | Student/Faculty Interaction Score: 50.0 | ✓ | Student/Faculty Interaction Score: 48.1 |
| | Active and Collaborative Learning Score: 48.8 | Active and Collaborative Learning Score: 50.0 | ✓ | Active and Collaborative Learning Score: 50.1 |
| | Academic Challenge Score: 52.1 | Academic Challenge Learning Score: 54.0 | ↗ | Academic Challenge Learning Score: 52.0 |
| | Course Evaluations | | | |
| | Percent of students who say that instructors at TMCC are "Available and helpful." 91% (Fall 2016) | Maintain >= 90% | ✓ | Fall 2017 91% |
| | Learning environment: (2015-16 Grad Outcomes Survey) | | | 2016-17 Grad Outcomes Survey |
| | 2i. While attending TMCC were you satisfied with the following: Computer Labs? Percent who answered "Yes." 89% | 2i. 90% by 2021 | ✗ | 2i. 86% |
| | 3c. I found the courses to be intellectually stimulating. Percent of students who answered "Yes." 97% | 3c. Maintain or exceed 97% through 2021 | ✓ | 3c. 97% |
| | 3e. I was satisfied with the quality of instruction. Percentage of students who answered "Yes." 96% | 3e. Maintain or exceed 96% through 2021 | ✓ | 3e. 97% |

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

| Indicator | Baseline | Target | | Progress |
|--|---|--|---|--|
| 2.4.1 Number of professional development and other training opportunities dedicated to improving student success, teaching, and learning. | AY 2015-16: 61 (duplicated) workshops with 463 participants. | Maintain or exceed 61 workshops with 463 participants through 2019 | ↗ | 55 workshops with 980 attendees |
| 2.4.2 Amount of travel funds awarded to attend disciplinary conferences or conferences focused on improving student success, teaching and learning. | FY 2016 \$94,855.19 awarded in travel funds to attend 229 seminars or conferences | 2% increase for FY 2019 Funds: \$97,000.00 Seminars: 233 | ✓ | FY 2017 \$97,569 awarded for 215 conferences |
| 2.4.3 Dollar amount of Innovation grants awarded to support new classroom or program innovations. | AY 2016 \$17,000 worth of Innovation Grants funded | AY 2017: \$17,850 AY 2018: \$18,743 AY 2019: \$19,680 | ✓ | \$18,686 |
| 2.4.4 Recognition of faculty and staff research, publications, and community involvement via Marketing & Communications articles, in-house presentations and recognition at Convocation. | AY 2015-16: 68 recognitions of faculty and staff research, publications, and community involvement activities | Maintain or exceed 68 through 2022 | ↗ | From July 2017-Feb 2018: 35 recognitions of faculty and staff research, publications, and community involvement activities |

CORE THEME 3: ACCESS TO LIFELONG LEARNING

I Objective 1: Serve as an Open Access institution.

■ STRATEGIES

Academics

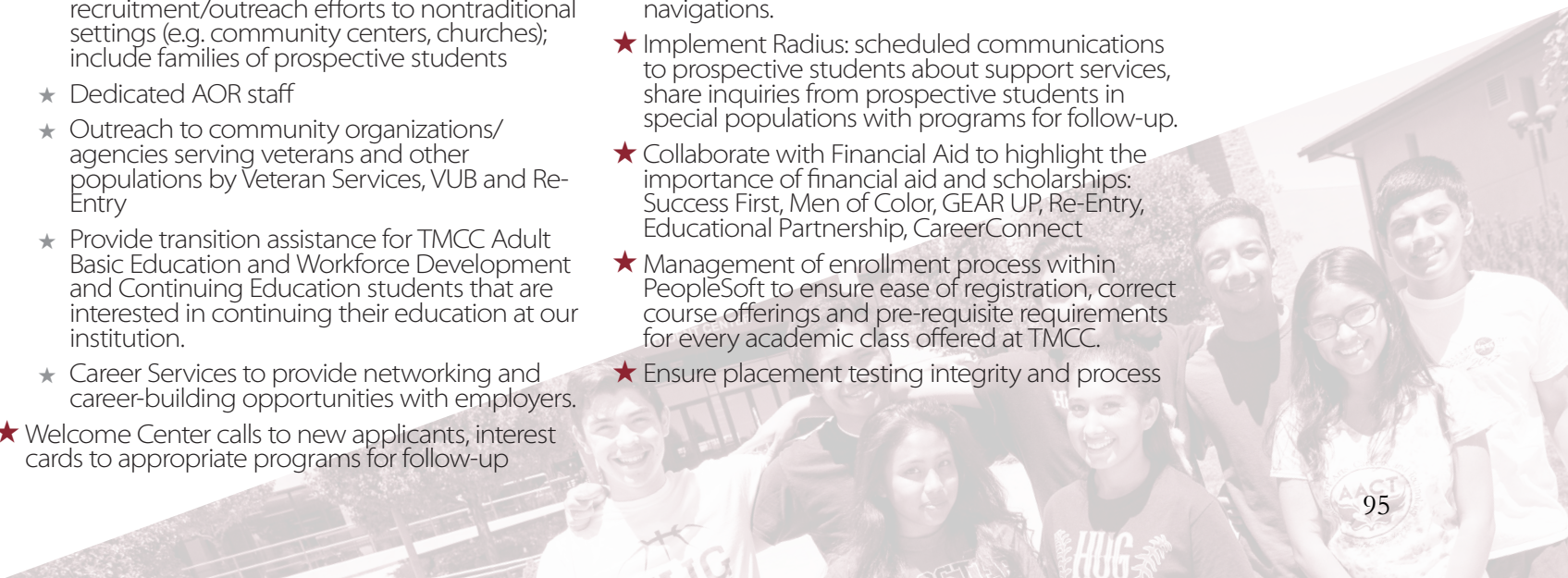
- ★ Redesign developmental English, Reading, and ESL curricula and sequencing.
- ★ Redesign the Math Skills Center curriculum.
- ★ Implement a part-time faculty mentoring program for part-time Gateway students.
- ★ Increase the number of late-start math and English courses.

Foundation

- ★ With the addition of a Development Officer position, we will be soliciting more donations, including funding for scholarships. In addition, the Foundation has increased efforts toward further cultivating existing scholarship donors and identifying additional donors.

Student Services

- ★ Hire a recruiter for the College to focus on non-traditional populations and adults (25+)
- ★ Coordination of adult (age 25+) recruitment efforts:
 - ★ College to Career presentations and other recruitment/outreach efforts to nontraditional settings (e.g. community centers, churches); include families of prospective students
 - ★ Dedicated AOR staff
 - ★ Outreach to community organizations/agencies serving veterans and other populations by Veteran Services, VUB and Re-Entry
 - ★ Provide transition assistance for TMCC Adult Basic Education and Workforce Development and Continuing Education students that are interested in continuing their education at our institution.
 - ★ Career Services to provide networking and career-building opportunities with employers.
- ★ Welcome Center calls to new applicants, interest cards to appropriate programs for follow-up
- ★ Summer Transition Programs (Bridge, DRC)
- ★ Diversity and International Student Center space and programming
- ★ A&R updates and manages admissions application to ensure accurate program offerings and ease of navigations.
- ★ Implement Radius: scheduled communications to prospective students about support services, share inquiries from prospective students in special populations with programs for follow-up.
- ★ Collaborate with Financial Aid to highlight the importance of financial aid and scholarships: Success First, Men of Color, GEAR UP, Re-Entry, Educational Partnership, CareerConnect
- ★ Management of enrollment process within PeopleSoft to ensure ease of registration, correct course offerings and pre-requisite requirements for every academic class offered at TMCC.
- ★ Ensure placement testing integrity and process



I Objective 1: Serve as an Open Access institution.

| Indicator | Baseline | Target | | Progress |
|---|---|---|---|--|
| 3.1.1 Successful enrollment in developmental math and English Courses and subsequent enrollment in Gateway courses within 3 semesters for degree-seeking students. | Fall 2015 new student, degree-seeking cohort: 166/442 = 37.6% of the cohort needed English remediation, took and passed ENG 098 and enrolled in college ENG within their first 3 semesters 182/939 = 19.4% needed math remediation, took and passed MATH 096 and enrolled in college MATH within their first 3 semesters. | 2% annual increase in number of students needing remediation, taking and passing ENG 098, and enrolling in college ENG within their first 3 semesters 2% annual increase in number of students needing remediation, taking and passing MATH 096, and enrolling in college ENG within their first 3 semesters | ✓ | Fall 2016 ENG 166/413 = 40.2% MATH 163/722 = 22.6% |
| 3.1.2 Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE as well as other standalone programs (Emissions, LTAP, Custom Training, CPR, Firefighting): | FY 2016 15,636 | 7% increase by FY 2019 | ✓ | FY 2017 17,195 |
| 3.1.3 Annual number of Joint Services Transcript (JST) and Community College of the Air Force (CCAF) courses accepted for credit. | 31 JST and 5 CCAF courses approved in AY 2016-17 | Maintain or exceed number of approved courses by 2019 | ✓ | AY 2016-17 50 Military Courses 173 Credits 53 Courses per degree requirements |
| 3.1.4 Dollar amount and number of students awarded scholarships | AY 2015-16: \$533,965 to 461 students AY 2016-17: \$636,191 to 464 students | AY 2017-18: \$668,000 to 487 students AY 2018-19: \$701,400 to 511 students AY 2019-20: \$736,470 to 536 students | ✓ | AY 2017-18 \$734,886 to 556 students |

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

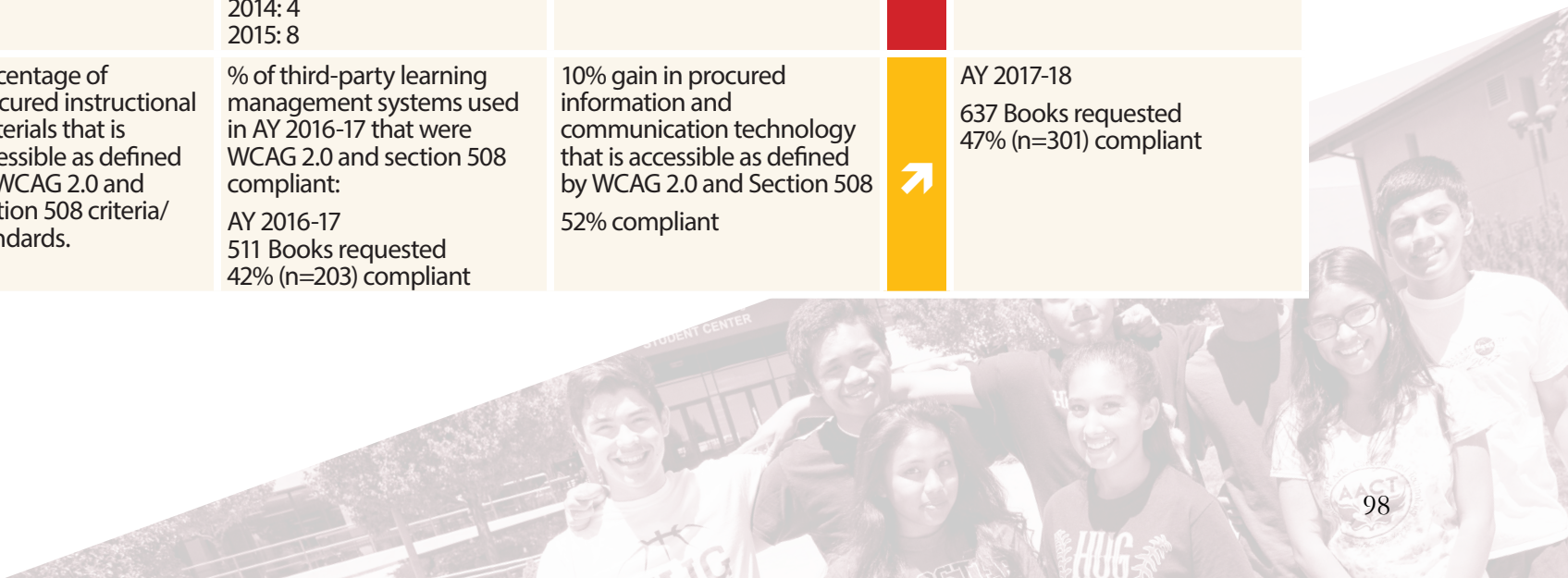
■ STRATEGIES

★ Increase the amount of space dedicated for student use

★ Ensure information and communications technology are accessible

| Indicator | Baseline | Target | | Progress |
|---|---|---|---|---|
| 3.2.1 Rate of student satisfaction with the welcoming environment using the CCSSE and Graduate Outcomes Survey. | 2013 CCSSE item 27 "How would you rate your entire educational experience at this college?" Percentage of students who answered "Excellent." 32.9% | Maintain or exceed through 2021: 33% | ✓ | 2016-17 35.7% |
| | 2015-16 Graduate Outcomes Survey | | | 2016-17 Graduate Outcomes Survey |
| | 4e. TMCC is equally supportive of men and women. Percentage who answered "Agree." 95% | 4e. 97% by 2020 | ↗ | 4e. 95% |
| | 4f. TMCC is equally supportive of all racial/ethnic groups. Percentage who answered "Agree." 93% | 4f. 95% by 2020 | ↗ | 4f. 93% |
| | 4g. TMCC welcomes and uses feedback from students to improve the College. Percentage who answered "Agree." 88% | 4g. 90% by 2020 | ↗ | 4g. 89% |
| | 2013 CCSSE Benchmark Score: | | | |
| | Support for Learners score: 46.5 | By 2021 49.0 | ✗ | 2017 CCSSE: 45.5 |

| Indicator | Baseline | Target | | Progress |
|--|---|--|---|---|
| 3.2.2 Number of cultural enrichment opportunities afforded by TMCC offerings (programs, speakers, workshops, theater and art events) | AY 2015-16 16,244 | Maintain or exceed programming by 2019 | ✓ | AY 2016-17 18,718 |
| 3.2.3 Maintenance and updating of safety measures in plans: • Facilities • Environmental Health and Safety • Active Shooter Response Training | (Qualitative measure) | (Qualitative measure) | ✓ | (Qualitative measure) ehs.tmcc.edu |
| 3.2.4 Crime statistics reported in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. | Number of on-campus criminal offenses, arrests and disciplinary actions reported at any campus/site (Clery Crime Stats): 2013: 1 2014: 4 2015: 8 | 0 | ✗ | 2016: 6 |
| 3.2.5 Percentage of procured instructional materials that is accessible as defined by WCAG 2.0 and section 508 criteria/standards. | % of third-party learning management systems used in AY 2016-17 that were WCAG 2.0 and section 508 compliant: AY 2016-17 511 Books requested 42% (n=203) compliant | 10% gain in procured information and communication technology that is accessible as defined by WCAG 2.0 and Section 508 52% compliant | ➔ | AY 2017-18 637 Books requested 47% (n=301) compliant |



Objective 3: Encourage alumni to be persistent in their engagement with the institution.

| Indicator | Baseline | Target | | Progress |
|--|--|---|----------|---|
| <p>3.3.1 Annual amount of College revenues from alumni donations.</p> | <p>FY 2012: \$20,935 from 48 donors FY 2013: \$15,259 from 51 donors FY 2014: \$64,206 from 33 donors FY 2015: \$31,942 from 32 donors FY 2016: \$11,048 from 30 donors 5-year averages: \$28,678 from 39 donors</p> | <p>Maintain a 5-year average of \$21,000 from 33 donors</p> | <p>✓</p> | <p>FY 2018: \$14,538 from 37 donors 5-year average: \$27,399 from 37 donors</p> |
| <p>3.3.2 Number of programmatic advisory boards with at least 1 alumna or alumnus serving.</p> | <p>21 programmatic advisory boards with at least 1 alumna or alumnus serving</p> | <p>Maintain standard that all programmatic advisory boards have at least 1 alumna or alumnus serving through 2019</p> | <p>✓</p> | <p>21 programmatic advisory boards with at least 1 alumna or alumnus serving</p> |



CORE THEME 4: STEWARDSHIP OF RESOURCES

I Objective 1: Optimize state-funded revenue.

■ STRATEGIES

Academics

- ★ Schedule classes based on data and with students in mind.
- ★ Expand Jump Start Dual Credit offerings at high schools.
- ★ Hold a registration promotion event each semester.

Student Services

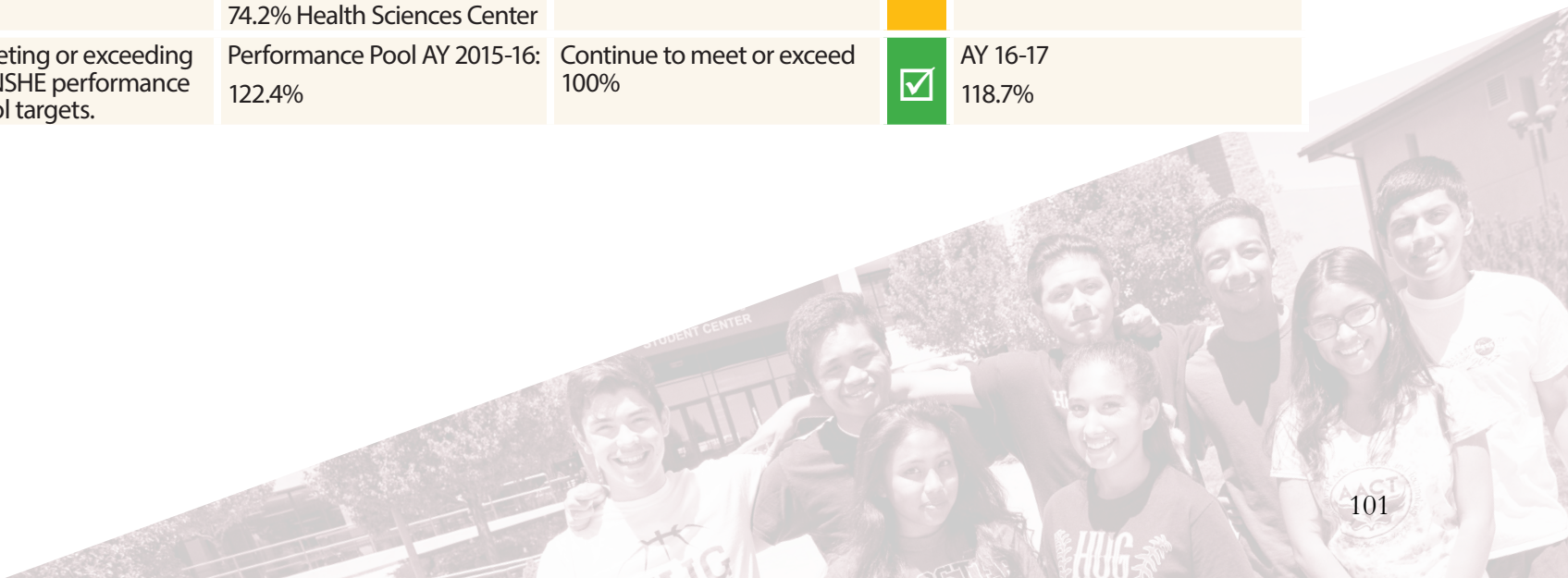
- ★ Implement TMCC's Nevada Promise Scholarship.
- ★ Develop comprehensive 'Call to Action' follow up plan.
- ★ Conduct a minimum of four workshops and presentations at each WCSD high school.
- ★ Hold on-campus events to attract WCSD students such as Spring Open House.
- ★ Increase the number of international recruitment fairs.
- ★ Work with 100 agents to recruit worldwide to increase international enrollment.
- ★ Add HomeStay options.

Web Services/Marketing and Communications

- ★ Design and maintain a virtual tour that includes all TMCC educational sites.
- ★ Align marketing initiatives to key audiences identified.

| Indicator | Baseline | Target | Progress |
|--|--|--|---|
| 4.1.1 Fall and Spring FTE and headcount. | FTE Fall 2015: 6,360 Spring 2016: 6,032 Headcount Fall 2015: 11,584 Spring 2016: 11,267 | FTE Fall 2020: 6,487 Spring 2020: 6,153 Headcount Fall 2020: 11,816 Spring 2020: 11,492 | ✘ FTE Fall 2016: 6,103 Spring 2017: 5,589 Headcount Fall 2016: 11,325 Spring 2017: 10,676 |
| 4.1.2 Capture rate of Washoe County School District (WCSD) students. | AY 2015-16 TMCC Capture rate: 23.8% | TMCC Capture Rate: Fall 2020 25.3% | ✘ AY 2016-17 TMCC Capture Rate: 22.4% |

| Indicator | Baseline | Target | | Progress |
|---|--|---|---|---|
| 4.1.3 Annual headcount and FTE of Jump Start Dual Enrollment students. | Fall 2016 Headcount: 429 FTE: 148 | Fall 2020 Headcount: 800 FTE: 300 | ↗ | FA 2017 Headcount: 501 FTE: 168 |
| 4.1.4 Fill rates of classrooms at each campus or site during prime-time periods. | Fall 2016 All general classrooms average class seat utilization during prime time: 62.7% Dandini campus 66.1% Meadowood 43.7% Applied Technology Center 43.3% Health Sciences Center | Fall 2019: 63.7% Dandini 77.5% Meadowood 45.7% Applied Technology Center XX.X% Health Sciences Center | ✓ | Fall 2017: 63.5% Dandini 82.9% Meadowood 87.4% Applied Technology Center 41.3% Health Sciences Center |
| 4.1.5 Classroom utilization rates at each campus or site during prime time periods. | Fall 2016 All general classrooms average time utilization during prime time: 61.6% Dandini campus 49.8% Meadowood 49.9% Applied Technology Center 74.2% Health Sciences Center | Fall 2019: 63.6% Dandini 65.0% Meadowood 51.9% Applied Technology Center XX.X% Health Sciences Center | ↗ | Fall 2017: 67.7% Dandini 56.9% Meadowood 80.2% Applied Technology Center 65.5% Health Sciences Center |
| 4.1.6 Meeting or exceeding of NSHE performance pool targets. | Performance Pool AY 2015-16: 122.4% | Continue to meet or exceed 100% | ✓ | AY 16-17 118.7% |



I Objective 2: Maximize and grow non-state-funded revenue streams.

■ STRATEGIES

Student Services

- ★ Ensure units are student-centered, sustainable, and operate at maximum efficiency with collaboration and little duplication of functional units.

Foundation

- ★ Increase employee giving through a campaign to increase payroll deduction and giving from current faculty and staff.
- ★ Increase the number of employee donors as well as the amount that is donated for faculty and staff grants.
- ★ Hire a Development Officer to focus efforts on employee giving that will allow for additional contributions in 2018, 2019 and beyond.

| Indicator | Baseline | Target | Progress | |
|--|---|---|----------|---|
| 4.2.1 Revenue from self-supporting programs. | FY 2017: \$2,509,579 WDCE Professional Programming: \$499,486 Community Education Programs: \$865,733 CPR Workshop: \$68,044 Paramedic Program: \$63,520 Welding Workshop: \$25,500 Emission Workshop: \$55,765 Customized Training: \$46,693 Safety Programs: \$206,807 Wildland Fire: \$95,318 Room Rental: \$46,301 Child Care Center: \$832,878 Vending Services: \$295,276 | FY 2018: \$2,683,453 (3%+) WDCE Professional Programming: \$660,000 Community Education Programs: \$612,300 CPR Workshop: \$66,000 Paramedic Program: \$68,200 Welding Workshop: \$15,700 Emission Workshop: \$55,920 Customized Training: \$25,000 Safety Programs: \$196,000 Wildland Fire: \$70,000 Room Rental: \$45,000 Child Care Center: \$540,513 Vending Services: \$250,000 | → | FY 2018: \$2,488,537 WDCE Professional Programming: \$530,123 Community Education Programs: \$551,985 CPR Workshop: \$84,415 Paramedic Program: \$67,480 Welding Workshop: \$16,437 Emission Workshop: \$37,818 Customized Training: \$10,768 Safety Programs: \$178,013 Wildland Fire: \$88,528 Room Rental: \$46,975 Child Care Center: \$546,939 Vending Services: \$329,056 |
| 4.2.2 Number and dollar amount of private donations. | FY 2013: \$883K FY 2014: \$2.3M FY 2015: \$2.3M FY 2016: \$6.6M FY 2017: \$3.2M | FY 2018: \$2.5M FY 2019: \$2.8M FY 2020: \$3.1M FY 2021: \$3.4M FY 2022: \$3.7M | ✓ | FY 2018: \$2.6M |

| Indicator | Baseline | Target | | Progress |
|--|--|--|---|-----------------------------|
| 4.2.3 Dollar amount of grant-based expenses. | FY 2014 \$3.7M FY 2015 \$4.6M FY 2016 \$6.4M FY 2017 \$5.4M | FY 2018: \$5.9M FY 2019: \$6.5M FY 2020: \$7.2M FY 2021: \$7.9M FY 2022: \$8.7M | ✓ | FY 2018: \$6.1M |
| 4.2.4 Number of TMCC employees who contribute to the Foundation. | FY 2014: 153 donors FY 2015: 160 donors FY 2016: 151 donors | FY 2017: 159 employees FY 2018: 174 employees FY 2019: 183 employees FY 2020: 201 employees FY 2021: 211 employees | ✗ | FY2018: 144 employee donors |



I Objective 3: Maintain and enhance the effectiveness and efficiency of College operations.

■ STRATEGIES

Student Services

- ★ Ensure units are student-centered, sustainable, and operate at maximum efficiency with collaboration and little duplication of functional units.
- ★ Streamline intake and registration processes.

| Indicator | Baseline | Target | Progress |
|---|--|--|---|
| 4.3.1 CCSSE focus groups on entering students' experiences with: Admissions Process Advising and Planning Financial Aid Academic Experiences Support Services and other College Services | (Qualitative Measure) | (Qualitative Measure) | AY 2017-18 <ul style="list-style-type: none"> • 4 Focus Groups • Resulting Actions: <ul style="list-style-type: none"> • Fall 2018 Professional Development Days presentation of common themes. • Financial Aid process video produced. • Cross-sharing of student services resources. |
| 4.3.2 Successful efforts to maintain or exceed TMCC's Policy (1799) on fund balances and reserves. <ul style="list-style-type: none"> • Ancillary and Auxiliary Reserves: 15% of each funds operating revenues • Capital Reserves: have one • Contingency Fund: 3% of operating revenues • Operating Reserves: 15% of operating revenues | FY 2017 Ancillary & Auxiliary: \$84,000 Capital Reserves: \$1,000,000 Contingency Fund: \$1,338,673 Operating Reserves: \$6,693,364 Total Reserves: \$9,032,037 | FY 2018 Ancillary & Auxiliary: \$86,827 Capital Reserves: \$1,000,000 Contingency Fund: \$1,452,903 Operating Reserves: \$7,264,516 Total Reserves: \$9,717,419 | FY 2019 Ancillary & Auxiliary: \$TBD Capital Reserves: \$1,000,000 Contingency Fund: \$1,600,000 Operating Reserves: \$8,000,000 Total Reserves: \$10,600,000 (estimated) |

| Indicator | Baseline | Target | Progress |
|---|---|---|--|
| 4.3.3 Successful efforts to promote sustainability initiatives on campus. | (Qualitative Measures) <ul style="list-style-type: none"> • Second Nature Resilience Commitment • TMCC Sustainability | (Qualitative Measures) <ul style="list-style-type: none"> • Second Nature Resilience Commitment • TMCC Sustainability | <div style="background-color: #2e8b57; color: white; padding: 5px; text-align: center;"> <input checked="" type="checkbox"/> </div> <p>Maintained Second Nature Signatory Status and completed 2018 Resilience Assessment.</p> <p>Maintained TMCC Faculty Sustainability Advocate and Sustainability Champions Committee</p> |



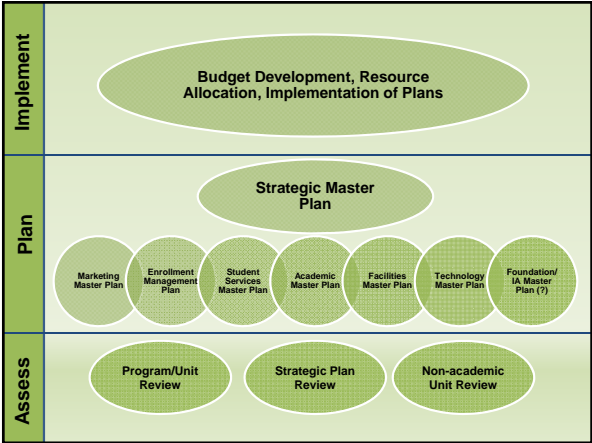
C3. PowerPoint Presentation to the Foundation/Institutional Advancement Office

TMCC's Strategic Master Plan

Melissa A. Deadmond
Presented at the Foundation/Institutional
Advancement Retreat
July 28, 2017

NWCCU Accreditation Cycle

| | | |
|--|--|---|
| <p>Year One Self Evaluation Report</p> <ul style="list-style-type: none"> • Standard 1 • Mission and Core Themes • Eligibility Requirements 2-3 <p style="text-align: center;">September 2016</p> | <p>Mid Cycle Self Evaluation Report</p> <ul style="list-style-type: none"> • Part I – Overview of institutional assessment plan • Part II – Two representative examples of mission operationalization • Part III – Analyze parts I and II • What do we need to do moving forward to Year Seven? <p style="text-align: center;">September 2018</p> | <p>Year Seven Self Evaluation Report</p> <ul style="list-style-type: none"> • Standard 2 • Resources & Capacity • Standard 3 • Planning & Implementation • Standard 4 • Effectiveness & Improvement • Standard 5 • Mission Fulfillment, Adaptation & Sustainability • Eligibility Requirements 4-24 <p style="text-align: center;">September 2022</p> |
|--|--|---|



Institutional Strategic Plan Structure

***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 Theme 1: Student Success | Core Theme 2: Academic Excellence | Core Theme 3: Access to Lifelong Learning | Core Theme 4: Stewardship of Resources |
|--|--|--|--|
| <ul style="list-style-type: none"> • Objective 1 • Indicator • Indicator • ... | <ul style="list-style-type: none"> • Objective 1 • Indicator • Indicator • ... | <ul style="list-style-type: none"> • Objective 1 • Indicator • Indicator • ... | <ul style="list-style-type: none"> • Objective 1 • Indicator • Indicator • ... |
| <ul style="list-style-type: none"> • Objective 2 • Indicator • Indicator • ... | <ul style="list-style-type: none"> • Objective 2 • Indicator • Indicator • ... | <ul style="list-style-type: none"> • Objective 2 • Indicator • Indicator • ... | <ul style="list-style-type: none"> • Objective 2 • Indicator • Indicator • ... |

Core Theme 1: Student Success

Core Theme Objectives:

- 1 Improve successful completion of students' educational goals, including graduation, transfer and CTE completion.
- 2 Provide high quality student support through library resources, tutoring, advising, and information services.
- 3 Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.

Core Theme 2: Academic Excellence

Core Theme Objectives:

- 1 Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.
- 2 Offer high-quality programs that meet the workforce educational needs of our community.
- 3 Create a learning environment that promotes academic growth for a diverse student population.
- 4 Nurture and celebrate a culture of intellect and professional growth among faculty and staff.

Core Theme 3: Access to Lifelong Learning

Core Theme Objectives:

- 1 Function as an open access institution.
- 2 Cultivate a welcoming, safe, and inclusive environment.
- 3 Encourage alumni to be persistent in their engagement with the institution.

Core Theme 4: Stewardship of Resources

Core Theme Objectives:

- 1 Optimize state-funded revenue through a data-driven and coordinated enrollment management plan.
- 2 Maintain and grow non-state-funded revenue streams.
- 3 Maintain or improve the effectiveness and efficiency of College operations.

Next Steps as a College

- Finish setting targets for SMP indicators
 - Further vetting with campus community
- Develop strategies
 - Include resource needs, responsible parties, estimated timeline
 - Further vetting with campus community
- Publishable SMP
- Develop and map area master plans to SMP objectives and indicators
- Begin assessing – Mission fulfillment?

As you examine the SMP . . .

- Which objectives best reflect the work done in your area?
- Look more closely at indicators – what strategies/ actions can your area take towards using the indicators to meet objectives?
- What resources will you need to implement your strategies – additional funds, training, staffing, etc.?
- Who will take the lead in implementing a particular strategy?
- What is your estimated timeline of actions/timeline to completion?

C4. Student Services & Diversity Strategic Plan Alignment to the SMP

STUDENT SERVICES DIVISION-WIDE INITIATIVES AND MAPPING TO THE TMCC STRATEGIC MASTER PLAN

INITIATIVE 1

Improve the retention, persistence and completion of students by promoting student use of services, and by creating targeted programming for special populations.

**TMCC Core Theme 1
Student Success**

Objective 1:

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

Objective 3:

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

INITIATIVE 2

Expand the targeted enrollment efforts for specific demographic groups: students over age 25, International students, under-represented student populations and high school students.

**TMCC Core Theme 2
Academic Excellence**

Objective 2:

Offer high-quality programs that meet the workforce and educational needs of our community.

**TMCC Core Theme 3
Access to Lifelong Learning**

Objective 1:

Function as an open access institution.

**TMCC Core Theme 4
Stewardship of Resources**

Objective 1:

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

INITIATIVE 3

Increase the number and quality of student engagement activities that build interpersonal, intrapersonal and practical skills.

**TMCC Core Theme 1
Student Success**

Objective 3:

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

**TMCC Core Theme 2
Academic Excellence**

Objective 3:

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

STUDENT SERVICES DIVISION-WIDE INITIATIVES AND MAPPING TO THE TMCC STRATEGIC MASTER PLAN

INITIATIVE 4

Implement a comprehensive annual assessment process linking assessment to planning, and evaluating student development/learning outcomes.

**TMCC Core Theme 2
Academic Excellence**

Objective 1:

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

INITIATIVE 5

Create a welcoming, safe and inclusive environment for students by increasing the amount of space dedicated for student use and ensuring accessibility.

**TMCC Core Theme 2
Academic Excellence**

Objective 3:

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

**TMCC Core Theme 3
Access to Lifelong Learning**

Objective 2:

Cultivate a welcoming, safe and inclusive environment.

INITIATIVE 6

Ensure units are student-centered, sustainable, collaborative and operate with maximum efficiency.

**TMCC Core Theme 4
Stewardship of Resources**

Objective 3:

Maintain or improve the effectiveness and efficiency of college operations.

