Evaluation of Institutional Effectiveness

Prepared for the Northwest Commission on Colleges and Universities
By Truckee Meadows Community College

Submitted by August 1, 2022

TMCC
Truckee Meadows Community College

Contents

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Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Truckee Meadows Community College
(Name of Institution)

Karin M. Hilgersom
(Name of Chief Executive Officer)

Karin M. Hilgersom
(Signature of Chief Executive Officer)

July 14, 2022
(Date)

List of Abbreviations Commonly Used at Truckee Meadows Community College

ASA – Academic Standards and Assessment Committee

AVP – Associate Vice President of Research, Marketing, Web Services, and Information Technology

BIPOC – Black, Indigenous, and People of Color

BOR – Board of Regents

BRTF – Budget Reduction Task Force

CAR – Course Assessment Report

CCN – Common Course Numbering

CLO or **CSLO** – Course Student Learning Outcome

CRC – Curriculum Review Committee

DEI – Diversity, Equity, and Inclusion

EPIC – Educational Programs Inspiring the Community

GEAR – General Education Assessment Report

GELO – General Education Learning Outcome

IAC – Institutional Advisory Committee

IR – Institutional Research

ISS – International Student Services

IT – Information Technology

KPI – Key Performance Indicator

MCO – Marketing and Communications Office

NSHE – Nevada System of Higher Education

OER – Open Educational Resources

PLO or **PSLO** – Program Student Learning Outcome

PUR – Program/Unit Review

RAC – Recruitment and Access Center

RAP – Resource Allocation Process

SGA – Student Government Association

SLO – Student learning outcomes

SMP – Strategic Master Plan

SOAR – Student Orientation, Advising, and Registration

UNR – University of Nevada, Reno

VPAA – Vice President of Academic Affairs

VPSSD – Vice President of Student Services and Diversity

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For the Reviewer

We are excited to share our Year Seven Evaluation of Institutional Effectiveness Report with you and look forward to learning and improving from your feedback. The majority of our exhibits as evidence of fulfilling the Northwest Commission on Colleges and Universities' Standards are provided directly within the body of the report as hyperlinks to Truckee Meadows Community College's website or other public-facing websites and documents. Exhibits that cannot be accessed publicly are indicated and provided in the Box. As we address each of the subsections in Standard One, we note where TMCC also meets Eligibility Requirements (ER).

Institutional Overview

Truckee Meadows Community College (TMCC) is a primarily 2-year public institution located in Reno, Nevada, which is in the northern and western part of the state. The College's main service area is Washoe County, which is comprised of a little over 6,500 square miles and has an estimated population of 464,000 as of the 2020 census. The long and narrow county extends to the northern most part of the state but only as far south as Carson City, the state capital, located less than 30 miles from Reno.

TMCC recently celebrated its 50th anniversary in 2021. Founded in 1971 as Western Nevada Community College, classes at what would later become TMCC were offered at the "North Campus" on the Stead Air Base, with the parent campus located in Carson City. As the College continued to grow, land was donated for a permanent home in northern Reno, and in 1979 the Board of Regents split Western Nevada Community College, thereby establishing Truckee Meadows Community College as the fourth community college in the University and Community College System of Nevada, now the Nevada System of Higher Education (NSHE). TMCC was first accredited in 1980 by the Northwest Association of Schools and Colleges, who would later reorganize as the Northwest Commission on Colleges and Universities (NWCCU).

From these beginnings, TMCC is now home to just over 9,900 students (Fall 2021 end-of-term headcount) in credit-bearing courses across four sites. Located in northern Reno, the main Dandini Campus is home to the administrative units of the College, including Admissions and Records, Financial Aid, Academic Advising, the Learning Commons, and the Sports and Fitness Center, in addition to the majority of our classroom and laboratory spaces. The William N. Pennington Health Science Center, located in southern Reno off of Mount Rose Highway, houses our Nursing, Radiologic Technology and Public Safety Programs, including Paramedic and Emergency Medical Services, programs in Fire and Wildland Fire, and our BAS in Emergency Management and Homeland Security. TMCC's Certified Nursing Assistant and Veterinary Nursing Programs are located in central Reno at the Meadowood Center, a site where a variety of general education and non-credit Educational Programs Inspiring the Community (EPIC) courses are also offered. Finally, the William N. Pennington Applied Technology Center is the central hub of the College's Technical Sciences Division, which offers programs in Construction and Design, Computer Information Technologies, Architecture, Criminal Justice, Automotive and Diesel Technologies, Manufacturing and Machining, HVAC/R, and Welding.

Like many colleges, TMCC has experienced a recent enrollment decline from 11,662 headcount/6,174 FTE in Fall 2019 to 9,923 headcount/5,475 FTE in Fall 2021, at least in part due to the Covid-19 pandemic. Despite this decline in overall enrollment, TMCC continues to have a diverse student body, a trend that has increased since the beginning of this latest 7-year accreditation cycle. TMCC's BIPOC student population has risen from 44% in 2017 to 50% in 2021, primarily due to an increase in our Hispanic/Latino students. TMCC was designated as a Hispanic Serving Institution (HSI) in 2017 and continues to maintain this status with 34% of our student population currently identifying as Hispanic. In addition, 52% of TMCC's students are in the 18-24 years-old age group, and 56% are women (Fall 2021). A large percentage of students, 89%, receive some form of financial aid, and 67% indicate that their educational goal is to earn a degree or certificate as opposed to personal enrichment, improving job skills, or taking courses for transfer.

The College employs 156 full-time faculty (102 tenured, 39 tenure-track, and 15 non-tenure track). Fifty-one percent of full-time faculty are female, and 17% self-report as BIPOC. Overall, full-time faculty teach 56% of our student credit hours. TMCC's 285 full-time staff and administrators are more reflective demographically of our student population with 60% female and 29% BIPOC.

TMCC offers 173 programs, including 2-year AA, AS and AAS degrees, 1-year Certificates of Achievement, and short-term Skills Certificates across five academic divisions. These degree and certificate pathways include a wide range of educational opportunities in traditional general education and transfer areas, business, allied health, construction, manufacturing and machining, and public safety courses. Since 2016, the College has also added seven bachelor's-level degrees, including our most recent Bachelor of Architecture for Fall 2022. Academic programs are supported by the College's Learning Commons, which houses the main Elizabeth Sturm Library, Tutoring and Learning Center, and WebCollege. TMCC's Student Services and Diversity (SSD) Division further promotes student success by increasing access, improving engagement, and encouraging development. SSD includes the Welcome Center, Academic Advising, Counseling, Disability Resource Center, Financial Aid, Student Life, and Veterans Services, as well as the Equity, Inclusion, and Sustainability Office.

Exhibits

➤ TMCC Facts Pocket Guide Fall 2021
➤ TMCC Demographics by Term Dashboard
➤ College Locations

Preface

Brief Update on Institutional Changes Since the Institution's Last Report

TMCC's Year Six Policies, Regulations, and Financial Review (PRFR) Report was submitted just last year in Fall 2021. While the College has experienced a number of changes in this short time period, for the purpose of generating a more complete picture, it is perhaps useful to also include in this Preface some of the relevant changes at the College since TMCC's Mid-Cycle Report submission in Fall 2018. This time period, of course, includes challenges faced by the College as a result of the Covid-19 pandemic, but just as importantly this was also a timeframe when the administration, faculty, and staff attempted to implement various strategic adjustments and initiatives to improve institutional effectiveness and student success moving forward.

TMCC's Strategic Master Plan

Prior to the College's Mid-Cycle Evaluation visit in 2018, TMCC's Strategic Master Plan (SMP), the College's central institutional planning document, followed NWCCU's Core Theme structure (Student Success, Academic Excellence, Access to Lifelong Learning, Stewardship of Resources) under the 2010 Standards and was the basis of Part One of the College's Mid-Cycle Report. This iteration of the SMP consisted of thirteen objectives and over eighty indicators, many of which were focused on inputs rather than student success or student learning outcomes. Thus, in the Mid-Cycle Peer-Evaluation Report, the evaluators' primary recommendations were to reduce the overall number of input indicators and to rework the input indicators in alignment with student learning and success outcomes. These recommendations combined with NWCCU's move away from Core Themes in the 2020 Standards prompted the College to review and eventually to recast its original mission statement and SMP in preparation for our 2022 Year Seven Comprehensive Evaluation, despite the fact that the original iteration of the SMP was initially scheduled to be utilized through this evaluation visit.

Even though these SMP revision efforts were disrupted by Covid-19, the College successfully adopted a new mission statement and SMP, which is intentionally aligned with the goals of the Nevada System of Higher Education (NSHE). The new SMP is more streamlined with 36 key performance indicators that are more easily assessed, and is more focused on outcomes rather than inputs. We describe these efforts and processes more in our responses to Standards 1.A.1 and 1.B.2. In addition, this complete Self-study Report provides further opportunity for TMCC to highlight some of its institutional accomplishments while reflecting on areas of improvement and growth under the new Strategic Master Plan.

Nevada System of Higher Education (NSHE) and Significant State Legislation Impacting Higher Education

The NSHE Board of Regents has undergone significant transition in membership and leadership since TMCC's Mid Cycle Report and in this past year following the submission of our Year Six Policies, Regulations, and Financial Review (PRFR) Report. Nevada remains one of only four states that elect members of its public higher education governing boards along with Colorado, Michigan, and Nebraska. This election of NSHE regents by state majority vote was challenged in the 2020 state election with Ballot Question 1. This ballot initiative asked the public to consider whether to amend the Nevada Constitution to remove the constitutional status of the Board of Regents and thereby allow the state legislature to review and change the governing organization for NSHE. The question narrowly failed by a 50.15% of the vote in opposition to this amendment. During the 2021 Nevada Legislative Session, renewed calls supporting this initiative were put forward in the form of Senate Joint Resolution 7. Also in 2020, four of the thirteen Board of Regents seats were up for election, including that of District 10 – Washoe County, where TMCC is located. Following this election, Regent Dr. Lois Tarkanian (District 2), Regent Byron Brooks (District 3), Regent Patrick Boylan (District 5) and Regent Joseph Arrascada (District 10) assumed office in January 2021. Nevada will be electing five of the thirteen seats on the Board of Regents in November 2022.

While this change in the Board of Regents is the result of Nevada's regular election cycles, the Nevada System of Higher Education has also experienced significant turnover in leadership, particularly in the position of Chancellor. Since the College's 2018 Mid Cycle Evaluation, NSHE has had four Chancellors in either the permanent or interim/acting capacity. The most recent permanent Chancellor, Dr. Melody Rose, was hired in June 2020 following a national search but served just nineteen months. After filing hostile-workplace accusations against some regents, which were later found to have insufficient evidence by a third-party investigation into the complaints, Chancellor Rose resigned and entered a separation agreement in April 2022. At the June 2022 Board of Regents meeting, Dale Erquiaga was approved and now serves as Acting Chancellor for NSHE. Presently, NSHE leadership is sorting out how to address many of the initiatives started by Chancellor Rose, including significant revisions to the NSHE Strategic Plan and the establishment of a system-wide mental health task force, as it looks to hire a permanent chancellor.

Amidst the absence of a permanent chancellor, a significant piece of Nevada legislation, Assembly Bill (AB) 450, was signed into law by Governor Sisolak in 2021 and is now in effect. AB 450 directed Governor Sisolak to appoint a Workforce Training and Programs Committee to conduct an interim study concerning opportunities to align workforce training and programs offered by community colleges. The committee completed its work in Summer 2022 and provided a number of recommendations to the Nevada State Legislature concerning community colleges. Two of the most fiscally impactful recommendations include a Workforce Incentive Grant (WIG) and Workforce and Economic Development Investment Fund.

The WIG pilot program would address workforce training offered by NSHE community colleges in selected workforce certificate and degree programs deemed high demand providing funding to eligible students enrolling in such programs making it effectively "free" for those individuals. The Workforce and Economic Development Investment Fund, if supported by the 2023 Nevada State Legislature, would provide seed funding to NSHE community colleges for programs included in the WIG proposal and for student support services. TMCC's portion of this funding could be up to $2.1M for each year of the next biennium. TMCC plans to use this funding to grow capacity in high demand areas to continue supporting the economic recovery in the region. These actions signify Governor Sisolak's and the Nevada Legislature's intent to make community colleges the primary hub of Nevada's workforce training, which will impact TMCC's long-term strategic planning going forward.

TMCC Leadership and Key Personnel Changes

TMCC has undergone a number of changes in leadership across the College, including at the level of the Executive Leadership Team (L-team), academic deans, and key director positions since our Mid-Cycle Evaluation. Within the past year following our submission of the Year Six Report, the College underwent some organizational changes designed to streamline reporting lines and to address budget shortfalls. In 2020, the President restructured the Vice President of Finance and Administration position into Interim Executive Directors of Finance and of Facilities Operations and Capital Planning; both positions serve as member of the L-team and report directly to the President.

In 2021, TMCC welcomed a new Vice President of Academic Affairs (VPAA), Dr. Jeffrey Alexander, following the retirement of his predecessor, Dr. Marie Murgolo, who held the position in either an interim or permanent capacity since summer 2018. Along with these Vice-Presidential level personnel changes and restructuring, a number of mid-tier leadership positions have seen turnover due to resignation or retirement. Since our Year Six PRFR report submission last fall, TMCC's Human Resource Director, the Special Assistant to the President, the Chief Technology Officer, and the Interim Executive Director of Finance have all retired or left the College for positions elsewhere. We address these changes further in our response to a concern noted by the PRFR Evaluation Committee in the Addendum of this Year Seven Evaluation of Institutional Effectiveness (EIE) Report. Despite these changes, President Hilgersom joined TMCC in June 2016 and continues to serve in this role, and two vital Executive Leadership Team (L-Team) members, Vice President of Student Services and Diversity (VPSSD), Estela Gutierrez, and Associate Vice President (AVP), Elena Bubnova, have each served TMCC for over two decades.

Academic Affairs Division Personnel Changes and Initiatives

Since our 2018 Mid-Cycle Evaluation, the Academic Affairs Division has experienced restructuring and personnel changes as well. Amy Williams became the new Business & Social Sciences Dean in an interim capacity in 2018 when Dr. Marie Murgolo was hired into the VPAA position. Dean Williams was later hired into the permanent dean position in 2019 following a national search. The Division of Sciences, under Dr. Julie Ellsworth, was split into the Life Sciences, Allied Health & Public Safety (LAP) Division and the Math & Physical Sciences (MPS) Division, with Dr. Ellsworth leading the LAP Division and Anne Flesher hired as Dean of the MPS Division in 2020. Following the retirement of the LAP Executive Assistant the next year, a single position is now shared by the LAP Division and the MPS Division. Following additional retirements, the LAP Division underwent a series of changes at the director and coordinator levels as well, with new Directors of Public Safety and Radiologic Technology and a new Coordinator of the Certified Nursing Assistant and Clinical Lab Specialist Programs hired since our PRFR Report submission. Moreover, in 2020, Barbara Walden was hired as Interim Dean of the Technical Sciences Division and then into the permanent role in Spring 2021. Dean Walden has since left TMCC, and Kreg Mebust is currently serving as the Interim Technical Sciences Dean. The College will soon undergo a second search for the permanent position after an initial search failed. The Liberal Arts Division underwent three dean changes since 2018, including a trio of faculty serving in an acting capacity prior to hiring Natalie Russell in January 2022. Dean Russell, a former TMCC English faculty member, returned to the College after serving as Dean of Languages and ESL at Pasadena City College. As such, we are hopeful that Dean Russell's desire to be back in Reno and familiarity with TMCC and Liberal Arts will bring needed stability in leadership to this Division.

Despite these numerous transitions, the Academic Affairs Division is proud of its many accomplishments. Our WebCollege was instrumental in helping faculty transition to online teaching following campus closure due to the Covid-19 pandemic by providing multiple workshops and over 100 one-on-one professional development sessions with individual faculty members. Despite the challenges, including hundreds of CTE students who had to be given Incompletes until they could finish the skill-based components of the curriculum, TMCC students had an 82% course completion rate for the Spring 2020 semester. Academic programs have thrived in other ways despite the pandemic. TMCC expanded its Paramedic Program to include a hybrid format geared at working EMTs and first responders. This program is one of the first of its kind and adds an additional component of support along with a focus on self-care, where students are shown a number of resources to help maintain a healthy work-life balance. The Paramedic Program also expanded its apprenticeship capability by partnering with Renown Medical Center in 2021, following in the footsteps of the Certified Nursing Assistant (CNA) Program which developed this apprentice partnership in 2019.

In partnership with Nevada State College (NSC), TMCC implemented an Advanced Certificate in Graphic Arts and Media Technology as part of a 3+1 transfer agreement leading to NSC's BA in Visual Arts. Since our Year Six PRFR Report submission in August 2021, TMCC has had two new programs approved along with numerous technical Skills Certificates of less than 30 semester credits. An AS Data Science and a Bachelor of Architecture are slated to begin in Fall 2022.

Diversity, Equity, and Inclusion Initiatives

TMCC has implemented a number of initiatives towards nurturing a culture of diversity, equity, and inclusion (DEI) on our campus. Towards improving DEI in the Academic Affairs Division, the VPAA has established a consistent, core position description for academic deans that requires leadership of DEI efforts among academic division employees, programs, and curricula. Across the College, Human Resources has implemented a new "Searching for Excellence" cultural competency professional training for search committees. In 2018, Political Science Faculty Dr. Precious Hall established and co-chaired the Faculty of Color Coalition, which fosters an environment that supports the voices of faculty of color and creates a greater sense of community and mutual support among the faculty and staff of color through mentoring and networking.

Our Student Services and Diversity Division oversees a number of initiatives that promote access and success to historically underserved student populations, including the Students of Color mentorship program, which strives to match students with experienced faculty and peer mentors who will help guide students throughout their TMCC experience to graduation and successful transition to another institution or workforce. In recognition of the Indigenous Peoples that occupied these lands before us, TMCC established an official Land Acknowledgement:

> "We acknowledge that Truckee Meadows Community College (TMCC) is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands have been a place of gathering for Indigenous Peoples and we honor the original caretakers. We recognize their deep connections to these places and extend our appreciation for the opportunity to live and learn in this space."

Affordability of Instructional Materials

TMCC has continued its efforts towards promoting and developing open educational resources (OER) for students following a 2017 survey of students, a 2019 survey of faculty to determine barriers and deterrents to adopting OER, and a push by the former SGA President for faculty to adopt more OER materials. In order to further OER implementation where appropriate, the VPAA provided additional assignments with release time for faculty to develop materials for courses towards a "Zero degree" with little to zero textbook costs for students. This past Spring 2022, the College received one-time state capacity funds, which it put, in part, towards $1000 stipends for faculty to research and assess OER content within their disciplines, and additional $1000 stipends to develop materials for the Apple iPad interface over the summer. As a result, 51 faculty across 21 different academic departments will be researching and developing new OER resources for Fall 2022.

Facilities and Infrastructure Updates

Since our Mid-Cycle evaluation, the College completed a [number of facilities additions, expansions, and renovations](#) that enhanced offerings for students or improved the overall infrastructure and beauty of our main campus and additional sites. Funding totaling nearly $4 million dollars for these upgrades was made possible through the generosity of private donors. Some of these are highlighted in this section.

Thanks to a $1.6 million grant from the William N. Pennington Foundation, TMCC was able to make significant changes to its Certified Nursing Assistant (CNA), Dental Hygiene, Dental Assisting, and Veterinary Nursing instructional spaces as well as provide for a new laboratory for Anatomy and Physiology courses at the main campus. TMCC's CNA Program was relocated to a new and significantly upgraded space at Meadowood Center in 2018, just after our Mid-Cycle site visit. This larger, state-of-the-art space now offers students a dedicated classroom for didactic instruction that is independent of the lab. The lab's ten workstations of hospital beds and chairs are spaced far enough apart so that groups of three students (one who acts as the patient, the second as the CNA student and a third who makes sure that proper procedure is followed) can work collaboratively to build their team working skills along with their clinical proficiencies.

Previously having to share space with other allied health programs at the Health Science Center, the Veterinary Nursing Program was also relocated to a new and upgraded space at the Meadowood Center in 2019 thanks to another generous $500,000 matching grant from the William N. Pennington Foundation and contributions totaling $500,000 from an additional 76 donors. The new space has enabled the program to grow while adding "real life" hospital spaces, including a surgery room, x-ray room, exam room, and a reception area. This renovation has allowed the program to make more connections with local animal rescue organizations and offer services to more animals while providing students authentic experiences that they will encounter in the workplace. The William N. Pennington Foundation also provided scholarships designated for the Veterinary Nursing Program.

The $1.6 million grant from the William N. Pennington Foundation also allowed the College to renovate its clinical space at the main Dandini Campus for the Dental Hygiene and Dental Assisting Programs. With this renovation, two more dental chairs were added to the main dental clinic, bringing the total number to fourteen. Additionally, renovations increased the number of radiology rooms from six to ten. The clinical space also received several upgrades that turned the space from an approximation of a dental clinic into what students will find in any professional working space, preparing students in both programs for authentic work situations. These renovations came at a critical time during the pandemic by allowing students to complete some of their required clinical competencies while the majority of the campus transitioned to remote learning. The grant also provided additional equipment and renovations, including space to allow the Adopt-A-Vet Dental Program to provide free dental care to military veterans who do not qualify for dental benefits in TMCC's dental clinic.

With a separate $1.15 million grant from the William N. Pennington Foundation, TMCC was able to introduce two new Chemistry labs as well as renovate two of the existing Chemistry labs. These renovations were fully completed by the end of the Spring 2022 semester. The existing labs had not been updated in over seventeen years, and along with the newly constructed labs, now boast new cabinetry and student workstations with heat resistant countertops. The Red Mountain (RDMT) Building Room 303 lab was completely renovated and combined with a neighboring unused computer room to expand the wet lab's size as well as adding four new fume hoods to allow for organic chemistry lab offerings. The new RDMT 326 and 325 labs will serve general chemistry and engineering courses, respectively, though the latter can also accommodate general and non-major chemistry courses as well. Since the Chemistry Department offers general science classes as well as requirements for biology majors and prerequisites for allied health programs, laboratory and classroom space for their courses has been a priority. Indeed, the College had seen a 16% increase in the number of students taking chemistry courses prior to the renovation, but only a 5% increase in the number of courses offered due to the limitations of lab space. The two new labs will accommodate an additional 240 chemistry students each academic year.

Another major infrastructure addition, TMCC's new soccer field was completed in 2019 in time for the inaugural season of intercollegiate men's and women's soccer. This marks the first time TMCC has had any athletics program since it was a satellite campus of Western Nevada Community College in the 1970s. The soccer field was followed by completion of a new Sports and Fitness Center, which finished construction in Spring 2020 and welcomed its first students but was forced to delay its official opening until January 2021 following the College's closure of most activities due to Covid-19. The Sports and Fitness Center is open to all students through their health and sports fee and promotes TMCC's commitment to engage all of our students through activities, events, and experiences that promote a healthy mind, healthy body, and healthy environment. Employees and NSHE and community partners are also able to use the facility for a reasonable monthly rate.

Exhibits

➤ Leadership and Academic Personnel Changes
  - Executive Leadership Organizational Chart
  - Academic Affairs Organizational Chart
➤ Affordable Instructional Materials
  - Communication from VPAA Alexander to research and develop digital OER over Summer 2022
  - List of OER Summer 2022 project faculty participant list
➤ Facilities and infrastructure
  - Facilities Master Plan

Response to Topics Previously Requested by the Commission

TMCC has satisfied all Recommendations from its 2015 Year Seven Peer-Evaluation Report and currently has none outstanding. The College addressed Recommendations 1 and 2 regarding re-evaluation of its Core Themes and Core Theme indicators (now moot) in an addendum to its Year 1 Self-Evaluation Report under the 2010 Standards. Recommendations 3 and 5-7, which concerned self-evaluation by the NSHE Board of Regents, library planning, policies and procedures for hazardous and toxic materials, and an integrated system of planning, were satisfied by the Commission upon the acceptance of an Ad Hoc Report submitted in 2018 along with our Mid-Cycle Self-Evaluation Report. Recommendation 4 concerning student learning outcomes assessment was satisfied by the acceptance of an Ad Hoc Report in 2017.

Following our 2018 Mid-Cycle Evaluation under the 2010 Standards, the College matriculated into the 2020 Standards and submitted its Year Six Policies, Regulations, and Financial Review (PRFR) Report in Fall 2021. The PRFR Evaluation Committee had one finding with four areas where improvement was needed: Standards 2.A.2, 2.D.1, 2.F.4, and 2.G.4. Our responses to these concerns are found in this report's Appendices following our responses to Standard One.

Past Reports and NWCCU Communications on TMCC Accreditation website)

➤ 2015 Year 7 Mission Fulfillment & Sustainability Self-Evaluation 2015 Year 7 Peer-Evaluation
➤ Year 1 Self-Evaluation Report – includes Recommendations 1 and 2
➤ Ad hoc Report – Recommendations 3, 5-7
➤ Ad hoc Report – Recommendation 4
➤ Mid-Cycle Self-Evaluation
➤ Mid-Cycle Peer-Evaluation
➤ Year 6 PRFR
➤ PRFR Evaluation Committee Review

Standard One:
Student Success, and Institutional Mission and Effectiveness

Standard One – Student Success, and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Institutional
Mission

> *1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement. [ER 6]*

After eleven years under its previous mission, Truckee Meadows Community College (TMCC) recently adopted a new mission statement, which was approved by the Nevada System of Higher Education (NSHE) Board of Regents (BOR) along with a new institutional strategic plan in March 2021. TMCC's mission statement is:

> ***Create a future you will love with accessible, innovative educational opportunities at TMCC. Together we can make it happen.***

The new mission statement was developed following an extensive and inclusive process that began at the President's Kick-Off in January 2020, an event attended by all college constituents. Using the interactive Poll Everywhere platform, teams composed of faculty, staff, and administrative members identified key areas for discussion, including our perceived purpose as a College, what we do best, our hopes and aspirations for our students and the community, and the critical values and beliefs most important to our work. The work product from these group discussions served as the content for a more focused effort to script our new mission statement.

A smaller, cross-representative working group took the content generated from the team discussion and, ranking the material based on the perceived impact on students, drafted potential mission statements from among the top rankings. Assisted by an external consultant, the working group made the decision to embrace language in our new mission statement not traditionally seen in academic strategic planning. As such, the responses from the Kick-Off working groups were used to develop a series of emotion-provoking, or what the consultant termed "limbic statements," intended to turn outward towards the community and students rather than be merely self-reflective and institutionally-directed in nature. The prospective mission statement following in this more "limbic" vein was further refined and vetted by the President's Cabinet, Planning Council, Student Government Association (SGA) representatives, and a sampling of students via survey. Interestingly, it was the students who affirmed the use of the word "love," probably the most unexpected language from the standpoint of traditional academic strategic planning verbiage, within the new mission statement.

While developing a mission statement with a stronger emotional emphasis to appeal externally to prospective students and the community is a significantly new approach, we believe it is one that reflects our innovative spirit and commitment to our vision to ensure that we meet student and community needs. Our mission statement is intentionally outward-facing and student-centric, and articulates our commitment to helping students create a future they will "love." Moreover, our mission statement affirms our commitment to student achievement and success through access, excellence in teaching and learning, and innovation. TMCC's innovative educational opportunities range from community-based personal interest courses, short and longer-term career and workforce-ready programs, and programs designed for transfer to a 4-year institution. Our new mission statement is partnered with our new vision statement, which further compels TMCC to be a leader in innovative education to meet student and community needs, and is supported by the values that the College holds true:

- ➤ 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
- ➤ Embracing diversity and inclusion
- ➤ Responsible and sustainable use of resources
- ➤ Fostering attitudes that exemplify responsible participation in a democratic society
- ➤ A healthy environment and a healthy college community

Along with the mission and vision, these values are woven into the goals and objectives that make up TMCC's Strategic Master Plan.

Reflection and Future Directions

Enhanced Understanding of the Mission

TMCC strives to expand public awareness and understanding of, and commitment to, its new mission and strategic plan through published materials, presentations to the Board of Regents, relations with workforce agencies, its Institutional Advisory Committee, and its many program-level advisory boards. The college's Marketing & Communications team makes effective use of traditional and emerging media to ensure that its mission is disseminated broadly and that it reaches all of its constituencies effectively.

In addition, TMCC has successfully developed and mobilized a new strategic plan with the support of a wide array of stakeholders. This will help to further integrate planning across the institution, including at the division and department level, thereby supporting the institution's goal to ensure that resources are used most effectively in fulfillment of the college's mission.

Diversity, Inclusion, Equity, and Access

TMCC employees strive each day to make our college more inclusive, for inclusivity both exemplifies and amplifies our mission. By way of very recent example, our own Estela Levario Gutierrez, Vice President of Student Services and Diversity, was honored in June 2022 at the NSHE Board of Regents meeting both for her 30 years of service and her recent national recognition as a diversity champion.

This recognition was bestowed upon VP Gutierrez by NSHE's Inclusion, Diversity, Equity, and Access (IDEA) Council, and it highlights the work of individuals who are committed to celebrating diversity and inclusiveness in Nevada and beyond. VP Gutierrez began her career at TMCC as a counselor in 1992 and was the first Latina to receive tenure at the college. She later served on the Washoe County School District Board of Trustees and was the first minority person to lead an elected entity in Washoe County when she was elected school board president in 2010. In March 2022, her efforts brought national recognition to Nevada when she was awarded the prestigious AAHHE Community College Award by the American Association of Hispanics in Higher Education. TMCC will continue to make inclusive excellence, and a welcoming campus community, strategic goals for continuous improvement.

Flexible, Affordable Programming

TMCC keeps abreast of students' evolving needs for flexible programs and delivery formats that enable them to attend classes while remaining in the workforce. As a result, our team continually reexamines our programs and realigns them to support the diverse needs of our diverse learners. Recent examples of such innovations include continued expansion of co-requisite learning support courses for gateway Math and English, totally redesigned programs for union trade apprenticeships, expanded adoption of open digital resources, and a current feasibility study of 5-week modules in our AA Business program. In these ways and more, TMCC focuses closely on the current and future needs of its students in order to deliver on its mission and its strategic plan in creative and timely ways.

TMCC has achieved significant success in realizing its mission. More remains to be achieved. The collective pursuit of our next strategic plan will ensure that our college continues to improve and fulfill its mission effectively.

Exhibits

➤ January 2020 President's Kick-Off summarized mission statement responses
➤ Summarized responses to consultant's mission statement homework
➤ Consultant's presentation
➤ Ranked Draft Mission Statements

Improving Institutional Effectiveness

> *1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement. [ER 4, ER 5, ER 6, ER 19]*

Leadership's Vision, The Vetting of Goals and Objectives, A Conversation between Constituents–TMCC's Recursive Planning Process

The planning process begins with the President and her Executive Leadership Team (L-Team) and the articulation of the institutional vision statement:

> **TMCC is a leader in innovative education, meeting student and community needs.**

With vision statement in place, the planning process proceeds through a series of conversations at the division and unit levels. These processes, while embedded and distributed throughout each division and unit, are coordinated around both the College's mission statement and the NSHE Strategic Goals: Access, Success, Closing the Achievement Gap, Workforce, and Research. Whether occurring at the level of a broader institutional conversation or at the microlevel of a unit within the College, planning processes rely heavily on operational knowledge, as well as shared data points provided by the Institutional Research Office. These shared data points support and strengthen the connections across all units, divisions and college leadership.

The planning process originates with the President's Executive Leadership Team. The Executive Leadership Team decides institutional priorities, some of which then become the focus of specific retreats; other objectives continue to be discussed and refined at the President's Cabinet level. Thus, the planning process more generally follows a recursive path of vetting ideas and language through a series of Cabinet level discussions in concert with the work product of discussions occurring at division and unit level retreats. The results of the Executive Leadership Team and retreat discussions are then presented at the Planning Council, the primary forum where representatives from all campus constituencies meet to discuss the intersection between strategic planning, institutional effectiveness, and the adoption of policies. From there, members of the Planning Council bring the objectives and priorities forward to their respective units to use as the framework for their unit-level strategic planning. As a result of this flow of information outward from the Planning Council, the divisional and unit level strategic plans align with the content and objectives of the larger TMCC Strategic Master Plan, resulting in the operationalization of the SMP at the department and unit level.

The Planning Council and the Strategic Master Plan

The TMCC Strategic Master Plan is a "living" strategy map and internal assessment tool that sustains a culture of excellence and continuous quality improvement at the College. Loosely aligned with the seven-year accreditation cycle, the Strategic Master Plan articulates the objectives, goals, and key performance indicators (KPIs) used to assess overall institutional effectiveness, inclusive of (but not limited to) student learning and achievement and the overall impact of support services in meeting those goals.

The Executive Leadership Team suggests priorities, which are then vetted through the **President's Cabinet** and **Planning Council** whose members provide input from their respective areas and ensure that the College's priorities align with the Strategic Master Plan. The Planning Council further considers internal and external data; College, state, federal, and NSHE initiatives; and planning documents from within the College community to make recommendations for institutional priorities based on this input. Moreover, the Planning Council identifies gaps between aspirational targets and actual measures to help drive priorities. Finally, the Planning Council considers and responds to the stated goals of the Board of Regents and the President when reviewing the priorities and planning activities of the College. With many personnel working remotely through pandemic, communication of these priorities and the regular flow of information was more difficult. Consequently, the College implemented a number of task forces during this time, which are further described in 1.B.3.

Two key Planning Council Sub-Committees–**the Accreditation Committee and the Budget Committee**–are central to the development of the Strategic Master Plan and the determination of the effective allocation of resources, respectively. In developing the most recent Strategic Master Plan, the Accreditation Committee ensured that the TMCC Strategic Master Plan reflected a shared, college-wide consensus of important values and priorities through ongoing discussion and vetting of goals, objectives, and key performance indicators. The Accreditation Committee vetted versions of the Strategic Master Plan multiple times through the President's Cabinet. Members of the Planning Council are charged with communicating to their respective constituencies the nature and end result of the discussions resulting in the Strategic Master Plan itself. In this way the flow of information is multi-directional, flowing inward to the Planning Council from different constituencies and then returning outward once the larger Planning Council codifies plans and effectuates policies. Similarly, the Budget Committee is composed of members from all campus constituencies and is charged with overseeing the alignment of resource allocation in support of meeting the objectives and goals of the Strategic Master Plan. The budget allocation process is described further in 1.B.3.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions. [ER 4]

Mission Fulfillment

Mission fulfillment at TMCC means making progress towards meeting the goals and objectives within our Strategic Master Plan (SMP), which is aligned with the goals of the Nevada System of Higher Education (NSHE). This alignment between institutional and system goals ensures effective and consistent stewardship of resources (Table 1.B.1.1). The most recent iteration of the Strategic Master Plan was approved by the NSHE Board of Regents in March 2021 and is intended to serve as TMCC's guide through 2027.

Table 1.B.1.1 – Alignment of TMCC Goals and Objectives with NSHE Goals

NSHE Goals	TMCC Goals	TMCC Objectives
Access – Increase participation in post-secondary education.	Increase TMCC's enrollment to keep pace with our community's growth and diversity.	Serve as an open-access institution.
		Cultivate a welcoming, safe, and inclusive learning environment.
Success – Increase student success.	Increase student success metrics to those of our aspirational peers.	Improve successful completion of students' educational goals.
		Foster learning and preparation with high-quality instruction.
		Provide student support services that correlate with student success.
Close the Achievement Gap – Close the achievement gap among underserved populations.	Close achievement gaps across underserved student populations.	
Workforce – Collaboratively address the challenges of the workforce and industry education needs of Nevada.	Proactively cultivate public-private partnerships to strengthen economic growth and diversification and build a competitive, highly-skilled workforce.	Develop innovative programs that respond to the dynamic needs of industry and the community.
Research – Co-develop solutions to the critical issues facing 21st centry Nevada and raise the overall research profile.	Enhance research as a tool for teaching and learning.	Promote student learning through undergraduate research and experiential learning.
		Encourage research-based practices in teaching.
(Resource allocation in support of NSHE and College goals.)	Ensure ongoing stewardship of resources.	Optimize state-funded revenue.
		Maximize and grow non-state-funded revenue streams.
		Promote environmental sustainability.

In order to measure progress, the Strategic Master Plan includes a set of key performance indicators (KPIs) for each objective, with short-term and long-term KPI goals/benchmarks. To provide a visual representation of how well TMCC is meeting its benchmarks, each KPI is color-coded to show accomplishments and places in need of improvement towards fulfilling our mission (Table 1.B.1.2).

Table 1.B.1.2 – KPI Achievement Categories

Color	Interpretation of Achievement
	The College is meeting its benchmark and should continue to monitor and support these efforts.
	The College is trending in the right direction or is approaching its benchmark and should focus more attention here to keep improving.
	The College is trending in the wrong direction or is far from its benchmark and needs to concentrate efforts or take more immediate action to improve.

Revising the Strategic Master Plan and Indicators

TMCC's previous Strategic Master Plan, developed in AY 2015-16 and approved by the Board of Regents in 2017, was scheduled to sunset in 2022. After two years of monitoring the plan's indicators, however, the Executive Leadership Team in conversation with the Planning Council identified concerns with some of the indicators and quantitative scoring mechanism for determining mission fulfillment. This apparent shortcoming in the structure of the KPIs in the Strategic Master Plan was then affirmed during our Mid-Cycle Evaluation in AY 2018-19. As noted by the NWCCU evaluation team, too many of our indicators focused on inputs rather than outcomes, and the volume of indicators–80 in total–made tracking difficult. Furthermore, setting a quantitative threshold of having to score at least 80% of indicators as being "achieved," though in line with practices seen at other institutions, seemed rather arbitrary and questionable in terms of defining mission fulfillment. For example, if we achieved 79% of the indicators, did this really mean that TMCC was not fulfilling its mission? Consequently, following the Mid-Cycle Evaluation, and utilizing the recursive planning process outlined in 1.B.1, the Executive Leadership Team set out to revise the mission statement and Strategic Master Plan.

While the mission statement and the Strategic Master Plan revision process started in AY 2019-20, the process was disrupted by the Covid-19 pandemic before resuming in AY 2020-21. Articulated in 1.A.1, this inclusive process began at the President's 2020 Spring Kick Off with a campus-wide exercise to gather input on the College's new mission. The Planning Council's Accreditation Committee was charged with developing new goal statements, objectives, and key performance indicators. Multiple drafts were discussed and refined through the efforts of the Planning Council in conversation with the President's Cabinet before arriving at the current Strategic Master Plan (see Exhibits for meeting agendas and minutes).

The 2021-27 Strategic Master Plan has been streamlined with 12 objectives and 36 KPIs, many of which are outcomes-focused. Although some inputs are still present, their inclusion was more carefully considered and primarily address issues of access to higher education at TMCC, or the desire to foster cultures of diversity, equity, and inclusion (DEI), and undergraduate research. The new plan also includes KPIs that reflect TMCC's commitment to equity within student access and achievement. As explained in greater detail in 1.D.3, through our comprehensive dashboards, we are able to monitor the progress of historically underserved student groups as we monitor these KPIs.

KPIs that we can disaggregate:
- ➤ 1.3 – Number of JumpStart (Dual Enrollment) Students
- ➤ 3.1 – SAM grad/transferred/still enrolled rate
- ➤ 3.2 – IPEDS graduation rate
- ➤ 3.5 – Fall-to-fall persistence
- ➤ 3.6 – Successful completion of math and English courses
- ➤ 4.1 – General education learning outcomes achievement (Percent of students assessed at > "Proficient" on campus-wide rubrics; disaggregated within our eLumen assessment management system)

Disaggregation of data coupled with TMCC's standing as a Hispanic Serving Institution (HSI) also led to the adoption of KPIs that track specific student groups.

KPIs reflecting specific historically-underserved student groups:
- ➤ 1.2 – Enrollment reflecting the Hispanic distribution of Washoe County
- ➤ 3.5 – Fall-to-fall-retention of first-generation students
- ➤ 6.1 – Graduation rates of Hispanic and Hispanic male populations (compared to cohort)

Finally, the new plan includes KPIs that TMCC has consistently monitored historically; therefore, while the 2021-27 Strategic Master Plan reflects a new collection of KPIs, many of these have long been a part of TMCC's efforts to improve effectiveness and student achievement.

Sample Analysis of KPIs Towards Mission Fulfillment

As an example, Table 1.B.1.3 shows the mission fulfillment framework for our objectives under Student Success. Historical data is shown for reporting years 2017-2020, and the current 2021 reporting year is color coded to indicate relative progress against the short-term benchmark. Included are four KPIs related to graduation. KPI 3.1, the Student Achievement Measure (SAM) grad/transfer/still enrolled rate, is especially relevant to community colleges because it counts both new and transfer-in students as well as part-time students; moreover, as a measure it tracks students who transfer out to another institution. Thus, the Student Achievement Measure creates a more complete picture of progress than the IPEDS graduation rate reported in KPI 3.2, which is limited to first-time, full-time, degree/certificate-seeking students. The IPEDS rate representing first-time, full-time degree/certificate-seeking students is still an important indicator, however, since as a measure it reflects data generated in relationship to peer institutions. KPI 3.3, the College Scorecard % graduation, transferred, withdrew, or still enrolled after 8 years, is also more reflective of community college students because as a measure it includes both full- and part-time students and degree/certificate-seeking as well as non-degree/certificate-seeking students in the evaluated cohort. Finally, KPI 5.1 measures the impact of academic advising on the graduation/transfer/still enrolled rate.

Reflecting upon this data, we can address the need to improve our various graduation rates, even though we are meeting our short-term goals in the context of SAM and out-performing our peer comparison group median IPEDS rate. Academic advising does have a positive impact on the graduation/transfer/still enrolled rate, although the Student Services unit would like this impact to be even greater according to their strategic goal of increasing this percentage annually. Perhaps the most telling result reported in the KPIs is the College Scorecard % withdrew rate of 43%, which meets our short-term but not our long-term goal of 40%. Since graduation, transferred, withdrew, or still enrolled percentages add to 100%, reducing the % withdrew value would amount to gains in the other categories. The % withdrew value is also consistent with a visible theme within our Student Success KPIs. TMCC struggles in retention and persistence as seen in KPIs 3.5, 3.6, and 5.3, although seeking Counseling services, which include the Academic Success Kit (ASK) and other support programs, has a positive impact on fall-to-fall persistence rates. As a result of these data, retention and persistence were prioritized in ongoing improvement.

Table 1.B.1.3 – KPIs for Objectives 3-5 under Student Success

STUDENT SUCCESS

NSHE Goal: Increase student success.

TMCC Goal: Increase student success metrics to those of our aspirational peers.

KPIs	Short- and Long-term Goals	2017	2018	2019	2020	2021
OBJECTIVE – 3. Improve successful completion of students' educational goals.						
3.1 SAM grad/transfer/still enrolled rate	67.5% short-term 70% long-term	(2010 cohort) 61%	(2011 cohort) 65.7%	(2012 cohort) 67.7%	(2013 cohort) 67%	(2014 cohort) 67.5%
3.2 IPEDS graduation rate	29% short-term 32% long-term IPEDS peer comparison group (median value)	(2010 cohort) 31% 17%	(2011 cohort) 28% 19%	(2012 cohort) 30% 25%	(2013 cohort) 31% 26%	(2014 cohort) 28% -
3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending) • % Graduated • % Withdrew • % Transferred • % Still Enrolled	• 29% short-term; 32% long-term • 43% goal; 40% target • 26% short-term; maintain long-term • 2% short-term; maintain long-term					(2012 cohort) 29% 43% 26% 2%
3.4 Degrees and certificates awarded	2,223 short-term 2,500 long-term	(AY 15-16 data) 2,431	(AY 16-17 data) 2,389	(AY 17-18 data) 2,508	(AY 18-19 data) 2,478	(AY 19-20 data) 2,547
3.5 Fall-to-Fall retention of new, full-time degree-seekers (at TMCC)	63% short-term 70% long-term	(FA 15 data) 63%	(FA 16 data) 61%	(FA 17 data) 63%	(FA 18 data) 66%	(FA 19 data) 59%
3.6 Fall-to-Fall persistence of new, full-time degree-seekers (at any NSHE institution)	67% short-term 74% long-term	(FA 15 data) 67%	(FA 16 data) 66%	(FA 17 data) 66%	(FA 18 data) 70%	(FA 19 data) 62%
3.7 Successful completion of gateway math & English courses	Math: 70% English: 73% (short- and long-term)	(FA 16 data) math: 59% English: 75%	(FA 17 data) math: 62% English: 74%	(FA 18 data) math: 62% English: 74%	(FA 19 data) math: 71% English: 79%	(FA 20 data) math: 73% English: 79%
3.8 Course completion for job upgrade and personal interest students	87% short- and long-term	(FA 16 data) 87%	(FA 17 data) 89%	(FA 18 data) 78%	(FA 19 data) 86%	(FA 20 data) 87%
OBJECTIVE – 4. Foster student learning and preparation with high-quality instruction.						
4.1 General Education learning outcomes (GELO) achievement (Percent of students assessed at >=Proficient) • Communications • Critical Thinking • Information Literacy • People & Cultural Awareness • Quantitative Reasoning	• >=70% • >=70% • >=70% • >=70% • >=70%	(AY 15-16 data) - - - - -	(AY 16-17 data) 67.6% 66.1% 57.4% 71.8% 61.2%	(AY 17-18 data) 68.9% 65.4% 57.4% 72.3% 62.8%	(AY 18-19 data) 68.9% 68.2% 60.7% 74.7% 62.9%	(AY 19-20 data) 71.4% 71.5% 61.4% 76.3% 64.5%
OBJECTIVE – 5. Provide student support services that correlate with student success.						
5.1 Advising: total graduated, transferred, or still-enrolled (Advised v. non-advised)	2% annual increase	(AY 15-16 data) 72% v. 61%	(AY 16-17 data) 72% v. 62%	(AY 17-18 data) 75% v. 60%	(AY 18-19 data) 72% v. 58%	(AY 19-20 data) 71% v. 59%
5.2 TLC: course pass rate (tutored v. not tutored)	>=86% both short- and long-term	(AY 15-16 data) 86% v. 78%	(AY 16-17 data) 86% v. 77%	(AY 17-18 data) 85% v. 79%	(AY 18-19 data) 86% v. 77%	(AY 19-20 data) 87% v. 80%
5.3 Counseling: F/F persistence (used counseling v. did not use counseling)	2% annual increase	(AY 15-16 data) 61% v. 41%	(AY 16-17 data) 59% v. 41%	(AY 17-18 data) 62% v. 39%	(AY 18-19 data) 60% v. 40%	(AY 19-20 data) 57% v. 37%

Summary of Mission Fulfillment and Improving Effectiveness

Applying the same mission fulfillment framework to all KPIs, TMCC has identified several areas of strength but also areas where we can implement strategies in an ongoing effort towards institutional improvement (Table 1.B.1.4).

Table 1.B.1.4 – Summary of Mission Fulfillment as of Fall 2021

Objectives (short description)	Total Number of KPIs per Objective	Number of KPIs per Achievement Category (includes sub-bulleted KPIs)			Major Conclusions and/or Proposed Actions Towards Improving Institutional Effectiveness
ACCESS					
1. Open Access	3	1	1	1	Continue efforts in serving our community's Hispanic students. Strategize dual enrollment offerings and rebuild EPIC enrollments negatively impacted by COVID-19.
2. Welcoming, safe, and inclusive learning environment.	5	3	1	1	Improve attendance in workshops that promote diversity and inclusiveness.
STUDENT SUCCESS					
3. Educational goal completion	11	6	3	2	The educational goal completion objective is especially important given its number of KPIs, but also especially complex as we look at the various ways the College examines how students complete their educational goals. Although the College is meeting benchmarks for the majority of KPIs within the educational goal completion objective, persistence and retention efforts remain problematic. Continue to prioritize retention and persistence efforts.
4. Learning	5	3	1	1	Host campus-wide faculty conversations on general education with a focus on how to improve information literacy.
5. Student support services	3	1	1	1	Advising and Counseling did not meet goals/benchmarks but still show higher rates among students who used their services than those who did not. Re-examine benchmarks to reflect this added value rather than continued increase.
CLOSE THE ACHIEVEMENT GAP					
6. Close achievement gaps	2	1	0	1	First-generation students were trending in the right direction until recently, which may be a result of Covid-19. Continue to evaluate post pandemic.
WORKFORCE					
7. Develop innovative programs to meet workforce/community needs	5*	1	1	1	Focus on increasing workforce awards and apprenticeships. *(*One KPI only had 1 year of data and could not be compared to a benchmark. One KPI is qualitative.)*
RESEARCH					

8. Research/ experiential learning	1*	N/A	N/A	N/A	*(*KPI only had 1 year of data and could not be compared to a benchmark.) Still, increasing experiential learning, including undergraduate research opportunities is a priority of the College as a high-impact practice (HIP).*
9. Research-based pedagogy	2	1	1	0	Continue with the ACUE program and strategize how to improve the number of QM certified courses.
STEWARDSHIP OF RESOURCES					
10. State-funded revenue	1	0	1	0	Continue improving WSCH. Retention and persistence efforts should coincide with WSCH improvements.
11. Non-state-funded revenue	4	0	4	0	KPIs for grants, private donations, and % employees contributing to the Foundation are short of benchmarks but trending in the right direction. Continue these efforts.
12. Environmental sustainability	2*	N/A	N/A	N/A	*(*KPIs are qualitative.)* Continue sustainability efforts.

Regional and National Peers

Figure 1.B.2.1 – Nevada System of Higher Education Institutions. (image from nshe.nevada.edu)

TMCC monitors both regional and national peers in the context of different KPIs within its Strategic Master Plan and other metrics. Regionally, the Nevada System of Higher Education is relatively small compared to other state systems and consists of just 9 institutions: Truckee Meadows Community College, Great Basin College (GBC), Western Nevada College (WNC), College of Southern Nevada (CSN), Nevada State College (NSC), University of Nevada, Reno (UNR), University of Nevada, Las Vegas (UNLV), and two Dessert Research Institutes. TMCC, GBC, WNC, and CSN are primarily 2-year colleges with select bachelor's degrees, such as the Bachelor's of Applied Science (BAS). While the 2-year colleges differ in size, service areas, and student demographics, we are subject to the same NSHE mandates, requirements, and policies. Thus, it makes sense to compare ourselves to our 2-year NSHE peers. Through a series of dashboards developed by NSHE, the College examines IPEDS graduation rates, IPEDS graduate rates plus transfer-out, awards conferred and skills certificates conferred in comparison with the other 2-year institutions.

Nationally, TMCC examines graduation rates in comparison to its IPEDS peer cohort. The criteria used in the peer cohort selection include:

➤ Average annual FTE
➤ Total fall headcount
➤ Price of attendance
➤ Graduation rate
➤ State appropriation (and percent of total)
➤ Current fund revenues

- ➤ Full-time faculty headcount
- ➤ Number of part-time students
- ➤ Percentage of part-time students
- ➤ Certificates awarded
- ➤ Associate degrees awarded

In addition to the IPEDS peer cohort, TMCC was asked by NSHE to identify a set of peer institutions to compare IPEDS graduation rates and the number of students receiving degrees or certificates, including an "aspirational" peer within this comparison group. These NSHE-approved peers are Santiago Canyon College (Orange, CA), Everett Community College (aspirational; Everett, WA), Allan Hancock College (Santa Maria, CA), Spokane Community College (Spokane, WA), and Chandler-Gilbert Community College (Chandler, AZ). TMCC presents institutional performance metrics, including its comparison to these peers, when reporting its progress towards achieving the NSHE goals of Access, Success, Closing the Achievement Gap, Workforce, and Research annually to the Board of Regents (Board of Regents June 10-11 Quarterly Meeting Agenda Item 12).

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. [ER4, ER 19]

As articulated in 1.B.1, while the President and her Executive Leadership Team initiate the planning process, the process itself is recursive in nature, best described as the work product of a conversation between constituents. Central to this dialogue between constituents is the principle that the vetting of ideas and language across units and divisions enhances the quality of the policies, facilitates the smooth operationalization of these policies, and garners more universal support for them once in effect. Truckee Meadows Community College engages in planning within many central committees and councils, each of which allows for broad-spectrum and inclusive participation. Internally, the Planning Council engages in much of the cross-constituent strategic planning conversation in that, as a body, it is inclusive of key members from every constituency. Members of the Planning Council are charged with taking information from this committee forward to their respective units to seed planning discussions and inform the operationalization of policies at the unit level. The fruits of these localized unit discussions then make their way back to the Planning Council via the representative and then the information cycles back through the larger group for further discussion.

Externally, the strategic planning process is primarily informed by NSHE Board of Regents' mandates and the influence of a dedicated Institutional Advisory Council. Along with the TMCC Institutional Advisory Council, specific academic programs have Advisory Committees that inform these programs, and by extension the meeting of TMCC's mission more broadly, on multiple levels, including (but not limited to) establishing program measures, articulating workforce development trends, and determining the region's educational needs.

Inclusive Institutional Planning and Shared Governance Structure

The planning process begins with the foundational set of goals established by the Nevada System of Higher Education for all institutions within the higher education system. These goals are as follows: Access, Success, Close the Achievement Gap, Workforce, and Research. With these goals in mind, planning begins at TMCC at the executive level with the President and her Executive Leadership Team, the group overseeing decisions related to budget, resource allocation, communication, and planning. The **Executive Leadership Team** is composed of the President, the Interim Director of Finance, the Executive Director of Facilities Operations and Capital Planning, the Vice President of Student Services and Diversity (VPSSD), the Vice President of Academic Affairs (VPAA), and the Associate Vice President of Research, Marketing, Web Services, and Information Technology (AVP). The **President's Cabinet** is a larger advisory group of upper and mid-tier administrative leadership with a more focused direction on developing strategies to address major goals of the College, such as enrollment, retention, and operations. As a group, the President's Cabinet is another tier between the Executive Leadership Team and the much larger recommending and policy-making body, the **Planning Council**, that allows for further discussion of strategic planning and policy decisions. The Planning Council members, working with a subcommittee structure, review the Strategic Master Plan and institute changes in institutional policies and procedures to ensure the major goals of the College are met.

Other decision-making bodies foundational to TMCC's shared governance process include various constituency-based councils. Taken as a group, these governance bodies–the Faculty Senate, the Classified Council, the Student Government Association (SGA), and the Institutional Advisory Council (IAC)–include all constituent groups internal to the campus community or representation from significant external constituencies. As governing bodies representing specific constituencies, each council operates in conjunction with their subcommittees and serves as a recommending body to the President and the Executive Leadership Team. As depicted in figure 1.B.3.1, these advisory groups meet individually, and with the exception of the community-based IAC, also are active participants through representative membership in the Planning Council, the body that serves as the primary convener of inclusive, cross-constituent institutional conversations regarding planning and policy formation.

Figure 1.B.3.1 – TMCC's Shared Governance Structure for Planning and Decision Making
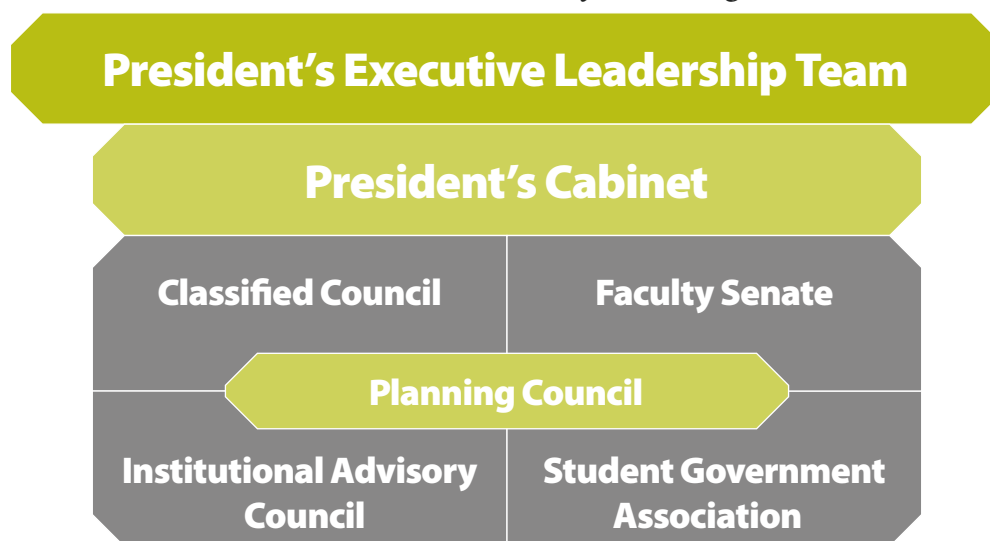
Inclusive Institutional Planning and Operational Units

In the same way that the Planning Council serves as the body through which governing and advisory groups discuss and refine institutional planning, it is also the convening body where operational units, through representational membership, bring forth and exchange ideas impacting their respective areas. In this way, strategic planning at TMCC extends the notion of inclusion beyond the simple math of constituency groups to an inclusion of diverse feedback, in this case, from the operational trenches–the departments and divisions–as equal participants and contributors to the conversation. In other words, Academic Affairs' representation on the Planning Council includes, for example, faculty members who are part of Faculty Senate leadership and, as such, come to the discussion from the perspective of shared governance and planning in a more theoretical context, but at the same time includes academic deans and department chairs who bring a more operational lens to planning. It is the co-existence of these two threads in the planning discussion–theoretical vision with operational expertise–that allows for a more robust, if at times, messy conversation, work product that is then considered by the President and the Executive Leadership Team going forward.

In terms of operational units like Academic Affairs, and Student Services and Diversity, each unit has its own leadership teams, divisions, and departments, and each unit engages in its own strategic planning aligned with the objectives and goals codified in the Strategic Master Plan and vetted in the Planning Council. In some cases, departments as a part of their Program/Unit Review (PUR) process generate strategic plans specific to their programs. The results of this planning filters back up through the divisional and unit planning efforts, and becomes part of the ongoing cross-constituency planning discussion in the Planning Council. As reflected in figure 1.B.3.2, the flow of information is not merely top down, but recursive in nature as the cycle of planning works its way through various advisory bodies, gets vetted in the convening body of the Planning Council, and filters outward to the operational units and their respective departments, only to then cycle back up for reconsideration at the leadership level.

Figure 1.B.3.2 – Flow of Information and Inclusive Planning at TMCC

At times the need for ad hoc task forces arises to respond to more urgent decision-making timelines and topics that fall outside of the established committee and council structure. For example, during the Covid-19 pandemic, a Covid Crisis Management Team mobilized with members of leadership, classified employees, and faculty members to oversee immediate and long-term decisions related to the Covid-19 pandemic. Contemporaneous to the Covid Response Team, the Budget Reduction Task Force was established to address significant budget cuts mandated by NSHE. A third example of the use of this type of ad hoc committee structure occurs in response to system mandates. For example, given an NSHE mandate to award merit pay, the Merit Pay Task Force consisting of Faculty Senate leadership, faculty representatives, Budget representatives, and Human Resources assembled to outline long term criteria and processes for awarding merit pay.

Figure 1.B.3.3 – Ad hoc task forces contributing to shared governance

Executive Leadership Team

| Covid Crisis Management Team | Budget Reduction Task Force | Merit Pay Task Force |

Allocation of Resources as a Function of an Inclusive Planning Process

When new resources become available, the College engages in a shared governance model to rank priorities strategically by soliciting feedback from multiple committees. Historically, the College prioritizes resources through two primary processes: the Resource Allocation Process (RAP) and the Program/Unit Review (PUR) process. Resource requests made through these processes are tied to the Strategic Master Plan and, in the case of academic programs, the Academic Affairs Master Plan. The RAP forms (See Exhibits – RAP Form) are currently being revised through the Planning Council's standing Budget Committee. The new form will require departments to tie a request for funds even more directly to the Strategic Master Plan than was already in place. While the budgets have been operating in a deficit due to enrollment losses and the impact of the pandemic, the RAP forms were not utilized, and departmental budgets were managed outside of the standard resource allocation process. Leadership assessed one-time requests and prioritized them with one-time funding.

The PUR process is an established timeline by which all degree programs conduct a self-study. The cycle for review is a 5-year cycle. The report and recommendations are reviewed by a Faculty Senate standing committee, the Academic Standards and Assessment (ASA) Committee, the Academic Dean and the Vice President of Academic Affairs (VPAA). Requests for resources must be tied to the Academic Affairs Master Plan and the goals of the College, with evidence in the program's self-study to support the request. For example, if a program is increasing in demand and in need of the staffing to support demand, additional staffing may be requested and justified through this process. That request, if supported by the ASA Committee, the dean, and the VPAA will eventually be reviewed by the Budget Office and Human Resources for feasibility. The request would move to a final vote by the Executive Leadership Team. If approved, the request would move forward and the search process for the new position could begin. In addition to the internal Program/Unit Review process for degrees and programs, many programs rely on program advisory committees to support requests or drive requests outside of the 5-year cycle. In addition, the College has implemented a set of PUR dashboards as part of its institutional effectiveness dashboards. The dashboards were created to provide high-quality information and to carry out effective planning and informed decision making.

A Planning Process Disrupted–Budget Allocation under Emergent Times

It is important to note that outside of the impact on the classroom and the pivot to various degrees of online instruction, the Covid-19 pandemic perhaps had its greatest impact on the flow of resources and the traditional conversations that emerge around resource allocation. Even prior to the pandemic, NSHE was experiencing downward pressures on institutional funding, primarily in relationship to shifting legislative priorities, reduction in state support, and decreasing enrollments. When the pandemic hit in March 2020, initial discussions of system-wide budget cuts, originally benchmarked at 5 percent, intensified both in terms of the amount of the cuts and the window of time allowed for making those cuts. NSHE budgets were not only being cut going forward into 2020-2021; all institutions within NSHE were required to make cuts retroactively, meaning that the College was expected to give back 19 percent of funds already received across the board and were asked to make these "claw back" cuts in a matter of a few months. Exacerbating an already difficult task was the fact that the "claw back" was a percentage of the full annual budget, but we were in the final quarter of the fiscal year, effectively requiring a draconian cut based on a full year budget out of the remaining funds of the final quarter. The end result was the College had to sustain a $9 million loss through these budget cuts.

Of course, TMCC is not unique in having experienced decreased enrollments prior to the pandemic nor were we alone in experiencing the amount of fiscal chaos that resulted in the uncertainty of a once-in-a-century pandemic. What is harder to articulate, but necessary to do so in order to understand fully the impact of the pandemic on planning efforts, is how the pandemic effectively disrupted and reconfigured many of our key business operations. For example, under the emergent fiscal environment during the first few months of the pandemic and the mandate for state cuts, the RAP and PUR processes as the vehicle for budgetary discussions were, in essence, sidelined and replaced by a Budget Reduction Task Force (BRTF). This emergency ad hoc committee was formed with broad and inclusive representation from constituencies across the TMCC community. To say that this group worked under tremendous pressure would be an understatement. The BRTF developed plans to address potential cuts to the College's overall budget at three possible levels (e.g. a 12%, 14%, and 19% cut to the overall budget). Given the fluid nature of the moment, the target numbers changed weekly as the system office and state government attempted to define the parameters of the pandemic-precipitated fiscal crisis.

As reflected in the BRTF minutes (See Exhibits–BRTF minutes), members of this body engaged in deep, honest, and on rare moments contentious discussions in an attempt to hash out pathways through these mandated budget cuts that would allow for a sustainable path forward for the College. As a microcosm of the TMCC community, the BRTF allowed for a cross-constituency vetting of ideas and an ongoing, public conversation about how to reach unpopular but necessary outcomes. It is important to note that the Budget Office does not have the authority to increase or decrease budgets. Therefore, the President and the Executive Leadership Team depended upon the advisory role of the BRTF even as the ultimate responsibility for making final decisions rested with the President and the Executive Leadership Team.

A second, more welcomed but equally disruptive interjection into the budget planning and implementation discussion was the addition of federal Higher Education Emergency Relief Fund (HEERF) dollars over the past two years. While these funds enabled TMCC to cover the deficits caused by low enrollment and state budget cuts, they were earmarked in very specific ways, which meant that the traditional resource allocation process was no longer appropriate. These funds backfilled many of the fiscal gaps generated in response to the mandate to cut state-funded budgets. These monies also allowed for the backfilling of positions that would have otherwise been cut. However, since this is the last year of HEERF dollars and as fiscal conversations emerge in anticipation of the next legislative session, the expectation is that the College will be returning to its core budget allocation processes through RAP and the PUR. As noted earlier, these processes are fundamentally inclusive and are integrated into the flow of planning processes more generally from leadership through the convening body of the Planning Council as the primary site for cross-constituency representation and communication. The flow of information is bi-directional, extending outward to the operational units even as representatives from those operational units bring forth ideas for discussion at Planning Council. When consensus among shared governance representatives is inconclusive, the president and her L-team must make final decisions and communicate the rationale. Ultimately, the President is accountable for implementation of NSHE BOR directives, effective College operations and administration, and for stewarding an effective and responsible annual budget.

Exhibits
➤ Resource Allocation Process (RAP) form (March 2022 draft)
➤ Program/Unit Review (PUR) example resource requests (folder)
➤ Budget Reduction Task Force (BRTF) minutes (folder)
➤ Planning Council Standing Committees (web pages):
  • Academic and Student Services Committee
  • Accreditation Committee
  • Budget Committee
  • Enrollment Management Committee
  • Diversity Committee
  • Facilities Committee
  • Health and Wellness Committee
  • Technology Committee

> *1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals. [ER 4]*

TMCC regularly monitors its internal and external environments for patterns and trends that can inform planning and continuous improvement at both the institutional and unit levels. Various governance structures are in place at the College to review current policies, procedures, services, and programs within the context of these data and provide input to decision makers, including the President's Cabinet and members of the President's Executive Leadership Team.

Monitoring Internal and External Environments

The College has a number of systems and mechanisms in place to monitor its internal environment. TMCC's Institutional Research Office has developed and continues to upgrade a number of data dashboards that are viewable by all TMCC employees and the public. As described more thoroughly in 1.D.2, many of these can be disaggregated by various student demographics to examine trends among historically underserved student populations. In addition to one specifically designed to monitor annual progress on the Strategic Master Plan, these dashboards include college admissions applications data, short and long term enrollment trends, student success outcomes, academic program outcomes for the College's Program/Unit Review, institutional general education student learning outcomes (GELOs), and more recently the Perkins V Comprehensive Local Needs Assessment (CLNA). Furthermore, the Student Services Assessment dashboard allows this division to monitor student success outcomes such as course pass rate and persistence based on populations of students who are eligible for or have utilized various services. Many of these students belong to one or more historically underserved populations. The College recently became a member of the Postsecondary Data Partnership (PDP) and is looking to utilize these peer comparative dashboards more fully in the coming years.

TMCC is mandated by the Nevada System of Higher Education to monitor certain internal metrics as part of its Performance Pool Funding formula and towards its annual Institutional Metrics Report to the Board of Regents, which is designed to align with NSHE's five goals of Access, Success, Close the Achievement Gap, Workforce, and Research. As such and in addition to the standard IPEDS graduation rate (150% time) and fall-to-fall persistence, the College closely watches its number of certificates and associate degrees conferred, including minority and Pell-eligible recipients, students who transfer within NSHE, awards per FTE (defined as efficiency), and the number of graduates in allied health programs, STEM, and Skills Certificates (< 30 credits), which are indicators of economic development.

The College conducts periodic surveys of its students and employees to assess satisfaction and identify needs. These include an annual survey of TMCC graduates in their semester of and one year following their semester of graduation, the Community College Survey of Student Engagement (CCSSE) conducted every three years, and the 8-year Campus Climate Survey of TMCC employees. In addition, the College conducted a survey of students who did not return to TMCC in Fall 2020 following our move to almost exclusive online instruction at the start of the pandemic. The purpose of the survey was to determine how TMCC might encourage students to come back. TMCC's Institutional Research (IR) and Marketing & Communications Offices (MCO) assist faculty and staff with developing and disseminating needs assessments, opinion surveys, industry studies, and outcome assessments. Some examples are a survey developed and administered to students in 2017 in order to determine interest in open access materials, one in 2021 to assess the needs of part-time faculty, and another by the ad hoc Administrative and Finance Structure Review Committee to evaluate the effectiveness of restructuring the Vice President of Finance and Administration position. This administrative position rearrangement is further addressed in the Addendum.

Other examples of monitoring internal environments occur at the program or unit level. As described more in sections of 1.B., academic programs undergo a Program/Unit Review (PUR), (see Exhibits–PUR template) which in addition to monitoring program assessment, serves as an environmental scan of curriculum currency and relevance, demographics data of students in the program, disaggregated rates of completion and transfer, and for applied degrees and certificates, workforce needs, which spans into the external environment arena. Many non-academic units undergo annual self-review in the context of environmental scanning, goal-setting, and reporting. For example, with an eye towards continuous improvement, Academic Advisement produces their annual report (see Exhibits–Academic Advisement Annual Report) highlighting the number of student appointments by month and missed appointments, reasons for seeking advising appointments, and student perception of the usefulness of advising sessions. The report also considers the number of students enrolling in correct classes to meet their major requirements and financial aid regulations. Collectively these lead to continuous improvement of the Academic Advisement Office. In another example, the ADA Committee of the Disability Resource Center (DRC) conducted a survey to determine what training was needed in the TMCC community and reported its progress on its annual goals towards improving accessibility of instructional materials to the Planning Council (see Exhibit–DRC presentation to the Planning Council at the May 2022 meeting).

A number of external environments are monitored by stakeholders across the College and are considered in planning and decision making. College leaders participate in regional, state, and national organizations that keep TMCC informed of various trends. For example, the President sits on the Board for the Economic Development Authority of Western Nevada (EDAWN) and as such keeps TMCC abreast of workforce development and industry needs in the area. The Vice President of Academic Affairs was recently asked to serve as Vice Chair followed by Chair of the Western Interstate Commission for Higher Education (WICHE) Executive Alliance and apprises TMCC of trends and best practices and policies on higher education affordability, access, success, technology, and accountability. The Associate Vice President of Research, Marketing, Web Services and IT acts as TMCC's Government Affairs Liason and monitors Nevada legislative bills and NSHE policies and informs the College of their anticipated impact.

Monitoring of regional trends plays a particularly important role as the College works to meet enrollment, workforce, community, and student needs. TMCC's Enrollment Management Committee monitors regional demographics, the local school district's high school graduation, and district capture rate towards maintaining and growing the College's enrollment, especially among historically underrepresented student populations. The College's Institutional Advisory Council (IAC), consisting of community industry and educational leaders, serves as a conduit between TMCC and key facets of our community, and assists the College with identifying the region's current and anticipated educational needs. Each of our CTE and Allied Health programs has an advisory board comprised of industry advisors and partners, alumni, and other key stakeholders. Advisory boards provide guidance on workforce trends within discipline, curriculum development and improvement, and in some cases partnerships that provide equipment, clinical space, or employer-sponsored apprenticeships. Finally, we assess our effects on the community we serve by periodically contracting the labor market data company EMSI to conduct Economic Impact Studies, which measure TMCC's impact on the regional economy and workforce, and calculates our return on investment for students, taxpayers, and society. The last Economic Impact Study was conducted in 2018 and estimated that TMCC contributed $484.9 million of added income and supported 7,531 jobs (see Exhibits – EMSI Infographic and Executive Summary).

Governance Structures

As described in 1.B.1 and 1.B.3, TMCC has several shared governance structures in place who review internal and external environments, examine planning, policies, and programs, and assist in the decision-making processes that lead to revisions towards continuous improvement accordingly.

The President's Cabinet and President's Planning Council function as the primary recommending bodies for strategic planning and policy carried out by the Executive Leadership Team. The Planning Council is composed of a broad spectrum of constituent and standing members, with a subcommittee structure to oversee and recommend policies related to Accreditation, Enrollment, Academics, Student Services, Budget, Facilities, Technology, Diversity and Safety. Policies are approved through the Planning Council and it is where the Strategic Master Plan is reviewed and vetted through constituents. The President's Cabinet provides leadership and guidance for the planning processes and policy changes that go through the Planning Council. The President's Cabinet consists of the Executive Leadership Team, Executive Directors or Directors of Budget, Facilities, Foundation & Grants, Advisement & Transfer Center, Retention Support, Admissions & Records, Human Resources, the five Academic Deans, Faculty Senate Chair, Associate Dean of Assessment and Planning/Accreditation Liaison Officer, and the Presidents of the Classified Council and Student Government Association. Five major representative or advisory groups provide input to President's Cabinet (Figure 1.B.4.1):

➤ Planning Council
➤ Faculty Senate
➤ Classified Council
➤ Student Government Association
➤ Institutional Advisory Council

Figure 1.B.4.1 (also seen as Figure 1.B.3.1) – TMCC's Shared Governance Structure for Planning and Decision Making
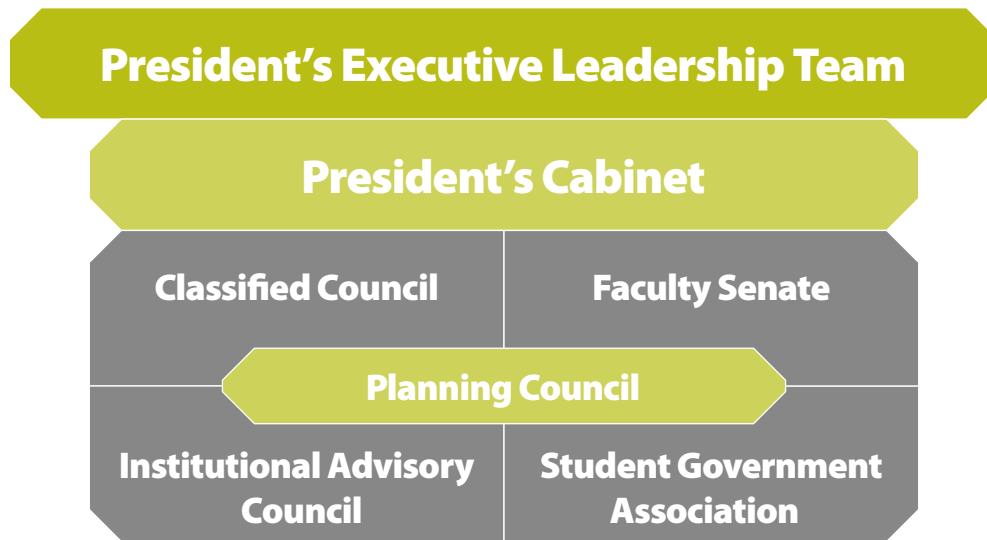
*Examples of Revisions Facilitated by Environmental Monitoring*

As discussed in 1.B.2, the Planning Council conducts an annual review of the College's SMP, where it evaluates progress made towards goals for the plan's Key Performance Indicators (KPIs), as well as the continued relevancy of the KPI's themselves given any changes in TMCC's internal or external environments. In addition to the 2021 SMP analysis provided in 1.B.2, another example of the Planning Council's 2022 review is provided (Table 1.B.4.1, also provided in the Exhibits for easier reading). The Planning Council reviewed a summary of KPIs where goals were met (green), where the College was trending in the right direction and approaching its goals (yellow), or where the College was not meeting goals or trending in the wrong direction (red) (Table 1.B.4.1, also provided in the Exhibits for easier reading). The Planning Council also reviewed KPIs by alignment to NSHE's Strategic Goals of Access, Success, Close the Achievement Gap, Workforce, and Research (Figure 1.B.4.2).

Table 1.B.4.1 - Summary of KPI Goal Achievement for Academic year 2021-22

Notes:

Will not have data for KPIs 3.2 (IPEDS comparison cohort) and 7.4 (EPIC completions) until end of semester. These are not included in the count total. *

KPIs 7.5 (Regional employers), 9.3 (Foundation Outcomes), 12.1 (Second Nature), and 12.2 (Sustainability initiatives) are qualitative and not included in count totals. **

KPIs in 2022 (N = 18), 46%	KPIs in 2022 (N = 12), 31%	KPIs in 2022 (N = 9), 23%	
1.1 Enrollment reflecting the Hispanic distribution of Washoe County	2.4 Percentage of ethnically diverse faculty and staff	1.2 Number of Jump Start Students (excluding TMCC HS)	
2.1 Equally supportive of all racial/ethnic groups and genders. (Grad outcomes survey)	3.1 SAM grad/transfer/still enrolled rate	1.3 Enrollments in Non-Credit courses	
2.2 Clery violent crime incidents (response in narrative)	3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending) % Transferred	2.3 Number of faculty and staff participating in Safe Zone	
2.3 Number of faculty and staff participating in Creating Accessible Content	3.5 Fall-to-Fall retention of new, full-time degree-seekers (at TMCC)	3.2 IPEDS graduation rate (comparison cohort not yet available)	
2.3 Number of faculty and staff participating in DEI Workshops	3.6 Fall-to-Fall persistence of new, full-time degree-seekers (at any institution)	3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending) % Withdrew	
3.3 College ScoreCard (started at TMCC and transferred in, 8 years after attending) % Graduating	3.7 Successful completion of gateway math & English courses	4.1 General Education learning outcomes (GELO) achievement: Information Literacy	
3.3 College ScoreCard (started at TMCC and transferred in, 8 years after attending) % Still Enrolled	3.8 Course completion for job upgrade and personal interest students	5.3 Counseling F/F persistence (used counseling v. did not use counseling)	
3.4 Degrees and certificates awarded	4.1 General Education learning outcomes (GELO) achievement: Quantitative Reasoning	10.1 Weighted student credit hours	
4.1 General Education learning outcomes (GELO) achievement: Communications	5.2 TLC: course pass rate (tutored v. not tutored)	11.4 Percentage of FT TMCC employees who contribute to the Foundation	
4.1 General Education learning outcomes (GELO) achievement: Critical Thinking	6.1 Graduation rate: Hispanic Male population (compared to cohort)		
4.1 General Education learning outcomes (GELO) achievement: People & Cultural Awareness	9.2 Number of QM certified web sections taught (running total)		
6.1 Advising: total graduated, transferred, or still-enrolled (Advised v. non-advised)	11.2 baseline amount of private donations		
6.1 Graduation rate: Hispanic population (compared to cohort)			
6.2 Fall-to-Fall retention of first-generation, new, full-time degree-seekers at TMCC (compared to non-first generation)			
7.3 number of TMCC Apprentices (cumulative)			
9.1 Number of faculty completing ACUE (running total)			
11.1 Net position of self-supporting programs (see Sheet 2)			
11.3 dollar amount of grant-based awards			Total
18	13	9	39
46%	31%	23%	

Figure 1.B.4.2 – Analysis of KPI Goal Achievement by NSHE Strategic Goal Categories for Academic Year 2021-22.
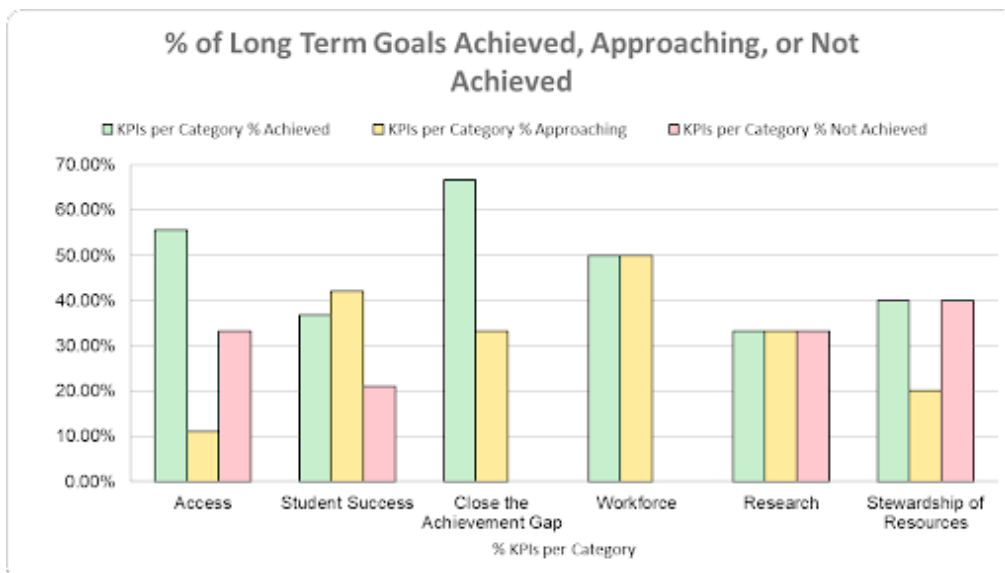
In small groups, Planning Council members addressed four guiding questions and then reported back to the larger group to help establish directions for the next academic year:

1. Towards which KPIs should the College prioritize its efforts and resources towards continuous improvement in 2022-23? Consider which KPIs would yield the greatest impact, which are most and least feasible given current and anticipated resources, external factors, etc. List your top 3.

2. As a College, what actions might we take towards improving these KPI metrics and meeting our goals/targets?

3. Department or unit strategic plans align to the College's SMP. How can you operationalize your department/unit strategic plan towards improving the SMP KPIs? What specific actions might you take in your department/unit?

4. The SMP is a dynamic document. Consider the KPIs themselves. Are there any we should consider changing or eliminating? For example, are there KPIs where a different measure would make more sense, that no longer apply, that reflect inputs more so than outcomes, etc.?

Some of the discussion highlights and suggestions included:

➤ KPI 3.1 – While not a "red" category, KPI 3.1 – SAM graduation/transfer/still enrolled rate should remain a metric of focus because SAM is more indicative of our student population than the IPEDS cohort.

➤ KPI 3.5 – The Fall-to-Fall retention rate is an ongoing challenge but one that will pay dividends if we can move the needle. This should remain a priority, but perhaps we need new language to better address retention.

➤ KPI 11.4 – Percentage of FT employees who contribute to the Foundation should be re-evaluated at the level of the SMP given recent budget restrictions and employee departures. This metric can still live in the Foundation's strategic plan.

➤ KPI 1.2 – High school students still may not see the value of Jump Start Dual Enrollment; new NSHE policy that creates a single price point and includes the universities has changed the field of competition for Dual Enrollment students.

While this discussion took place at the end of academic year 2021-2022, plans are already in place to refresh the marketing efforts around Dual Enrollment for the Fall, and the President's Cabinet has suggested rebranding retention as "belonging" to better convey this message to students in addition to continuing our retention efforts and improving KPI 3.5. Using this guidance from the TMCC Leadership team and Planning Council, the Marketing and Communications Office (MCO) has put new emphasis on promoting the Jump Start Dual Credit program to both perspective students and parents, with different messaging targeted to both. MCO is working with the Interact Communications agency to incorporate the list of ~4400 email addresses for parents of high school sophomores/juniors into a specialized digital advertising campaign with Dual Credit-focused ads. This campaign will run in July and August on Facebook and Instagram for students and outside of social media for parents based on aged-based media preference research. The Jump Start team will be following up with a texting campaign that they are currently planning.

Other examples of improvements made through our governance structures or at the unit level as a result of environmental monitoring include:

➤ **Ongoing Strategic Initiatives**: As a result of monitoring KPIs and focusing on KPI 3.5 (Fall-to-fall persistence), the President's Cabinet and Executive Leadership Team moved forward with a number of changes to try and improve this metric, including negotiating faculty advising within the Nevada Faculty Alliance (NFA) union contract, making a one-stop-shop of student services under a new Advocacy, Resource, Counseling and Career Hub (ARC2H) model and with locations at each campus, and promoting the Part-time Plus3 Program to encourage our part-time students to try and take 3 more credits to move them closer to completion (see Exhibits – Ongoing Retention Efforts).

➤ **Focus on Diversity and Inclusion**: Towards improving our percentages of BIPOC faculty and staff (KPI 2.4), the Executive Leadership Team focused the 2019 Manager's Summer Retreat around best practices in hiring and retaining diverse employees. In addition, the VPAA rewrote all academic dean job descriptions during recent searches to include promoting diversity, equity, and inclusion within their divisions as one of the primary job responsibilities. Finally, a new diversity training for search committees across the College is currently being developed.

➤ **Higher Education Emergency Relief Funding (HEERF) used to Support Mental Health and Re-engage Students**: Personal and communal loss can occur when students are forced to delay or entirely forgo their postsecondary education, and supporting additional academic or mental health support systems can help students to overcome additional barriers that have arisen as a result of Covid-19 that may otherwise prevent them from completing their education. Recognizing the pandemic's toll on mental health and in support of KPI's 3.5, 3.6, and 6.2, the TMCC Foundation received funding from the Minority Serving Institution HEERF and used some of it to support counseling sessions for TMCC students through TMCC and UNR with a focus on low-income, BIPOC, and other underserved students.

➤ **Industry Partnerships with MGM Resorts International and the Grand Sierra Resort**: TMCC closely monitors emerging trends by collaborating with local employers, business and industry. Gaming is one of the biggest industries in the state of Nevada, and both the College and local casinos recognized a need for a pathway to allow casino workers to further their education while keeping their full-time employment. As a result, TMCC partnered with MGM Resorts International and the Grand Sierra Resort to establish the MGM College Opportunity Program and provide COM 113 – Fundamentals of Speech Communications, respectively, for their employees.

➤ **Promoting OER Instructional Materials**: TMCC has continued its efforts towards promoting and developing open educational resources (OER) for students following a 2017 survey conducted by the TMCC Library showing that substantial percentages of students did not purchase required textbooks for their classes (43%) or took fewer classes than they wanted to (37%) due to the prohibitive costs of textbooks. This same survey showed that students would prioritize taking a class that provided a free online textbook (88%). In 2019, six academic departments reported working or adopting OER for their classes. In order to grow these numbers, the VPAA provided additional assignments with release time for faculty to develop materials for courses towards a "Zero degree" with little to zero textbook costs for students. This past Spring 2022, the College received one-time state capacity funds, which it put, in part, towards $1000 stipends for faculty to research and assess OER content within their disciplines, and additional $1000 stipends to develop materials for the Apple iPad interface over the summer. As a result, 51 faculty across 21 different academic departments will be researching and developing new OER resources for Fall 2022.

➤ **Educational Programs Inspiring the Community (EPIC):** EPIC is a non-credit arm of the College that provides personal enrichment, career certifications, and special topic courses and training to the local community. EPIC thoughtfully and purposefully tracks the emerging trends that reflect the needs of our community to determine which programs to offer. They listen to students, business partners, industry experts, and the service providers and workforce supporters in our community. EPIC routinely asks students on course evaluations and in their course guides what they would like to see offered. EPIC routinely monitors trends at other institutions with similar programs and works with academic departments to see if program needs would be better served on the non-credit side. EPIC monitors course enrollment and distributes "scorecard" evaluations to determine the success and continued interest in their courses and programming, and the frequency that they should offer this pattern of programming in the future. Finally, EPIC staff belong to or work with organizations like EDAWN, JOIN, Inc., Community Services Agency (CSA), and the Nevada Hospital Association (NHA) to keep apprised of community needs. For example, when EDAWN becomes aware of a common community need, or a specific training need of a business that could be served by EPIC through either our public programming or through a customized workshop, they will connect EPIC and the business(es) to ensure this need is met. EDAWN also shares labor market data and trends with EPIC to help with planning processes so that EPIC can stay on top of new and growing industries in our community.

Reflection and Future Directions

Improve Recruitment, Persistence, and Retention

Over the last 15 years, the cost of attending public institutions of higher education has shifted dramatically from states to students and families, which presents significant challenges for students and institutions. At NSHE institutions, only completed weighted student credit hours with a 20% performanced-based carve-out drive the funding model that supports our mission. In an atmosphere of declining enrollment, that model struggles to generate the resources needed to both foster significant new program growth while also maintaining existing programs and compensating current employees competitively. Therefore, in a challenging enrollment landscape, it is strategic recruitment (such as industry apprenticeships), targeted program innovation, and improved retention through student engagement and support services that will enable the college to continue to fund its mission. TMCC is very engaged in each of these arenas, and will continue to align the available resources necessary to achieve these goals.

Cultivate Donations and Grant Support

TMCC will continue its important work to increase funding through the TMCC Foundation, particularly through its '1971 Society' campaign (so named for the year of the college's founding). Increased giving during difficult financial times powers scholarships and other college initiatives, and can further support academic programs by funding equipment and capital construction. In recent years, TMCC has also been very successful in its pursuit of grant funding, which fuels academic initiatives and student support programming that aligns with our mission and strategic plan. In all of these efforts to augment its resources, college leaders are careful to foster opportunities that complement our strategic efforts and bolster their outcomes, rather than fragment or deviate from our goals.

Departmental and Divisional Support for the Strategic Plan

Individual academic programs make great efforts to review, analyze, and evaluate their performance and contributions toward student persistence, retention, and completion. By authoring candid and detailed Program/Unit Reviews (PUR), academic programs have an opportunity to showcase their achievements and to petition for resources that will maximize both unit and college goals. Programs that request new facilities, equipment, or employees must illustrate how these investments will support student success and contribute toward the strategic plan. Academic leaders, in turn, must weigh these requests carefully and assess whether programs are meeting or have the potential to meet their targets. Through the inclusion of responses from faculty, Deans, and the VPAA, these funding requests are evaluated for their capacity to maximize program and student success, as well as the ability of the college to advance its strategic goals.

Exhibits

➤ EMSI Infographic (TMCC IR Website)
➤ EMSI Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Truckee Meadows Community College (TMCC IR Website)
➤ TMCC Data Dashboards (IR Website)
➤ Student Services Dashboard (Tableau Public)
➤ TMCC Surveys (IR Website)
➤ SMP Metric Review 2022
➤ Ongoing Strategic Initiatives Flyer
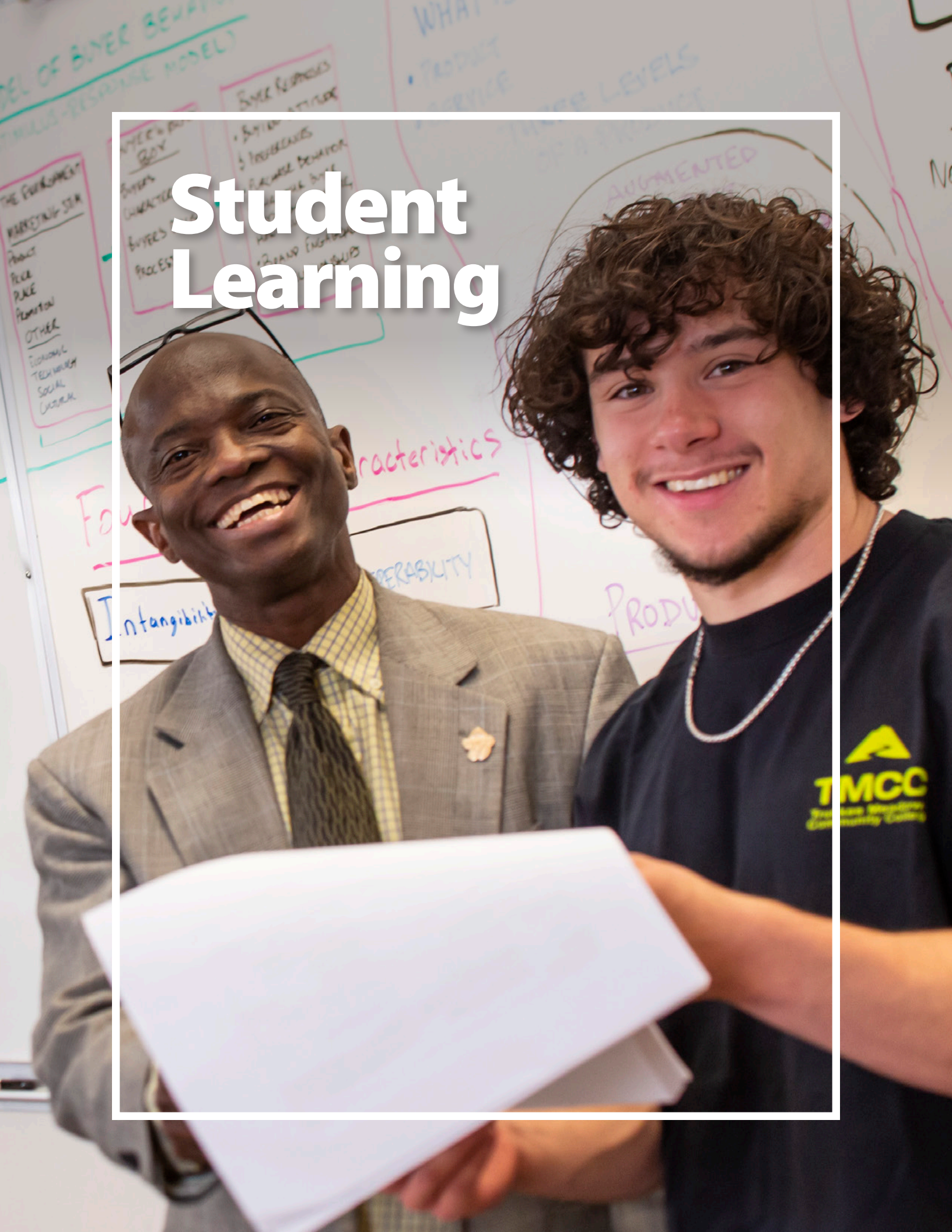
Student Learning

> *1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study. [ER5]*

Truckee Meadows Community College offers programs that align with its mission, are structured to include appropriate content and rigor, and culminate in clearly defined learning outcomes leading to approved credentials. To ensure quality, faculty develop appropriate learning outcomes to build knowledge and skills that are recognized within disciplines and that meet educational, industry, and community needs. The College supports this work with systematic processes for developing and revising programs and courses and for reviewing curriculum for appropriate content, rigor, and sequencing.

Program Offerings Culminating in Achievement of Degrees, Certificates, or Credentials

TMCC collectively offers over 170 degrees and certificates that are consistent with the College's mission statement and that of a primarily 2-year institution. These degrees and certificates are designed for transfer, workforce entry, or professional growth (Table 1.C.1.4).

Table 1.C.1.4 – Types of Degrees and Certificates Offered at TMCC

Type of Degree or Certificate Offered	Purpose
Associate of Science (AS) or Associate of Arts (AA) Transfer	Allows students to fulfill lower-division general education requirements and transfer to a 4-year institution
Associate of Applied Science (AAS)	Allows students to enter the workforce
Certificate of Achievement	Allows students to complete a milestone within an AAS and sometimes earn an industry-recognized credential
Skills Certificate	Provides students with focused, short-term training for entry-level positions or career advancement
Associate of General Studies (AGS)	Provides a well-rounded education at the associate-level
Certificate of General Studies	Allows students to complete a milestone within the AGS
Bachelor's-level Degrees: BAS, BS, Bachelor of Architecture	Allows students to achieve professional skills at the bachelor's level in technical fields before entering the workforce

Curriculum Approval Process – Ensuring Appropriate Content and Rigor

All new or proposed changes to existing programs and courses must be approved by the Curriculum Review Committee (CRC), a standing committee of the Faculty Senate, as well as the Faculty Senate as a whole. The CRC is composed of academic faculty from each of the College's five academic divisions and administrative faculty from Academic Advising, Financial Aid, and Admissions and Records. This broad membership ensures that proposals are evaluated for academic quality, feasibility of progression through course sequences, transferability (where appropriate), financial aid eligibility, appropriate application of course prerequisites or corequisites, and meeting graduation requirements. Following this internal approval, new programs are approved by the NSHE Academic Affairs Council (AAC), consisting of the academic CEOs of each NSHE institution and led by the Vice Chancellor for Academic and Student Affairs and Community Colleges. New associate and bachelor's-level degrees must then also be approved by the NSHE Board of Regents (BOR), as outlined in the NSHE BOR Handbook Title 4, Chapter 14, Section 7 and Section 11 and NSHE Procedures and Guidelines Manual Chapter 6, Section 12. This multi-level review of programs ensures thorough vetting and affirmation that new programs are of appropriate academic quality and meet community demands.

Developing Appropriate Curriculum and Learning Outcomes

Faculty develop curriculum to meet disciplinary and/or industry standards. Course structure and sequencing are influenced by a number of factors, including recommendations from advisory boards/committees (see Exhibits – Architecture advisory committee minutes towards Bachelor of Architecture development), alignment with similar programs within NSHE and at other colleges, and prerequisite knowledge and skills needed for learning outcomes achievement. Faculty consult with their disciplinary peers, advisory boards, academic dean, CRC members, members of the Academic Standards and Assessment (ASA) committee, and/or the Associate Dean of Assessment and Planning to develop effective course and program student learning outcomes (CLOs and PLOs). Both CRC and the Assessment and Planning Office provide faculty with guidance on student learning outcomes development (see Exhibits – How to Write Couse Objectives, Learning Outcomes, and Measures; Developing Student Learning Outcomes). All new course and program proposals are required to have identified CLOs or PLOs. CLOs and PLOs are meticulously reviewed by the Curriculum Review Committee (see Exhibits – Example proposal submission review). The CRC ensures learning outcomes are measurable, have appropriate measures, and reflect suitable levels of Bloom's taxonomy for the level of the course or program. Approved CLOs and PLOs are communicated to students on course syllabi and through program pages in the catalog as describe in more detail in 1.C.3.

As discussed in 1.C.5, faculty develop CLO/PLO curriculum maps for certificate and degree programs to ensure that intended program student learning outcomes are distributed and addressed within the programs' courses and that students have opportunities to reinforce learning and practice skills introduced to them at earlier points in the program sequence. In this way, faculty can incorporate greater depth and rigor into programs by scaffolding learning. Faculty analyze their programs' CLO/PLO curriculum maps as part of the Program/Unit Review (PUR) process, allowing them to identify gaps and intended or unintended redundancies in program curriculum, thereby ensuring that content is comprehensive and appropriate to the field of study.

An example of a CLO/PLO curriculum map for AS Biology (see Exhibits – AS Biology CLO/PLO curriculum map) shows how required courses align with PLOs and where PLOs are introduced, practiced, and/or demonstrated by students. The department's analysis of their map revealed that the four required biology courses–BIOL 190A, BIOL 190L, BIOL 191A, and BIOL 191L– resulted in the achievement of all PLOs as intended. An excerpt from their analysis in their 2020 Program/Unit Review (PUR) self-study further notes:

> The lectures cover many of the concepts that need to be memorized, while the labs cover outcomes related to designing experiments and interpretation of data. Both lectures and labs complement each other quite well. While they overlap on some of the PLOs, they do cover different topics, which justifies the need for both lectures and labs to be taken by students. Every semester we have several students that do not want to take BIOL 190L or 191L because this is not a requirement of UNR, but our map shows how both labs are important in teaching students about lab safety, designing an experiment, and presenting material in a scientific manner. One of the major changes to the PLOs this year was to incorporate an outcome that addresses critical thinking from a community and global perspective. This is also another important reason for why students should be taking these labs. When taken all together, our biology courses fulfill and support our PLOs. We set all of the biology course outcomes at the introduced/practiced/demonstrated level as these are all introductory courses where students are introduced to these concepts, have practice with the use of assignments and homework, and demonstrate their knowledge on various assessments.

Reviewing, Assessing, and Revising Programs

To ensure that program curriculum remains relevant and culminates in achievement of appropriate learning outcomes, programs and courses are revised as needed in response to industry changes or student demand, or as part of systematic learning outcomes assessment practices. Revisions are discussed in more detail and exemplified in 1.C.5; as noted, academic programs and units undergo a Program/Unit Review (PUR) every 5 years, and all CLOs are assessed at least once a 5-year period and reported through Course Assessment Reports/Action Plans.

Exhibits

- ➤ Architecture advisory committee minutes towards Bachelor of Architecture development (folder)
- ➤ Guidance for Developing Student Learning Outcomes:
    - · How to Write Couse Objectives, Learning Outcomes, and Measures (CRC website)
    - · Developing Student Learning Outcomes (Assessment and Planning website)
- ➤ Example Proposal Submission Review
- ➤ NSHE Addition or Change of New Degrees Policies:
    - · Board of Regents Handbook Title 4, Chapter 14, Section 7 and Section 11
    - · NSHE Procedures and Guidelines Manual Chapter 6, Section 12
- ➤ AS Biology CLO/PLO Curriculum Map

> *1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning. [ER 5]*

Review of Programs for Rigor and Achievement of Appropriate Learning Outcomes

All programs at TMCC have gone through a rigorous review and approval process to ensure credits, degrees, and certificates are awarded based on achievement of student learning outcomes that offer appropriate breadth, depth, sequencing and scaffolding of learning. This process includes a review of both the program and student learning outcomes upon initial submission and upon each change made to the program. The process for PLO and CLO approval were discussed in 1.C.1. These outcomes are based upon a variety of factors depending on the program, including input from advisory boards, local workforce development agencies, appropriate national, state or professional licensure boards, faculty, other experts in the industry, and transfer institutions.

Program learning outcomes must be measurable to ensure effective assessment. Also discussed in 1.C.1 and 1.C.5, each program has a curriculum map to ensure that the courses within the program allow students to successfully achieve all PLOs; the curriculum map demonstrates that the PLOs are met by the required course learning outcomes as well as where PLOs are introduced, reinforced, and/or practiced throughout the program. The Assessment and Planning Office, Academic Standards and Assessment (ASA) Committee, and Curriculum Review Committee (CRC) are available to work with faculty in the development of learning outcomes. CRC's Curriculum Resources page provides information regarding the submission and review process for courses, degrees, and certificates.

Discussed previously in 1.C.1 and more fully in 1.C.5, faculty assess learning outcomes for courses and programs at least once per 5-year cycle, and evaluate their department's programs holistically during their Program/Unit Review (PUR) self-study.

Degree and Certificate Requirements Ensure Breadth and Depth of Learning

All degrees are composed of courses to meet NSHE Board of Regents (BOR) general education requirements (BOR Handbook, Title 14, Section 20) and TMCC's general education learning outcomes (GELOs), degree-required classes, and potential electives. Potential elective courses may be recommended or allow students the ability to explore other areas of interest. Certificate programs have general education requirements in Communications, Human Relations, and Math; the Human Relations and Math requirements may be embedded in required courses across the program curriculum. The combination of general education, program-required, and elective courses ensure a depth of knowledge as well as breadth of study for a well-rounded educational experience.

Interstate Passport – Breadth of Knowledge and Skills and an Opportunity for Seamless Transfer

In addition to meeting NSHE's and TMCC's general education requirements, students may also be eligible for the Interstate Passport. The Interstate Passport is based on a set of Learning Outcomes developed by faculty across the country from 2-year and 4-year institutions that focus on Foundational Skills, Knowledge Skills, and Crosscutting Skills. TMCC became a member of the Interstate Passport Network in the Spring 2021 semester after faculty identified general education courses that also satisfied the Passport Learning Outcomes. Instead of facing course-by-course articulation, students who successfully complete these eligible courses and satisfy all Passport Learning Outcomes may seamlessly transfer their general education credits as a Passport Block, which satisfies all lower-division general education at other member schools. At this time there are 67 member schools nationwide, including both 2-year and 4-year institutions. TMCC's membership in the Interstate Passport Network helps our students to avoid loss of general education credits in transfer and reduces the time to degree completion and money spent while ensuring a breadth of knowledge and skills valued in higher education across the country.

Recommended Course Sequences and 2+2 Transfer Agreements Guide Students to Completion

Each program has a clearly developed course sequence to ensure that timely completion of the program is possible. The recommended sequences help students know which courses they must take and when they should take them as well as ensuring that prerequisites are taken ahead of required courses. Recommended or required general education courses and elective courses are also present in the sequences. Recommended course sequences for each program are found on the About This Degree tab, directly under the program description, in the TMCC College Catalog. Examples of recommended course schedules for associate transfer degrees, applied degrees, certificates, and baccalaureate degrees include:

- ➤ AA Business
- ➤ AS Community Health Science – Public Health Track
- ➤ AS Computer Science
- ➤ AA Criminal Justice
- ➤ AAS Transportation Technologies, Automotive Certified Technician
- ➤ AAS Veterinary Nursing
- ➤ Certificate of Achievement, Diesel ASE Technician
- ➤ Skills Certificate, Industrial Electricity One
- ➤ BS Dental Hygiene
- ➤ BAS Emergency Management and Homeland Security

Whenever possible, transfer degree programs are designed in partnership with our sister NSHE institutions to ensure common curriculum and seamless transfer. Per NSHE policy (BOR Handbook Title 4, Chapter 14, Section 16) transfer agreements must be developed collaboratively by both the baccalaureate degree-granting institution and the associate degree-granting institution for each baccalaureate program where a corresponding associate program exists. These agreements, effectively described as 2+2 agreements, must allow for students to complete their first two years of study with TMCC and transfer at junior status and complete their final two years with the transfer institution. This clear articulation of pathways helps to ensure that TMCC students completing associate degrees have the appropriate depth of learning to facilitate success at the NSHE 4-year institution as well as seamless transfer without loss of credits.

Exhibits

➤ NSHE General Education Requirements: BOR Handbook, Title 14, Section 20 (NSHE Website)
➤ TMCC's General Education Learning Outcomes (website)
➤ Interstate Passport Learning Outcomes (website)
➤ TMCC's Interstate Passport Network Member Profile (website)
➤ NSHE Transfer Agreement Policy: BOR Handbook Title 4, Chapter 14, Section 16 (NSHE Website)

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students. [ER 5]

TMCC systematically identifies and communicates expected general education, program and course learning outcomes to students. The College's institutional general education learning outcomes (GELOs) for Communication, Critical Thinking, Information Literacy, People & Cultural Awareness, and Quantitative Reasoning, discussed more fully in 1.C.6, are found on the TMCC website. Both program student learning outcomes (PSLOs or PLOs) and course student learning outcomes (CSLOs or CLOs), which are developed by faculty and approved by members of the Curriculum Review Committee, reside in the College's CourseLeaf Program or Course Inventory Management (PIM or CIM) and eLumen databases. PIM/CIM forms function as master program outlines and master course outlines and serve as record of official PLOs and CLOs. Approved PLOs and CLOs are transferred to eLumen for the purposes of collecting and housing assessment data and PLO/CLO curriculum maps. Faculty and staff have single sign-on access to these databases through their TMCC username and password.

Approved PLOs for all degrees, certificates of achievement, and skills certificates appear on program pages within the College Catalog, which is available to students online. Each program page has a dedicated program outcomes tab in the catalog, as evidenced by the following examples:

➤ Bachelor of Architecture
➤ AA Art History
➤ AA Communication Studies
➤ Certificate of Achievement, Culinary Arts
➤ AAS Transportation Technologies, Diesel Technician
➤ Skills Certificate, Early Childhood Educator 1
➤ AS Environmental Science
➤ Certificate of Achievement, Fire Science Technology
➤ AS Mathematics
➤ Skills Certificate, Welding, Flux-Cored Arc Welding (FCAW) & Gas Tungsten Arc Welding (GTAW)

CLOs are communicated to students through course syllabi, where faculty are required to include the official CLOs and distribute to students either electronically or as hard copies during the first week of class. Syllabi are also submitted to department chairs and maintained on department shared drives by administrative assistants. A random sample of course syllabi from across the College's academic divisions in the past two years is provided below to demonstrate this communication (See Exhibits –example course syllabi).

Exhibits

➤ Example course syllabi with learning outcomes:
  · ACC 105, Taxation for Individuals (Spring 2020)
  · BIOL 223, Human Anatomy & Physiology I (Spring 2021)
  · CSCO 121, CCNA Switching, Routing, and Wireless Essentials (Spring 2020)

- [DH 214, Periodontics II (Spring 2020)](#)
- [GRC 116, Introduction to Digital Art and Design (Spring 2020)](#)
- [HUM 101, Introduction to Humanities I (Fall 2019)](#)
- [LAW 263, Ethics for the Paralegal (Spring 2021)](#)
- [MATH 126, Pre-Calculus (Summer 2021)](#)
- [PHYS 151, General Physics I (Fall 2020)](#)
- [PSC 101, Introduction to American Politics (Fall 2019)](#)

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public. [ER 17]

Admissions Requirements

Admission to Truckee Meadows Community College is based on the NSHE Board of Regents Handbook Title 4, Chapter 16, Section 18.Requirements for admission to the College can be found on the Admissions page within the catalog. Applicants who have graduated from high school, have a high school equivalent credential, or are a qualified international student can be admitted as a degree-seeking student. Applicants who do not meet the degree-seeking requirement may be admitted under alternate criteria or as a non-degree seeking student. Individual step-by-step directions for new degree-seeking, new transfer, returning, and non-degree-seeking students can be found at the Steps to Enroll page on our website.

Select programs have additional admissions requirements, such as a competitive application, background checks, or vaccinations. These requirements are found on each of the program pages within the catalog and/or on the department's website (Table 1.C.4.1).

Table 1.C.4.1 – Programs With Special Admissions Requirements

Program	Catalog Page	Department Website
Certified Nursing Assistant	CNA Special Admission Requirements	CNA/CLS Program Steps to Apply
Phlebotomy	Phlebotomy Special Admission Requirements	CNA/CLS Program Steps to Apply
Dental Assisting	Dental Assisting Special Admission Requirements	Dental Assisting Steps to Enroll
Dental Hygiene	Dental Hygiene Special Admission Requirements	Dental Hygiene Steps to Enroll
Early Childhood Education	Special Requirements	N/A
EMT and EMT Advanced	EMT Special Admission Requirements	EMS Steps to Apply
Fire Academy	N/A	Fire Academy How to Apply
Nursing	ADN Special Admission Requirements RN to BSN Special Admission Requirements	Associate Degree in Nursing (ADN) Steps to Apply RN to BSN Steps to Apply
Radiologic Technology	Radiologic Technology Special Admission Requirements	Radiologic Technology Application Information
Veterinary Nursing	Veterinary Nursing Special Admission Requirements	Steps to Apply for: Veterinary Nursing Veterinary Assistant

Most of TMCC's bachelor's programs stack upon an associate-level degree, which serves as prerequisites for admission. Students are further directed to contact the academic department where the bachelor's degree is housed.

Non-credit programs offered through Educational Programs Inspiring the Community (EPIC) do not require admission to TMCC. EPIC offers both professional development and community education programming. The professional development programs include some that lead to certifications. Each program details the specific requirements to successfully complete and earn the associated certification.

Graduation Requirements

Graduation requirements are found both on the Graduation page within the College catalog and on our website at Graduation Information. Specific course requirements are listed on each Program Requirements tab on the catalog page of each program. Progress is tracked through the PeopleSoft student information system's Academic Advisement Report. Each semester, the Admissions and Records Office automatically reviews all degree-seeking students' Academic Advisement Report to determine if they are eligible to graduate that semester.

Graduation requirements for associate degrees are a 2.0 GPA and 15 semester, degree-applicable units that must be taken in residence at TMCC. Challenge examinations, nontraditional credit, etc. do not count as resident credit.

Similar for the bachelor's degrees, graduates must earn a 2.0 GPA. Bachelor's degree graduates must also have completed a minimum of 32 credits in residence at TMCC and 40 credits of upper-level courses. Challenge examinations, nontraditional credit, etc. do not count as resident credit.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs. [ER 5, ER 12, ER 13]

Faculty are central to establishing and assessing curriculum within their own courses and programs and through their participation on standing committees of the Faculty Senate. Faculty on the Curriculum Review committee (CRC) are charged with supporting and advising other faculty on course and program submissions and reviewing and recommending approval of curriculum adoption, revisions, and deletions. A considerable part of this review includes that of the proposed course and program learning outcomes to ensure that they are assessable and reflect appropriate levels of Bloom's taxonomy. The Academic Standards and Assessment committee is charged with supporting faculty in assessing courses and programs as well as establishing, reviewing and recommending processes for such assessment. This committee has been instrumental in establishing the criteria and evaluating programs through the program/unit review process (PUR), described in more detail later in this section 1.C.5.

Course Learning Outcomes (CLO) Assessment

Assessment of course learning outcomes represents the most direct indication that students are learning and achieving the intended knowledge, skills, and abilities that faculty have outlined in their curriculum. TMCC faculty have a strong history of systematically assessing learning outcomes at the course level. Faculty assess all CRC-approved CLOs at least once within a 5-year cycle, which is established and maintained by the academic department. Working with faculty, the Assessment and Planning Office uses this 5-year cycle to plan assessment scorecards for data collection within the College's eLumen assessment management system and, working with the Marketing and Communications office, to print posters (See Exhibits – 2022-2027 Assessment Cycle Posters) as visual displays and reminders for when faculty have planned to assess the CLOs within a course. Approximately 9.2% of all courses offered by the College are scheduled for assessment each semester, excluding less frequently-offered courses such as special topics and internships, which are assessed when offered. The 5-year course assessment cycles for each of the five academic divisions, including individual departments were recently updated through academic year 2027:

➤ Business and Social Sciences Division
➤ Liberal Arts Division
➤ Life Sciences, Allied Health, and Public Safety Division
➤ Physical Sciences Division
➤ Technical Sciences Division

Inaugural Assessment Day: Closing the Loop all faculty gathering. May 17, 2017.

Faculty document and share their CLO assessment findings and improvement plans by completing course assessment reports (CARs) and general education assessment reports (GEARs) if their course is approved for one of TMCC's general education areas (see 1.C.6). These reports are termed Action Plans within the eLumen assessment management system, which the College adopted in 2018, and consist of the following template (See Exhibits – Action Plan Template):

➤ Report submitted by: (name of faculty member(s))

➤ Date that assessment results and improvement plans were discussed among faculty:

➤ Participating faculty: (full-time and part-time)

➤ Indicate which SLOs were assessed by linking to either course (CSLOs) or institutional general education learning outcomes (ISLOs).

➤ ASSESSMENT METHODS: Briefly describe the methods used to assess student learning outcomes (SLOs). What were your assessment tools/instruments? (e.g. Pre/post-test, certification or licensure exam, assignment(s) scored by a standard rubric). How many course sections were assessed? How were samples of student work selected? (Examples: random sampling or all students across multiple class sections.)

➤ ASSESSMENT DATA ANALYSIS: Analyze the aggregate SLO assessment results. For example, what were the learning gains on a pre/post-test? What percentage of students scored proficient or above on a licensure exam? Analyze by question or content area; or, if you used an assignment with accompanying rubric, analyze the different rubric criteria. In which areas did the students perform well, and in which areas do they need improvement?

➤ CLOSING THE LOOP: After examining and discussing the aggregate SLO assessment results, what modifications to curriculum, pedagogy, student support (e.g. tutoring), and/or faculty support (e.g. professional development) are needed to improve student learning? Do changes need to be made in other areas? What will the expected improvement in student learning be after these modifications are implemented?

➤ CLOSING THE LOOP: Do any changes need to be made to the SLOs themselves to maximize learning? Consider this in the context of aligning with program learning outcomes and/or general education competencies.

Action Plans are reviewed by the department chair or coordinator and academic dean to provide opportunities for feedback.

Examples of CLO Assessment

Faculty assess CLOs by using methodology appropriate to their discipline and the CLO being measured. Examples of methodologies are shown, and the complete Action Plans are provided in the Exhibits (See Exhibits – Complete Action Plans).

➤ **ENG 101–Composition I** was assessed in the Spring 2019 semester for both CLO and GELO content. The assessment utilized an argument/persuasive paper with appropriate citations and included all 58 sections of the course. Essays were randomly selected from each class for evaluation by the assessment group. Prior to that the Composition Committee met and evaluated the assignment sheets to ensure continuity across the sections; the Composition Committee also generated a standardized rubric to be used by the assessment group. From all ENG 101 courses 167 essays were collected for assessment. The assessment group was composed of 24 full- and part-time faculty including ESL faculty, reading faculty, and the Writing Center Coordinator. Each essay was read by two members of the group and if the scores varied by 2 points or more (on a 4 point scale) they were given a third read. In addition to the recording of overall results from the assessment in person, online, and Jump Start courses were able to be compared (See Exhibits—ENG 101 Assessment Data, Spring 2019).

➤ **PHYS 180–Physics for Scientists** and **Engineers and PHYS 151–General Physics I** (assessed together): Faculty in both courses utilized a pre- and post-test that consisted of multiple choice and short answer questions. Results were reported as normalized learning gains (Hake gains = g) that were converted into the performance measure categories: Exemplary, g > 0.5 (high normalized gains); Proficient, 0.3 < g <0.5 (medium normalized gain); Marginal, 0<g<0.3 (no significant gain or loss); Unacceptable, g < 0 (Any significant normalized loss). Faculty also included a question by question analysis (see Exhibits—Physics Hake Gain Analysis).

SLO	Default Performance Measure	Fall 2018				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will choose which conceptual and quantitative techniques are relevant when presented with different applications of classical dynamics.	70.0%	17.07%	21.95%	58.54%	2.44%	24
2. Students will construct graphs and diagrams to represent phenomena of classical dynamics.	70.0%	0%	0%	0%	0%	65
3. Students will quantitatively solve introductory level problems in classical dynamics.	70.0%	31.71%	31.71%	34.15%	2.44%	24
6. (CT GEN ED) (Draw valid conclusions) Draw valid conclusions.	70.0%	17.07%	21.95%	58.54%	2.44%	24
1. (QR GEN ED) Computational Skills: Demonstrate proficiency with arithmetic and/or algebraic computational skills, and extend them, for example, to geometric and statistical computations.	70.0%	9.76%	12.20%	58.54%	19.51%	24
5. (QR GEN ED)Mathematical Process: Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.	70.0%	41.46%	31.71%	24.39%	2.44%	24

SLO	Default Performance Measure	Fall 2018				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will choose which conceptual and quantitative techniques are relevant when presented with different applications of classical dynamics.	70.0%	27.78%	38.89%	27.78%	5.56%	17
2. Students will construct graphs and diagrams to represent phenomena of classical dynamics.	70.0%	0%	0%	0%	0%	35
3. Students will quantitatively solve introductory level problems of classical dynamics.	70.0%	44.44%	27.78%	22.22%	5.56%	17
6. (CT GEN ED) (Draw valid conclusions) Draw valid conclusions.	70.0%	27.78%	38.89%	27.78%	5.56%	17
1. (QR GEN ED) Computational Skills: Demonstrate proficiency with arithmetic and/or algebraic computational skills, and extend them, for example, to geometric and statistical computations.	70.0%	5.56%	27.78%	38.89%	27.78%	17
5. (QR GEN ED)Mathematical Process: Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.	70.0%	44.44%	27.78%	16.67%	11.11%	17

➤ **CHEM 121–General Chemistry I** utilized a pre- and post-test for student assessment in the Fall 2018 semester. Results are reported as Hake learning gains. The questions are based on the American Chemical Society test bank for standardized national assessment.

SLO	Default Performance Measure	Fall 2018				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will apply the scientific method in a laboratory setting to evaluate data collection and data interpretation.	70.0%	0%	0%	0%	0%	289
2. Students will compare and contrast scientific measurement methods and apply basic mathematics and algebra to chemical concepts and problem solving.	70.0%	12.90%	29.03%	27.65%	30.41%	72
3. Students will explain and apply chemical principles of atomic structure, electron configurations, inorganic nomenclature, stoichiometry, reactions in aqueous solutions, thermochemistry, gas laws, and Lewis structures.	70.0%	27.19%	33.18%	19.82%	19.82%	72
4. Students will explain and predict patterns of chemical properties and reactivity.	70.0%	27.19%	33.18%	19.82%	19.82%	72
6. (CT GEN ED) (Draw valid conclusions) Draw valid conclusions.	70.0%	10.14%	27.65%	32.72%	29.49%	72
1. (QR GEN ED) Computational Skills: Demonstrate proficiency with arithmetic and/or algebraic computational skills, and extend them, for example, to geometric and statistical computations.	70.0%	29.95%	34.10%	14.75%	21.20%	72

➤ **AUTO 111–Automotive Electricity** takes a different approach to their assessment method. In the Fall 2021 semester they utilized a 30-question pre-test that covers parts of the Automotive Service Excellence (ASE) Education areas related to the class. They also utilize a 60-question post-test that includes all pre-test questions as well as more specific ASE questions related to the topics covered. Normalized gains are calculated for the pre- and post-tests as a whole as well as in the specific subject areas covered. Additionally, the AUTO 111 faculty evaluate the quality of task worksheets that are utilized throughout the semester. (Note: Data shown as number of students.)

SLO Performance Term by Term

SLO	Default Performance Measure	Fall 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Student will identify the failure and repair of circuit or component failures using appropriate specialized tools and precision electrical test equipment.	70.0%	0	0	16	0	1
2. Student will locate and identify schematic wiring diagrams to formulate correct testing, diagnosis and repair procedure of electrical circuits or components.	70.0%	0	0	16	0	1
3. Students will employ appropriate workplace skills, including the application of personal and mechanical safety measures.	70.0%	0	0	16	0	1
4. Students will use simple algebra to solve applied technical problems.	70.0%	0	0	16	0	1

➤ **ANTH 110–Physical Anthropology Laboratory** utilized the forensics lab for assessment in Spring 2019. This lab has both in lab and take home components. Student achievement was based upon the lab report.

SLO	Default Performance Measure	Spring 2019				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will analyze data, solve problems and analyze findings in key areas identified by the lab topics.	70.0%	68.63%	13.73%	9.80%	7.84%	14
2. Students will apply methods and models of the natural sciences to define, solve and evaluate physical anthropology problems.	70.0%	68.63%	13.73%	9.80%	7.84%	14
3. (CT GEN ED) (Analyze Content) Analyze and evaluate the content, assumptions, and/or bias regarding the main problem, issue, or arguments.	70.0%	68.63%	13.73%	9.80%	7.84%	14
1. (QR GEN ED) Computational Skills: Demonstrate proficiency with arithmetic and/or algebraic computational skills, and extend them, for example, to geometric and statistical computations.	70.0%	68.63%	13.73%	9.80%	7.84%	14

➤ **ANTH 208–Fundamentals of Cultural Diversity** uses different assessment methods based upon the CLO being evaluated. For example, written quizzes based upon reading assignments, writings based upon implicit bias test results, and guided reflections.

SLO	Default Performance Measure	Spring 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will recognize diversity in its many manifestations as crucial to the construction of self.	70.0%	72.73%	9.09%	0%	18.18%	1
2. Students will recognize diversity in the workplace, community, nation, and world and be able to express the richness inherent in environments that foster diversity to individuals and ideas.	70.0%	88.89%	11.11%	0%	0%	3
3. Students will recognize the experience of individuals associated with or belonging to a specific social group or class.	70.0%	100%	0%	0%	0%	2
5. (CT GEN ED) (Evaluate Points of View) Identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.	70.0%	58.33%	16.67%	25%	0%	0
3. (PCA GEN ED) (Impact on Worldview) Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	70.0%	58.33%	16.67%	25%	0%	0

➤ **BUS 107–Business Speech Communications** assessed the CLOs in the Fall 2019 Spring semester. The methods of assessment for the CLOs involved different types of assignments (i.e., persuasive presentation, workshop presentation, and eight required speeches). Students had access to a standardized rubric to guide them through the process.

SLO	Default Performance Measure	Fall 2019				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will be able to "Search and Find" answers to a variety of questions to test their research skills and to establish credibility in speaking and preparing effective PowerPoint slides.	70.0%	50%	37.50%	12.50%	0%	8
2. Students will be able to explain the factors that influence group dynamics and lead to successful group work. Students will list ways that groups arrive at decisions and solve problems.	70.0%	5.88%	70.59%	23.53%	0%	7
3. Students will develop expertise in writing and delivering a variety of individual business communication presentations and speeches. Students will sharpen their listening and feedback skills and improve nonverbal skills, language skills and their speaking voice.	70.0%	23.53%	47.06%	23.53%	5.88%	7

➤ **ART 224–Beginning Printmaking Relief** was assessed in the Fall 2019 semester. The assessment utilized three signature assignments with standardized rubrics. The assessment assignments included evaluation of creative works and written and oral peer reviews on technical and aesthetic success as well as historical/cultural references.

SLO	Default Performance Measure	Fall 2019				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will be able to gather relevant information about assigned printmaking problems and apply their research to the creation of art works.	70.0%	100%	0%	0%	0%	2
2. Students will demonstrate beginning technical competency using a variety of relief printmaking techniques.	70.0%	100%	0%	0%	0%	2
3. Students will participate in critiques in which student projects are analyzed and evaluated by faculty and fellow students.	70.0%	100%	0%	0%	0%	2

➤ **BIOL 191L–Intro to Organismal Biology Lab** was assessed in the Fall 2019 semester. A scientific paper was used for assessment. Different portions of the paper were scored for the different SLOs assessed (e.g., a required graph was used to assess the mathematical model SLO and GELO).

SLO	Default Performance Measure	Fall 2019				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will apply the scientific method by designing a controlled experiment; and, by collecting, graphing, statistically analyzing, and interpreting data.	70.0%	20.93%	25.58%	41.86%	11.63%	6
2. Students will identify the major groups of organisms and be able to classify them within a phylogenetic framework.	70.0%	0%	0%	0%	0%	49
3. Students will present scientific findings using discipline-standard formats.	70.0%	20.93%	25.58%	41.86%	11.63%	6
4. Students will use standard laboratory equipment in a safe and accurate manner.	70.0%	0%	0%	0%	0%	49
6. (CT GEN ED) (Draw valid conclusions) Draw valid conclusions.	70.0%	23.40%	25.53%	34.04%	17.02%	2
3. (QR GEN ED) Analysis of Quantitative Arguments: Select and use appropriate numeric, symbolic, graphical and/or statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.	70.0%	55.32%	29.79%	6.38%	8.51%	2

More Emphasis on Closing the Loop

In 2016-17, the College began a more concerted effort towards "closing the loop," or more systematically discussing assessment results and documenting planned improvements among department faculty. The College implemented its first Assessment Day: Closing the Loop session in May, 2017, to review assessment results stemming from the first use of our institutional general education (GE) rubrics. Faculty were asked to discuss GE assessment or other assessment results relevant to their department, take minutes of their discussions while especially noting department plans for improvement, and to provide feedback for improving the GE rubrics, GEAR, and assessment process. Discussions were followed with a debriefing session across the College along with a celebratory lunch and ice cream social. Aside from a disruption due to Covid-19, the College has continued to hold Assessment Days, often with an emphasis on Closing the Loop, since this initial meeting. Time is set aside for individual departments to review their assessment results, discuss improvement plans, or address other assessment-related topics that are most relevant to them. This may include follow-up discussion to the campus-wide assessment conversation that is also part of Assessment Day, planning assessments for the year, or completing CAR/GEAR Action Plans as a group, depending on where they are in the assessment cycle.

Continued Professional Development and Campus-wide
Discussion of Learning Outcomes Assessment

In addition to time set aside for departments to engage in assessment activities, the Assessment and Planning Office organizes faculty-wide professional development or campus-wide discussion during an All Faculty Assembly as part of Assessment Day. Some of the notable All Faculty Assemblies have been the following:

➤ **May 2019** – Towards continued best practices in assessing general education and in anticipation of NWCCU's shift to assessing program learning outcomes (PLO) in its adoption of new Standards in 2020, TMCC submitted a successful application for a National Institute for Learning Outcomes Assessment (NILOA) Coach to assist us with these efforts. Our coach, Professor Dan McInerney from Utah State University, gave us perspectives of "Assessment in the 21st Century," introduced us to tuning and the Degree Qualifications Profile (DQP) as a model for general education learning outcomes, presented the concept of curriculum mapping, and shared his suggestions for TMCC's next steps in assessment (See Exhibits – Dan McInerney bio and presentations from Spring 2019 Assessment Day.

➤ **January 2020** – In collaboration with the Associate Dean of Assessment and Planning, three faculty members from the English, Automotive, and Nursing Departments presented work that their departments had done in CLO to PLO curriculum mapping and the benefits they saw as a result (See Exhibits – Assessment Day Spring 2020 curriculum mapping presentation). The Assessment and Planning Office then provided blank maps for faculty to begin completing for each of their certificates and degrees in the department follow-up session.

➤ **August 2021** – Faculty participated in GE break-outs and examined general education learning outcomes (GELO) assessment data collected since implementation of the GELO rubrics in 2017. In their break-out sessions, they were to discuss ideas for revising GELOs that have not been assessed, share ideas for how to best assess GELOs, and propose actions we could take to improve student learning in a particular GE area. Unfortunately due to the number of questions on some of the announcements and reminders prior to this activity, there was not much time left for conversation, but it was a valuable start. An example of the discussion notes from the People and Cultural Awareness faculty break-out session is provided in the Exhibits.

➤ **January 2022** – Faculty participated in GE break-outs and examined an example of GELO assessment data captured in eLumen that were disaggregated by the Black, Caucasian, and Hispanic ethnicities (See Exhibits–GELO Achievement Disaggregated by Select Ethnicities) In their break-out sessions, faculty were asked to identify where we might have GELO achievement gaps, how we might mitigate these gaps, and propose resources we might need to do so. Examples of notes from faculty conversations on the Critical Thinking and Quantitative Reasoning areas are shown in the Exhibits.

Curriculum Mapping and a Shift to Assessing Program Learning Outcomes (PLOs)

While faculty had previously developed and the Curriculum Review Committee approved PLOs for each of its certificates and degrees, direct SLO assessment efforts have been focused primarily at the course level, where the most boots-on-the-ground indication of student learning occurs. Shifting the assessment perspective from courses to programs was and continues to be somewhat of a cultural change at the College. In anticipation of the new 2020 NWCCU Standards that emphasized program assessment, the Assessment and Planning Office began the mapping conversation with the ASA Committee in 2019 and offered an initial curriculum mapping professional development session. To gain momentum, the January 2020 All Faculty Assembly focused on curriculum mapping (see above), and the College engaged in a campus-wide effort to establish CLO to PLO curriculum maps for each certificate and degree. In a parallel effort, the Program/Unit Review (PUR, described below) template was revised to include an additional opportunity to establish and analyze a CLO/PLO map for their programs (Figure 1.C.5.2).

*Figure 1.C.5.2 – Curriculum Mapping Question in the 2020-
21 Program/Unit Review (PUR) Self-Study Template*

The curriculum maps allowed faculty to analyze how learning goals in their classes scaffold and align with the learning goals for graduates of their degrees and certificates and to correct any unintended gaps or redundancies in planned PLO achievement, or even revise PLOs if needed. In addition to noting the presence of CLO to PLO alignment, many faculty indicated whether PLOs were introduced, practiced, reinforced, and/or demonstrated or mastered.

One exceptional example of analysis undertaken in constructing their curriculum map was that of the English department for the AA English degree. Department faculty analyzed each PLO along with its CLOs as well as an overview how CLOs and PLOs initially mapped, and made recommendations on how to better align curriculum and revise PLOs. Excerpts from the complete analysis (See Exhibits – English Composition CLO/PLO map analysis) are provided:

"Overall Analysis of the mapping of CSLOs to PSLOs."

Overall, the course student learning outcomes map fairly well to the program student learning outcomes. It is clear that our courses provide plenty of opportunities for our students to meet the goals of the program. A student who attains an English Associate of Arts Degree is required to take the following courses: ENG 281 or 282, 298, and 231 or 232. In addition, they take two 200-level English courses of their choice. The courses required and elective for the degree map to the current Program Student Learning Outcomes as follows:

➤ PSLO #1: ENG 298, ENG 231/232 include literary research but it is not included as a CSLO at this time. ENG 281/282 apply linguistic research to the study of language. Revisions to the PSLO's to include language courses will help the program meet this PSLO better. Since all students take ENG 298, this skill is clearly imparted to all the students as part of the degree. Electives that address PSLO #1 in their current CSLOs include 200, 202, 223, 294, and 297. Revisions to CSLOs are needed to include literary research as part of this PSLO. Analysis of literature and language, especially through close-reading, is included in a number of CSLOs that did not properly map to PSLO #1."

(All 4 PSLOs are analyzed individually)

"Issues are evident as we analyze this map. A number of courses have inadequate or poorly worded CSLOs that make it hard to correlate them to the current PSLOs. The analysis demonstrates that the creation of PSLOs did not fully take into account the CSLOs of our courses. This assessment also reflects a past practice at TMCC to limit CSLOs to two to three outcomes to make assessment more focused. This limitation has created a disjunct between what the courses actually teach and its CSLOs, and between the PSLOs and CSLOs when courses have too few CSLOs. There is clearly a need to re-evaluate CSLOs to make sure 1. they reflect what courses actually do, and 2. they better align with the PSLOs.

There is also clear evidence that these PSLOs are in need of thoughtful revision. Here are the current issues summarized from the analyses above:

➤ Not all courses that require literary research include a CSLO to reflect that fact.
➤ PSLO #1 evaluates "basic literary research" but does not define it. The definition could preclude two very important aspects of research: close reading and language analysis.
➤ PSLO #2 is limited to "literary masterpieces," excluding the study of student produced work and of language within a historical/cultural context.
➤ PSLO #3 also looks at how literature reflects human life, culture, trends, and ideas of the time. This seems redundant given PSLO #2's emphasis on analyzing historical/cultural contexts of literature.
➤ PSLO #3 looks at literature from various periods to understand it as a unique art form. While this implies an evaluation of genre expectations and changes over time, it does not explicitly ask for it. CSLOs that analyzed genre expectations did not quite fit with this PSLO.
➤ The wording of PSLO #4 is problematic because it specifies the cross-application of knowledge from course to course which is difficult to measure given how students choose their courses.

Recommendations:

➤ Course Student Learning Outcomes should be revised to include an outcome on literary research when applicable.
➤ A PSLO is needed to address close reading and language analysis as part of the research/analysis process.
➤ Revise PSLO #2 to allow for published literary works, student work, and language within a historical/cultural context.
➤ Review General Education offerings to include survey courses so that we can offer more of them to meet the degree requirements.
➤ Revise PSLO #3 to explicitly analyze genre expectations and their relevance to literary works.
➤ Revise PSLO #4 to be more measureable. We suggest that cross-application of ideas from the course in student analyses of literature or language would be a better fit for what our courses actually do."

Additional examples of curriculum maps visualized as the traditional 2-dimentional matrix are provided (also, see Exhibits–Example Curriculum Maps folder):

➤ AAS Automotive (Technical Sciences Division)
➤ AAS Construction and Design, Architecture (Technical Sciences Division)

- ➤ Certificate of Achievement, Diesel General Service Technician (Technical Sciences Division)
- ➤ AS Chemistry (Mathematics and Physical Sciences Division)
- ➤ AS Engineering (Mathematics and Physical Sciences Division)
- ➤ AA Hospitality and Tourism (Business and Social Sciences Division)
- ➤ Real Estate Skills Certificate (Business and Social Sciences Division)
- ➤ AA Fine Arts, Art History (Liberal Arts Division)
- ➤ Certificate of Achievement, Graphic Communications (Liberal Arts Division)
- ➤ AS Community Health Science, Public Health (Life Sciences, Allied Health, and Public Safety Division)
- ➤ Certificate of Achievement, Dental Assisting (Life Sciences, Allied Health, and Public Safety Division)

The goal of having all maps in place by the end of the spring 2020 semester was disrupted by Covid-19; however, to date 129 of our 157 degrees and certificates have CLO/PLO curriculum maps in place. Most of the programs yet to be mapped are either undergoing curriculum revisions or are currently on hold with vacant faculty positions.

An unanticipated result of the CLO/PLO curriculum mapping process worth noting was that it emphasized degree offerings with relatively few majors compared to a department's more widespread and critically important contribution to general education. This is true of many of the transfer programs, including but not limited to the AA Anthropology, AS Biology, AS Chemistry, AA English, and AA Political Science. As such, faculty in these academic areas understandably focus on the role they play in general education. As an example, faculty's analysis of the CLO/PLO alignment in the AA English along with some of the written communications learning outcomes from the Interstate Passport (described in 1.C.2) prompted the English Department to think of the ENG 101 and 102 sequential composition courses, which are required for almost all students earning a transfer or one of our select bachelor's degrees, as a "First-year Composition Program" (see Exhibits–First Year Composition Program). English faculty developed a mission for this First-Year Composition Program, established PLOs that would be developed through the sequence, and used backward design (Wiggins and McTighe, 2005) to develop and map CLOs and assessment measures that aligned to these PLOs as well as Communication, Critical Thinking, and Information Literacy GELOs (Table 1.C.5.1).

Table 1.C.5.1 – The English Department's "First-Year Composition Program" Curriculum Map (I = introduced. R = Reinforced)

First-Year Composition Program Learning Outcomes	ENG 100	ENG 101	ENG 102
Demonstrate the use of college-level standards of academic English	I	I	R
Identify and utilize purpose, audience, and structure of different types of writing	I	I	R
Apply common formats and citation conventions systematically in their own work.	I	I	R
Conduct research that shows the ability to synthesize, use fairly, and credit the ideas of others.	I	I	R
Produce coherent, well-supported arguments.	I	I	R
Practice the writing process such as: prewriting, drafting, revising, giving and using feedback, and editing.	I	I	R
Utilize analysis, synthesis, interpretation and the evaluation of ideas, information, situations, and texts	I	I	R

PLO Assessment

PLOs are the knowledge, skills, and abilities that students are expected to achieve by completing their certificate or degree program. PLOs are developed by faculty submitting new programs for approval and are housed within the College's CourseLeaf curriculum management system as well as published for students in the catalog as described previously in 1.C.3. Course learning outcomes are mapped to PLOs to show where students will meet the PLOs throughout the program curriculum. Through this mapping, faculty measure PLO achievement as they measure CLO achievement directly by assessing student work in their associated courses.

Radiologic Technology – An Exemplar in PLO Assessment

TMCC's AAS Radiologic Technology program epitomizes PLO assessment through mapping and has a systematic assessment plan that facilitates ongoing program improvement. This plan has been in place since 2018. Working collaboratively, the Director, Clinical Coordinator, and faculty established four goals, developed two benchmarked PLOs for each goal, and mapped each PLO to at least two assessment tools used in specific RAD courses (See Exhibits–Radiologic Technology Program Assessment Plan). Please note that the program uses the term "student learning outcome" (SLO) instead of PLO as is customary for their programmatic accreditation.

➤ Goal 1: Students will be clinically competent
- SLO 1) Students will demonstrate a working knowledge of positioning, technical factors, and imaging critique.
- Assessment tools and benchmarks:
  » *Ability will be measured in RAD 110 where the students will score an average of 90% or better on all competencies for the semester.*
  » *Ability will be measured in RAD 230 where the students will score an average of 90% or better on all competencies for the semester.*
  » *Ability will be measured in RAD 126 where the students will score an average of 85% or better on the final exam.*
- SLO 2) Students will practice radiation safety in accordance with the ALARA principle.
- Assessment tools and benchmarks:
  » *Ability will be measured in RAD 110 using the average student grade on the Patient Care/Radiation Safety component from the Clinical Appraisal.*
  » *Ability will be measured in RAD 230 using the average student grade on the Patient Care/Radiation Safety component from the Clinical Appraisal.*

➤ Goal 2: Students will communicate effectively
- SLO 1) Students will prepare a written communication project
- Assessment tools and benchmarks:
  » *Students will score 90% or above on critical thinking written analysis of pathology case studies in RAD 244.*
  » *Students will score 90% or above on a research project on radiation safety in RAD 238.*
- SLO 2) Students will apply effective oral communication skills
- Assessment tools and benchmarks:
  » *Students will score 90% or above on the oral component of the RAD 112 Patient Care Presentation.*
  » *Students will score an average of 9.5/10 or better on the appraisal (Patient Care-Patient Communications section) in RAD 245*

➤ Goal 3: Student will problem solve using critical thinking skills
- • SLO 1) Students will determine necessary adjustments for trauma examinations
- • Assessment tools and benchmarks:
  - » *Students will receive an average of 8 out of 10 points or better on their first attempt on a lab checkoff on a trauma examination in RAD 126.*
  - » *Students will score 85% or greater on a trauma hip competency measured at end of RAD 245 yearly to give all students of that class opportunity to complete the competency.*
- • SLO 2) Students will evaluate radiographic images for diagnostic quality
- • Assessment tools and benchmarks:
  - » *Students will achieve an average 85% or better on image analysis worksheets in RAD 126.*
  - » *Students will score 85% or greater on the exit registry review exam in RAD 259.*

➤ Goal 4: Students will demonstrate professionalism
- • SLO 1) Students will apply the ARRT Code of Ethics
- • Assessment tools and benchmarks:
  - » *Ability will be measured using a scenario on an ARRT Code of Ethics Project in RAD 103 where the student average is 90% or better.*
  - » *Ability will be measured using a Quiz on the ARRT Code of Ethics in RAD 103 where the student average is 90% or better.*
- • SLO 2) Students will demonstrate professionalism in the clinical setting
- • Assessment tools and benchmarks:
  - » *Students will achieve an overall average of 90% or better on professionalism category of the Clinical appraisal by the end of year one.*
  - » *Students will achieve an overall average of 90% or better on professionalism category of the Clinical appraisal by the end of year two.*

Program faculty evaluate each course every other year, using the assessment tools and the College's eLumen assessment management system with the established achievement levels of "Exemplary, Proficient, Marginal, and Unacceptable" described later in 1.C.5. Students' scores on the assessment tool determine the achievement level: 92-100% = Exemplary, 83-91%= Proficient, 75-82%= Marginal and under 75% = Unacceptable. Faculty can upload student evidence and make comments on each if needed and run a report to see present and longitudinal achievement level trends and benchmarks. The semester after the course has been assessed and data recorded, the faculty meet to discuss the results and close the loop. This analysis and discussion allow faculty to decide if the SLOs are still relevant to the course, if benchmarks have been met and guides potential changes to improve the radiologic technology program. A few examples of the Radiologic Technology's SLO assessment are described below, with improvements made to the program as a result of this assessment described in 1.C.7.

RAD 110 is the radiologic technology programs first semester clinical course. In 2018, faculty assessed program Goal 1, SLO 2, using tool A–average score on the Patient Care/Radiation Safety component from the Clinical Appraisal. This resulted in an average score of 90.65%. While this core met the benchmark of 90%, faculty found during their discussion of the results that students were not tested on ALARA and needed more radiation safety education before they started clinical studies.

RAD 126 is the program's second semester positioning course. In 2019, faculty assessed program Goal 3, SLO 1, using tool A–students' first attempt on a lab check off on a trauma examination. The results showed a class average of 7.95/10, which did not meet the 8/10 benchmark. In their discussion, faculty discovered that students did not have a practice trauma lab prior to the assessment.

eLumen Assessment Management System

In 2018, TMCC adopted the eLumen assessment management system (AMS), which houses and maintains assessment reports, curriculum maps, and student learning outcomes (SLO) achievement data. Admittedly, implementation and use has had and continues to have its challenges despite the system's potential. The system includes a master rubric used to score student achievement of course, program, and general education learning outcomes, which was populated with the "Exemplary, Proficient, Marginal, and Unacceptable" achievement categories previously developed for the College's GELOs, which are also described in 1.C.6. Based on the program curriculum maps developed by faculty and built into the system, CLO data that faculty measure directly based upon student performance on selected assignments or exams roll up to the PLO level for indirect assessment of PLOs. In addition, eLumen has the ability to disaggregate learning outcomes achievement data by various student demographics. These include ethnicity, age group, gender, academic goal, full-time or part-time enrollment status, student status (new, continuing, transfer, or high school student), Pell-eligibility, and special populations (Veterans, English language learners, disability-registered). This feature allows the College to identify potential achievement gaps in CLOs, PLOs, and GELOs among various student populations, particularly those that are historically underserved. TMCC is just starting to accumulate enough data in the system to be able to examine disaggregated data, as evidenced by our initial All Faculty Assembly discussion of GELOs disaggregated by select ethnicities that took place in January 2022 (Exhibits – Disaggregated GELO Achievement Data). Going forward, we plan to capture this data at the course and program levels to allow for deeper and more meaningful discussion among faculty about improving student learning and mitigating equity gaps in their disciplines. In addition, the Assessment and Planning Office has planned the Fall 2022 Assessment Day All Faculty Assembly around best practices in equity and assessment and has invited Dr. Mariko Izumi, Executive Director for the Center for Experiential Learning and Career Design at Columbus State University (Columbus, GA) to lead us in a workshop on using the Transparency in Learning and Teaching (TILT) framework to design transparent assignments for equitable learning experiences.

Program/Unit Review

TMCC's Program/Unit Review (PUR) provides an indirect means of assessing the quality of learning and effectiveness of programs and brings about program improvement through the collection of evidence, data analysis, reflection, and planning future directions. All academic programs (degrees and certificates) or units (a logical organization of courses or programs) undergo the PUR process every 5 years. This comprehensive process consists of a reflective self-study completed by faculty that is reviewed by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of program/unit strengths, areas for improvement, and recommendations for improving or enhancing the program/unit going forward. As stated in the PUR Handbook, the goals of the PUR are to:

1. Improve or enhance student learning and program/unit completion through program learning outcomes and program assessment.

2. Sustain or improve the program/unit's enrollment viability.
3. Mitigate gaps in access and achievement among underserved student populations in the program or unit.
4. Develop strategic plans that align with the overall mission and strategic directions of the College.
5. Provide data and evidence to support resource allocation and decision making.

The PUR self-study presents evidence of curriculum review and program assessment through mapped CLOs, provides disaggretated analyses of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year improvement plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. Resource requests are prioritized and forwarded through the deans and VPAA to the Resource Allocation Process (RAP). Collectively, the PUR helps to raise the status, effectiveness, and progress of academic programs/units, identify strategic priorities and resource needs, and guide the College in academic planning, budgeting, and decision making. Some example PUR self-studies (also, see Exhibits–PUR Self-Studies folder) and tri-level reviews since moving to the eLumen system are shown:

➤ Transportation Technologies (2018-19)
➤ Business Studies (2019-20)
➤ AS Biology (2019-20)
➤ AS Chemistry (2020-21)
➤ Visual Arts (2020-21)

Exhibits

➤ 2022-2027 Assessment Cycle Posters (folder)
➤ Academic Divisions' 5-year Course Assessment Cycle/Schedules (folder):
    • Business and Social Sciences Division
    • Liberal Arts Division
    • Life Sciences, Allied Health, and Public Safety Division
    • Physical Sciences Division
    • Technical Sciences Division
➤ Dan McInerney bio and presentations from Spring 2019 Assessment Day
➤ Radiologic Technology Program Assessment Plan
➤ Action Plan Template
➤ Examples of CLO assessment and Action Plans (folder):
    • ENG 101
    • PHYS 180
    • CHEM 121
    • AUTO 111
    • ANTH 110
    • ANTH 208
    • BUS 107
    • ART 225
    • BIOL 191L

- ➤ Assessment Day Spring 2020 curriculum mapping presentation
- ➤ Assessment Day Fall 2021 faculty conversations on aggregate GELO data for People and Cultural Awareness
- ➤ Assessment Day Spring 2022 – GELO Achievement Disaggregated by Select Ethnicities
- ➤ Assessment Day Spring 2022 – Faculty Conversations on Disaggregated GELO Achievement Data
  - GE Critical Thinking
  - GE Quantitative Reasoning
- ➤ English Composition CLO/PLO map analysis
- ➤ Example Curriculum Maps (folder)
  - AAS Automotive (Technical Sciences Division)
  - AAS Construction and Design, Architecture (Technical Sciences Division)
  - Certificate of Achievement, Diesel General Service Technician (Technical Sciences Division)
  - AS Chemistry (Mathematics and Physical Sciences Division)
  - AS Engineering (Mathematics and Physical Sciences Division)
  - AA Hospitality and Tourism (Business and Social Sciences Division)
  - Retail Management Skills Certificate (Business and Social Sciences Division)
  - AA Fine Arts, Art History (Liberal Arts Division)
  - Certificate of Achievement, Graphic Communications (Liberal Arts Division)
  - AS Community Health Science, Public Health (Life Sciences, Allied Health, and Public Safety Division)
  - Certificate of Achievement, Dental Assisting (Life Sciences, Allied Health, and Public Safety Division)
- ➤ Example PLO assessment through curriculum mapping (folder)
  - Radiology Technology (see Radiologic Technology Program Assessment Plan)
  - AAS Automotive
  - AA Fine Arts, Art History
  - AS Chemistry
- ➤ PUR Handbook (website)
- ➤ PUR Self-Study Template (2021-22)
- ➤ Example PUR Self Studies (folder)
  - Transportation Technologies (2018-19)
  - Business Studies (2019-20)
  - AS Biology (2019-20)
  - AS Chemistry (2020-21)
  - Visual Arts (2020-21)

Reference

Wiggins, & McTighe, J. (2005). *Understanding by Design*. Association for Supervision & Curriculum Development.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy. [ER 5, ER 13]

Establishing General Education Learning Outcomes

The Nevada System of Higher Education (NSHE) Board of Regents (BOR) Handbook (Title 4, Chapter 14, Section 20.1 and Title 4, Chapter 16, Section 25) defines System General Education (GE) requirements that follow a distribution model seen at other colleges and universities. Students are required to complete a minimum number of credits in English, Mathematics, Natural Science, and Social Science or Humanities/Fine Arts, and for applied degrees and certificates of achievement a minimum number of credits in Communications/English and Human Relations in addition to Mathematics, Science, and Social Science/Humanities/Fine Arts. Furthermore, Nevada Revised Statutes (NRS) 396.500 defines a requirement of U.S. and Nevada Constitutions for all NSHE associate and bachelor's degrees that is further codified in the BOR Handbook (Title 4, Chapter 14, Section 20.2). TMCC extends this requirement to its certificates of achievement, and the College has an institutional Diversity course requirement.

Within the NSHE-defined General Education curriculum, TMCC has established institutional General Education Learning Outcomes (GELOs) in the areas of Communication, Critical Thinking, Information Literacy, People and Cultural Awareness, and Quantitative Reasoning. Courses approved for one of the NSHE-defined GE areas by the College's Curriculum Review Committee (CRC) must also map to at least two GE areas. Following a Recommendation from our previous Year 7 Mission Fulfillment & Sustainability Peer Evaluation in 2015, institutional GELOs and college-wide rubrics for assessment were developed for each of these areas in Spring 2016 by a faculty-majority General Education Task Force. Minor revisions to the GELOs and rubrics were implemented in the subsequent two years after annual review by TMCC's Academic Standards and Assessment (ASA) Committee.

Assessing GELOs and Analysis of GELO Assessment Results

To measure GELO achievement, the General Education Task Force developed institutional rubrics with performance categories and descriptors for each GELO under Communication, Critical Thinking, Information Literacy, People and Cultural Awareness, and Quantitative Reasoning. These rubrics were based on the American of Association of Colleges & Universities (AAC&U) VALUE rubrics and modified to be used across TMCC disciplines. Faculty teaching general education courses have since assessed aligning GELOs with these rubrics. Performance categories within the rubrics are defined as "Exemplary, Proficient, Marginal, or Unacceptable," and the institutional benchmark is to have at least 70% of students scoring at the Proficient or Exemplary levels for all SLOs according to the rubric descriptors. Faculty are asked to assess at least one GELO for each category that their GE course aligns with according to their 5-year course assessment cycle (see 1.C.5) and document their findings and improvement plans within a General Education Assessment Report (GEAR). GEARs are combined with CARs as an "Action Plan" in eLumen. Action Plans are further discussed in 1.C.5. GELO assessment data are publically displayed on the College's General Education Dashboard, which currently can be disaggregated by academic year, division, and specific course. The Assessment and Planning Office is looking into the possibility of working with the Institutional Research Office to expand disaggregation to include student demographics, particularly historically underserved student groups.

The following provides brief cross-sectional institutional-level analyses of cumulative data through academic year 2020-21 for each GE area.

Communication

Overall, 1,077 students have been assessed, and at least 70% have achieved a level of Proficient or Exemplary for three of the five Communication GELOs measured across disciplines (Figure 1.C.6.1). These include "Audience Analysis" (91%), "Delivery Techniques" (77%), and "Group Participation" (77%). Less than 70% of students achieved a level of Proficient or Exemplary for "Examination & Interpretation" (63%) and "Thesis Development" (65%) (Figure 1.C.6.1). One GELO, "Identify Sources," has not been selected by faculty to assess since the Communication GELOs were developed.

Figure 1.C.6.1 – Communication GELO Achievement
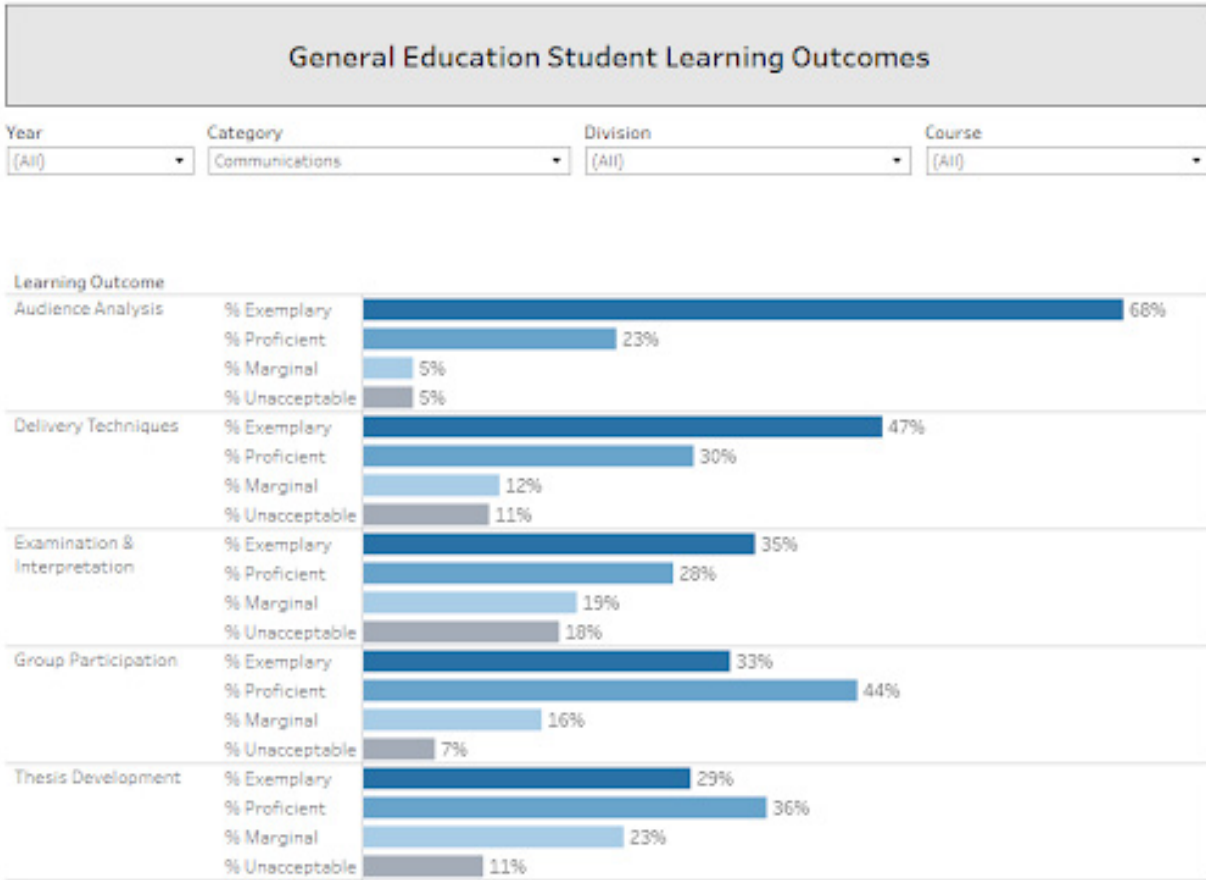
Data source: TMCC General Education Data Dashboard

Critical Thinking

A cumulative total of 5,706 students have been assessed in the Critical Thinking GE area, and at least 70% have achieved a level of Proficient or Exemplary for four of the seven Critical Thinking GELOs measured across disciplines (Figure 1.C.6.2). These include "Analyze Context" (70%), "Discuss Implications" (85%), "Identify Main Topic" (71%), and "State Position" (80%). Less than 70% of students achieved a level of Proficient or Exemplary for "Draw Valid Conclusions" (69%) and "Evaluate Evidence" (63%), and "Evaluate Points of View (68%) (Figure 1.C.6.2). One GELO, "Develop Logical Conclusions," has not been selected by faculty to assess since the GELOs were developed. This may be due in part to the similarity with the "Draw Valid Conclusions" GELO, which has been assessed frequently.

Figure 1.C.6.2 – Critical Thinking GELO Achievement

Data source: TMCC General Education Data Dashboard

Information Literacy

Faculty have assessed 507 students for Information Literacy GELO achievement. Overall, this appears to be an area where TMCC students may be struggling, as the College has not achieved the 70% Proficient or Exemplary benchmark for any GELOs measured (Figure 1.C.6.3). While we are approaching the 70% benchmark for "Accurately Represent Sources (68%) and "Use Sources" (67%), students have fallen short in "Cite Sources Properly" (51%) and "Evaluate Sources" (48% GELOs (Figure 1.C.6.3). In addition, the "Identify Sources" GELO has not been selected by faculty to assess since the GELOs were developed.
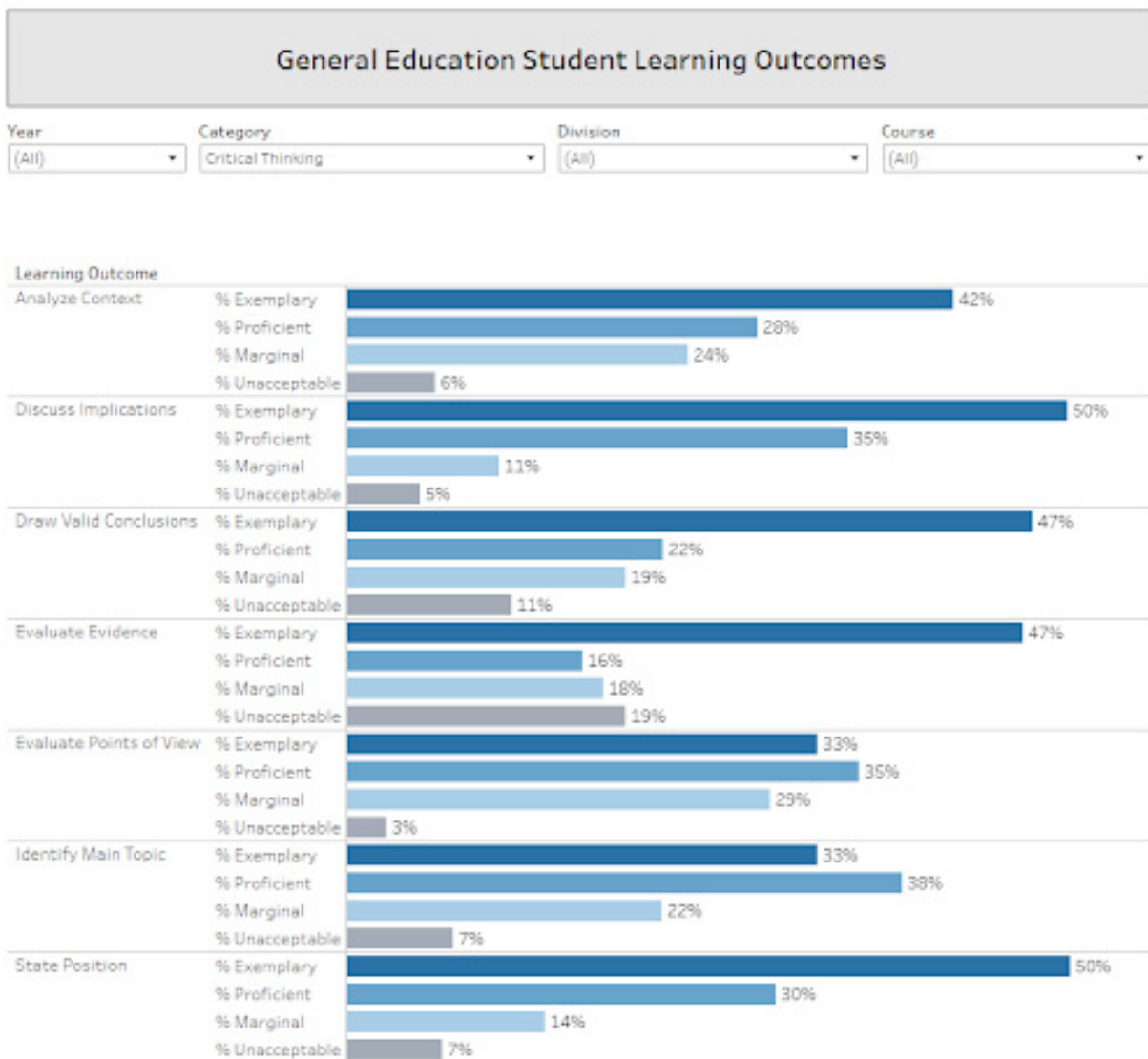
Figure 1.C.6.3 – Information Literacy GELO Achievement
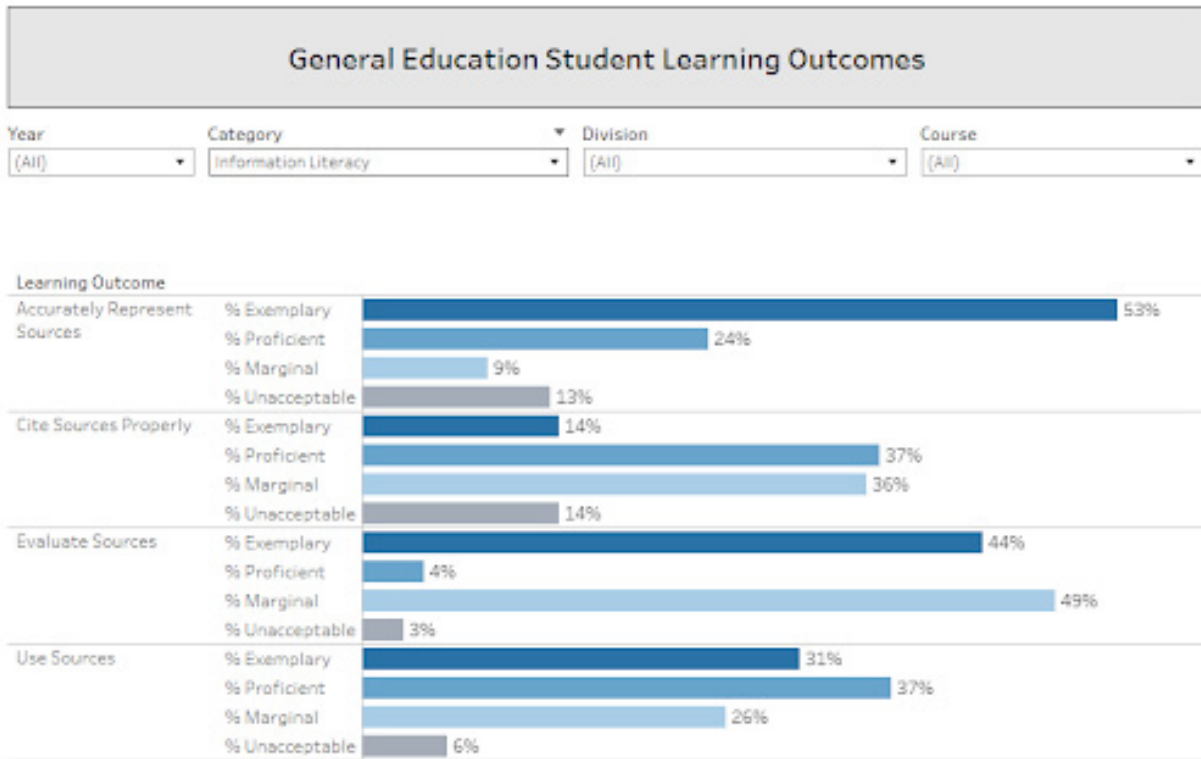
Data source: TMCC General Education Data Dashboard

People and Cultural Awareness

A cumulative total of 2,128 students have been assessed in the People and Cultural Awareness GE area, and at least 70% have achieved a level of Proficient or Exemplary for five of the six People and Cultural Awareness GELOs measured across disciplines (Figure 1.C.6.4). These include "Compare Dynamics" (77%), "Critique Processes/Products" (81%), "Describe Responsibilities" (72%), "Impact on Worldview" (82%) and "Influence Society" (70%). Less than 70% of students achieved a level of Proficient or Exemplary for "Explain Differing Ideologies" (69%), though it is approaching the benchmark (Figure 1.C.6.4). While all of the People and Cultural Awareness GELOs have been measured since their development, "Describe Responsibilities" (n = 29 students) and "Explain Differing Ideologies" (n = 67 students) have been measured less frequently. As with all less frequently-assessed GELOs, the College must investigate whether these GELOs remain important to faculty or are just difficult to measure and warrant brainstorming and professional development sessions to develop appropriate assessments.

Figure 1.C.6.4 – People and Cultural Awareness GELO Achievement
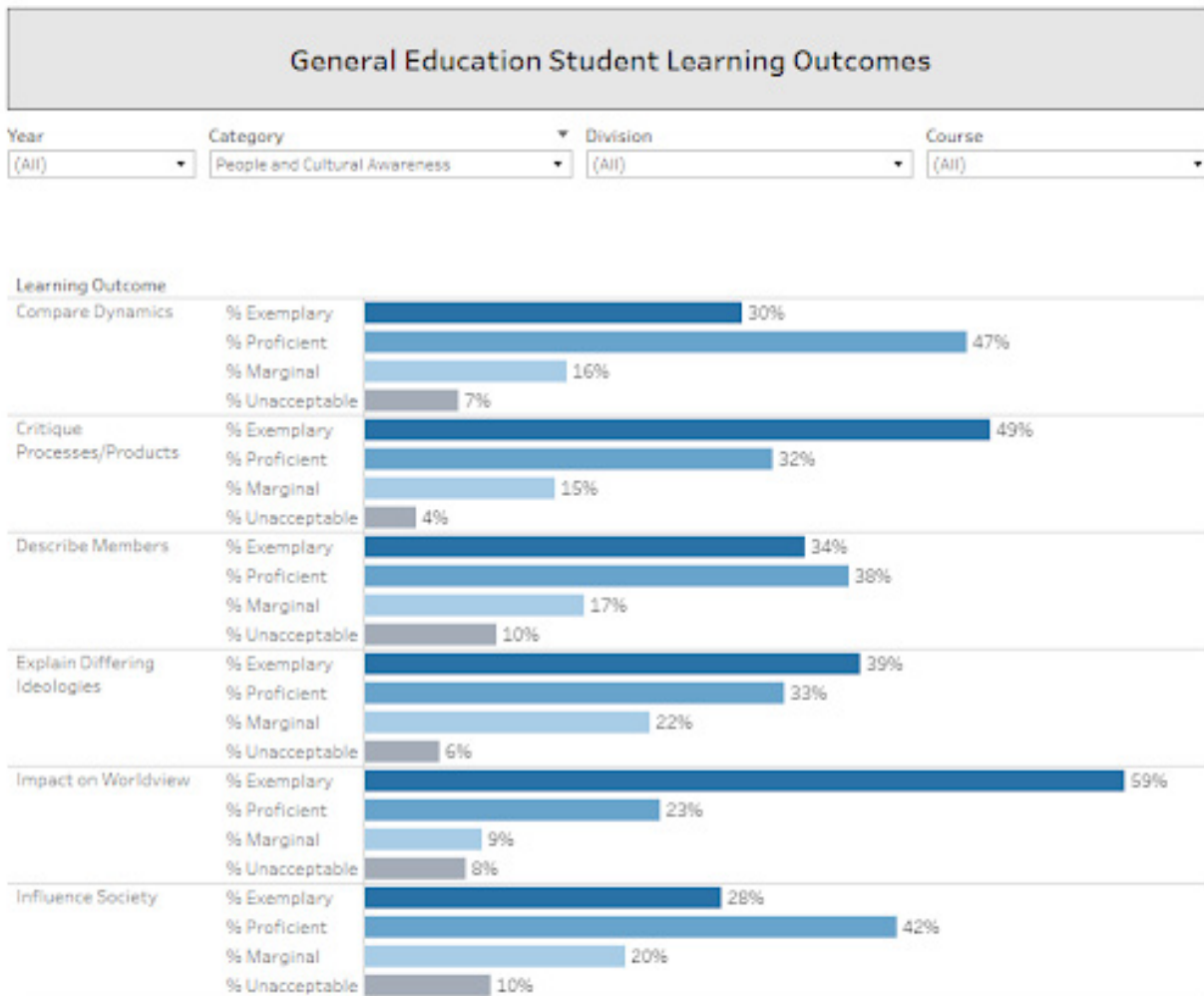
Data source: TMCC General Education Data Dashboard

Quantitative Reasoning

Through fall 2021, a cumulative total of 2,211 students were assessed in the Quantitative Reasoning GE area. At least 70% of students achieved a score of Proficient or Exemplary for three of the six GELOs measured across disciplines (Figure 1.C.6.5). These include "Represent with Model" (75%), "Construct a Model" (98%), and "Evaluate Results" (76%). Students fell short of the 70% benchmark in "Perform Calculations" (65%), "Deduce Consequences" (44%), and "Formulate Hypotheses" (59%). Faculty did not select the "Translate Model Parameters" or "Modify Models" GELOs for assessment during the 5-year time period since their development (Figure 1.C.6.5).

Figure 1.C.6.5 Quantitative Reasoning GELO Achievement
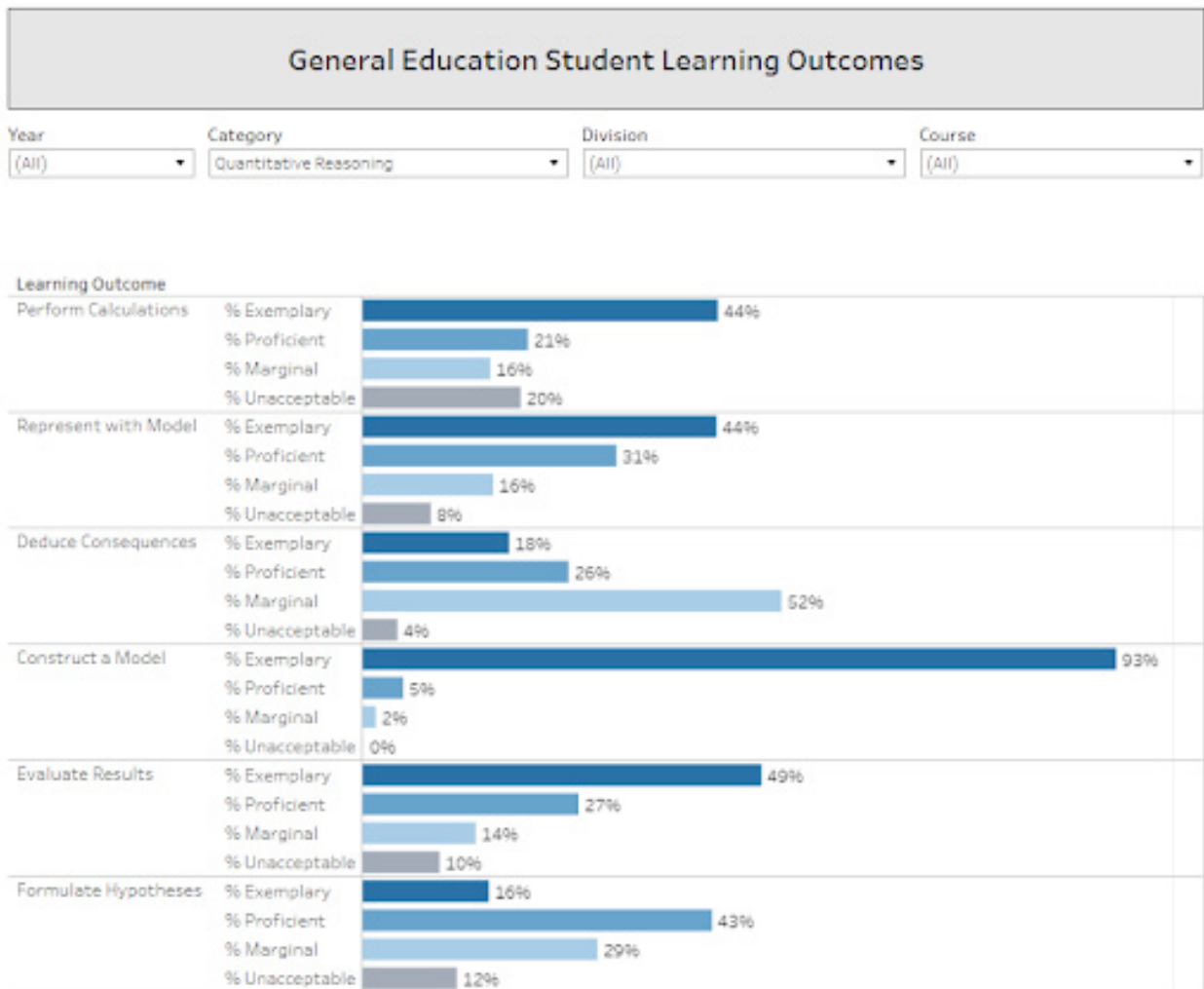
Data source: TMCC General Education Data Dashboard

Assessing GELOs at the Course Level

While the General Education Dashboard provides institutional snapshots of aggregate student learning outcomes achievement, faculty tend to find assessment results from their own courses more meaningful. As described in 1.C.5, faculty assess GELOs within their individual GE courses and submit General Education Assessment Reports (GEARs)/Action Plans that include planned interventions towards improving student achievement of GELOs, or in some cases, refining assessment methodology or the GELOs themselves. Examples of proposed improvement plans for general education courses are shown below, and the complete Action Plans can be found in the Exhibits.

➤ **AUTO 111 – Automotive Electricity** was assessed in the Fall 2021 semester. This course has 20 hours of embedded math for general education. The course and assessment included calculations based upon electrical fundamentals, Ohm's Law, and circuit testing/measurement. Faculty determined that the course assessment was reflective of CLOs but plan to update worksheets used in class along with some of the assessment questions.

SLO Performance Term by Term

SLO	Default Performance Measure	Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
				Fall 2021		
1. Student will identify the failure and repair of circuit or component failures using appropriate specialized tools and precision electrical test equipment.	70.0%	0	0	16	0	1
2. Student will locate and identify schematic wiring diagrams to formulate correct testing, diagnosis and repair procedure of electrical circuits or components.	70.0%	0	0	16	0	1
3. Students will employ appropriate workplace skills, including the application of personal and mechanical safety measures.	70.0%	0	0	16	0	1
4. Students will use simple algebra to solve applied technical problems.	70.0%	0	0	16	0	1

➤ **BIOL 251 – General Microbiology** was assessed in the Fall 2021 semester. The assessment included multiple choice questions embedded in the final exam which covered multiple CLOs as well as the Critical Thinking and Quantitative Reasoning GELOs. The department held a BIOL focus group meeting of both full and part-time instructors and discussed whether a single exam at the end of the semester was the best assessment methodology. Faculty now plan to add signature assignments and worksheets, and increase the instruction time in areas where students struggled.

SLO	Default Performance Measure	Exemplary (Exceeds Expectation)	Proficient (Meets Expectation)	Marginal (Approaches Expectation)	Unacceptable (Does Not Meet Expectation)	N/A
				Fall 2021		
1. Students will apply scientific reasoning to deduce the identification of or test hypotheses about microorganisms.	70.0%	17.05%	27.27%	2.27%	53.41%	5
2. Students will evaluate hypothetical or literature-based disease scenarios; apply scientific reasoning and the principles of disease prevention, pathogenicity, epidemiology, and host immune responses; and develop a plan of disease control or prevention.	70.0%	14.77%	22.73%	26.14%	36.36%	5
3. Students will identify microbial structures and describe the metabolic strategies, genetics, and ecology of prokaryotic microbes, eukaryotic microbes, and viruses using appropriate terminology.	70.0%	28.41%	18.18%	23.86%	29.55%	5
8. (CT GEN ED) (Develop logical conclusion) Develop a logical conclusion based on a solution to a problem or an outcome of an experiment.	70.0%	30.68%	14.77%	36.36%	18.18%	5
1. (QR GEN ED) Computational Skills: Demonstrate proficiency with arithmetic and/or algebraic computational skills, and extend them, for example, to geometric and statistical computations.	70.0%	0%	0%	0%	0%	93

➤ **MATH 126 – Pre-Calculus I** was for Critical Thinking and Quantitative Reasoning GELOs. As part of the assessment discussion, faculty decided to increase the rigor of the problem used for the Critical Thinking GELO to better determine student achievement.

SLO	Default Performance Measure	Fall 2018				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Algebraically analyze functions.	70.0%	39.53%	13.23%	10.39%	36.85%	301
2. Graphically analyze functions.	70.0%	43.15%	25.83%	14.49%	16.54%	301
3. Model real-life scenarios using functions.	70.0%	48.16%	7.36%	9.70%	34.78%	338
6. (CT GEN ED) (Draw valid conclusions) Draw valid conclusions.	70.0%	63.40%	9.31%	8.33%	18.95%	324
1. (QR GEN ED) Computational Skills: Demonstrate proficiency with arithmetic and/or algebraic computational skills, and extend them, for example, to geometric and statistical computations.	70.0%	50.42%	11.02%	12.35%	26.21%	337

➤ **BIOL 113 – Life in the Oceans** was assessed in the Fall 2021 semester for Critical Thinking. Three sections of the class were assessed using a lab report and standardized rubric. Students scored extremely well on the lab report, which prompted faculty discussion about increasing the rigor of the rubric or the lab itself. This assessment also led faculty to conclude that BIOL 113 does not fulfill Quantitative Reasoning GELOs but does fulfill Information Literacy GELOs. Faculty who teach the course intend to update the CLOs and course information in CIM to better reflect what the course covers.

SLO	Default Performance Measure	Fall 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will classify marine organisms according to standard biological classification schemes.	70.0%	0%	0%	0%	0%	83
2. Students will describe the physical characteristics of major marine biomes and interactions of plants and animals within each biome.	70.0%	0%	0%	0%	0%	83
3. Students will identify the problems encountered by marine organisms and explain how human activity and regulations affect marine environments.	70.0%	0%	0%	0%	0%	83
4. Students will utilize the scientific method as it applies to marine biology to conduct an experiment, organize and interpret data, and appropriately report their experimental findings.	70.0%	89.86%	5.80%	2.90%	1.45%	14
6. (CT GEN ED) (Draw valid conclusions) Draw valid conclusions.	70.0%	89.86%	5.80%	2.90%	1.45%	14

➤ **ANTH 102 – Introduction to Physical Anthropology** faculty assessed Critical Thinking and Quantitative Reasoning GELOs in the Spring 2019 semester using a pre/post-test in Canvas. While students scored well, faculty determined that there was inconsistency with how the tests were administered amongst instructors, which caused variations between sections. Faculty administered an essay on race to assess Critical Thinking GELOs and evaluated the essays with a standardized rubric. The results showed that the rubric may not have accurately reflected student learning as it included other elements (e.g., grammar, citations) which lowered the overall scores. The faculty will be working to develop and normalize a rubric that better assess GELOs.

SLO	Default Performance Measure	Spring 2019				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will deconstruct "race" by differentiating between "race" and human variation.	70.0%	74%	12%	8%	6%	15
2. Students will demonstrate their knowledge and understanding of key areas within physical anthropology.	70.0%	59.62%	21.15%	17.31%	1.92%	13
3. (CT GEN ED) (Analyze Content) Analyze and evaluate the content, assumptions, and/or bias regarding the main problem, issue, or arguments.	70.0%	72%	14%	8%	6%	15
1. (QR GEN ED) Computational Skills: Demonstrate proficiency with arithmetic and/or algebraic computational skills, and extend them, for example, to geometric and statistical computations.	70.0%	57.69%	23.08%	17.31%	1.92%	13

Reviewing and Improving GELOs for Better Assessment and Student Learning

When TMCC became an Interstate Passport Network Institution in Fall 2020 (See 1.C.1) and mapped its general education courses to the Passport Learning Outcomes, faculty decided to adopt the Passport's Quantitative Literacy outcomes in lieu of those initially developed internally for our Quantitative Reasoning area. Joining the Interstate Passport Network combined with changes at UNR also prompted faculty and staff in Fall 2021 to reexamine the College's Diversity requirement and develop Diversity GELOs that encompass cultural competency, diverse and changing human cultures and the barriers or transformative opportunities that influence them, and systemic inequities and injustices. Faculty also reexamined and revised GELOs for the College's Information Literacy area in Spring 2022. Along with this work, and following a campus-wide examination and discussion of GELO data at the August 2021 Assessment Day All Faculty Assembly, the chairs of the ASA and CRC committees collaborated to establish a 5-year review cycle of all GELOs and assessment rubrics (Table 1.C.6.1) all assessment (Table 1.C.6.1). This helps to ensure that TMCC's General Education curriculum remains current, relevant, and assessable.

Table 1.C.6.1 – Five-year GELO Review Cycle

GELO	ASA Evaluation	CRC Evaluation
Quantitative Reasoning	Spring 2021; Spring 2026	Fall 2021; Fall 2026
Diversity	Fall 2021; Fall 2026	Spring 2022; Spring 2027
Information Literacy	Spring 2022; Spring 2027	Fall 2022; Fall 2027
Critical Thinking	Fall 2022; Fall 2027	Spring 2023; Spring 2028
Communication	Spring 2023; Spring 2028	Fall 2023; Fall 2028
People and Cultural Awareness	Fall 2023; Fall 2028	Spring 2024; Spring 2029

Exhibits

➤ <u>Assessment Day Fall 2021 – Example faculty conversations on aggregate GELO data for People and Cultural Awareness</u>

➤ <u>Action Plans for GELO Assessment</u> (folder):
- ANTH 102
- AUTO 111
- BIOL 113
- BIOL 251
- ENG 101
- ENG 102
- MATH 126

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes. [ER 5]

Although there is still room to grow, TMCC has made considerable progress in shifting its culture of assessment to one of improvement. It has done so by implementing Assessment Days, which initially fostered a platform for academic department-level discussion of assessment results (See Exhibits–Examples of Department Assessment Discussions) as an important step towards using these results to improve student learning. Assessment Days have since expanded to include college-wide examination of learning outcomes achievement data and professional development in assessment, thereby improving our awareness of how well our students are achieving our intended outcomes across the College and our assessment practices going forward. In collaboration with TMCC's Institutional Research (IR), the Assessment and Planning Office has improved the transparency of data through IR-developed dashboards for General Education Learning Outcomes (GELO) achievement data, and program-level demographics, enrollment trends, and disaggregated student success outcomes. These dashboards are publically available at any time for academic planning. Finally, improvement made to long-standing assessment practices, including the nascent incorporation of disaggregated data into the Program/Unit Review (PUR) and course-level student learning outcomes assessment, will better allow us to mitigate any noted equity gaps not only in broader student success metrics (e.g. retention, graduation), but in student learning itself.

Radiologic Technology – An Exemplar in Using PLO Assessment to Improve Student Learning

As described previously in 1.C.5, program faculty in the Radiologic Technology program evaluate each course every other year according to the program assessment plan that they established in 2018. The semester after the course has been assessed and data recorded, the faculty meet to discuss the results and close the loop. This analysis and discussion allow faculty to decide if the SLOs are still relevant to the course, if benchmarks have been met and guides potential changes to improve the radiologic technology program. To continue the story of Radiologic Technology's SLO assessment examples introduced in 1.C.5, improvements made to the program as a result of this assessment and their impact on student learning are described.

RAD 110 is the radiologic technology programs first semester clinical course. In 2018, faculty assessed program Goal 1, SLO 2, using tool A–average score on the Patient Care/Radiation Safety component from the Clinical Appraisal. This resulted in an average score of 90.65%. While this score met the benchmark of 90%, faculty found during their discussion of the results that students were not tested on ALARA and needed additional radiation safety education before they started clinical studies. The department decided to instruct and test more thoroughly on radiation safety before the students go to clinical. The next assessment in 2020 showed the average score improved to 96.09% after the modification.

RAD 126 is the program's second semester positioning course. In 2019, faculty assessed program Goal 3, SLO 1, using tool A–students' first attempt on a lab check off on a trauma examination. The results showed a class average of 7.95/10, which did not meet the 8/10 benchmark. In their discussion, faculty discovered that students did not have a practice trauma lab prior to the assessment and implemented this practice prior to the assessment. The next assessment in 2021 showed a significant increase in student scores with an average 9.31/10 after the modification.

Plans to Improve Learning Outcomes Achievement

It is important to note that faculty conduct ongoing informal and formative assessment in their courses that they use, sometimes immediately, to improve student learning. The case studies below show examples of how faculty use assessment results from the formal, mostly summative assessment practices described in 1.C.5. These examples are summarized excerpts taken from course assessment reports (CARs)/Action Plans and documented faculty discussions. Complete Action Plans and/or discussion notes for these courses are found in the Exhibits. In some cases, results are used to suggest plans for improving curriculum and pedagogy; in other cases, faculty use the results to refine their assessment methods and the learning outcomes themselves.

➤ **ANTH 205/SOC 205 – Ethnic Groups in Contemporary Societies** was assessed in Spring 2020. In the Action Plan describes a robust discussion of how to best to assess both CLOs and GELOs. Ideas included the assessment from a research paper to an oral presentation since ANTH 205 did not have an English writing course prerequisite. Faculty also determined that one of the CLOs needed to be updated.

SLO	Default Performance Measure	Spring 2020				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1 .Distinguish between "minority" and "majority" groups.	70.0%	62.50%	12.50%	0%	25%	1
2 .Collect, compile, and synthesize research findings about a specific ethnic groups.	70.0%	60%	20%	20%	0%	4
3. Deconstruct "race" in relation to ethnic identity.	70.0%	50%	12.50%	12.50%	25%	1
4. (CT GEN ED) (State Position) State a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.	70.0%	60%	20%	20%	0%	4
3. (PCA GEN ED) (Impact on Worldview) Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	70.0%	60%	20%	20%	0%	4

➤ **ART 160 – Art Appreciation** was formally assessed in the Spring 2021. Assessment results indicated that students struggled the most with "describing and recognizing the formal qualities of a work of art." This CLO was assessed using a formal paper and standardized rubric. As a result faculty added additional low-stakes assignments to the course to better prepare students to write a formal paper, which had been used in the past and had led to increased student performance.

SLO	Default Performance Measure	Spring 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Articulate relationships between works of art and their contexts: culture, society, and individual identity	70.0%	0%	0%	0%	0%	106
2. Compare and contrast works of art	70.0%	37.70%	44.26%	11.48%	6.56%	45
3. Describe and recognize the formal qualities of a work of art	70.0%	37.70%	31.15%	21.31%	9.84%	45
4. Recognize the main art-making techniques as well as the characteristics of each fine arts medium	70.0%	0%	0%	0%	0%	106
5. Recognize the most important artistic movements	70.0%	0%	0%	0%	0%	106
4. (CT GEN ED) (State Position) State a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.	70.0%	55.74%	26.23%	16.39%	1.64%	45
6. (PCA GEN ED) (Critique Processes/Products) Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.	70.0%	55.74%	34.43%	6.56%	3.28%	45

➤ **AUTO 111 – Automotive Electricity** was assessed in the Fall 2021 semester. The assessment included both a pre/post-test and worksheet completion. From the results, faculty concluded that worksheets were not adequately addressing the hands-on tasks that students in AUTO 111 are expected to complete. To close the loop, the worksheets have been refined to better reflect the hands-on tasks associated with the course.

SLO Performance Term by Term

SLO	Default Performance Measure	Fall 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Student will identify the failure and repair of circuit or component failures using appropriate specialized tools and precision electrical test equipment.	70.0%	0	0	16	0	1
2. Student will locate and identify schematic wiring diagrams to formulate correct testing, diagnosis and repair procedure of electrical circuits or components.	70.0%	0	0	16	0	1
3. Students will employ appropriate workplace skills, including the application of personal and mechanical safety measures.	70.0%	0	0	16	0	1
4. Students will use simple algebra to solve applied technical problems.	70.0%	0	0	16	0	1

➤ **AUTO 165 – Auto Heating and Air Conditioning** assessment was conducted in the Fall 2021 semester. The assessment showed that students had the lowest gains in the heating and air conditioning components operation portion. As a result additional lab exercises and worksheets were added to the curriculum.

SLO	Default Performance Measure	Fall 2021				
		Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations	N/A
1. Student will locate and identify heating and air conditioning systems, components, and their operation.	70.0%	46.15%	38.46%	7.69%	7.69%	0
2. Students will develop hands-on skills needed to operate refrigerant handling and recycling equipment.	70.0%	23.08%	61.54%	15.38%	0%	0
3. Students will employ appropriate workplace skills, including the application of personal and mechanical safety measures.	70.0%	30.77%	53.85%	7.69%	7.69%	0
4. Students will identify, test, and interpret failed electronic climate-control systems. Students will formulate the correct repair strategy for the failed component or system. Students will use the appropriate specialized tools and equipment to repair the	70.0%	7.69%	76.92%	7.69%	7.69%	0

➤ **BIOL 190L – Introduction to Organismal Biology Lab** was re-assessed in the Fall 2019 semester after initial assessment in 2017. The assessment consisted of a formal scientific paper assignment and demonstrates an example of progress in student gains made through implementation of previous improvement plans. Results from the 2017 assessment showed students struggled with both scientific writing and hypothesis generation compared to other course components. Consequently, faculty implemented additional writing and hypothesis formation assignments prior to the final paper. This led to observable student gains when faculty re-assessed in 2019.

SLO	Default Performance Measure	Fall 2019				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will apply the scientific method by designing a controlled experiment; and, by collecting, graphing, statistically analyzing, and interpreting data.	70.0%	20.93%	25.58%	41.86%	11.63%	6
2. Students will identify the major groups of organisms and be able to classify them within a phylogenetic framework.	70.0%	0%	0%	0%	0%	49
3. Students will present scientific findings using discipline-standard formats.	70.0%	20.93%	25.58%	41.86%	11.63%	6
4. Students will use standard laboratory equipment in a safe and accurate manner.	70.0%	0%	0%	0%	0%	49
6. (CT GEN ED) (Draw valid conclusions) Draw valid conclusions.	70.0%	23.40%	25.53%	34.04%	17.02%	2
3. (QR GEN ED) Analysis of Quantitative Arguments: Select and use appropriate numeric, symbolic, graphical and/or statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.	70.0%	55.32%	29.79%	6.38%	8.51%	2

➤ **BIOL 223 – Human Anatomy and Physiology I** was assessed during the Fall 2021 semester. Faculty used a pre/post-test to measure learning gains on whether students could explain the principles of homeostasis and physiological functions of the body systems taught in the course. Student learning gains (Hake gains, or normalized learning gains) were observed but they were not robust, and the majority of students did not meet expectations for this CLO. Faculty discussed ways to improve student engagement with the material that might lead to better retention of the material. Plans included increased use of case studies and flipped classroom styles of pedagogy. This has led to more faculty using case studies for learning and development of in-house case study material. Additionally, faculty anticipate that the increased use of case studies will benefit the pre-nursing students taking A&P by better preparing them for the recently reformatted NCLEX, which includes case studies.

SLO	Default Performance Measure	Fall 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will describe the anatomical position, body directions, planes, sections and major body cavities using correct terminology.	70.0%	0%	0%	0%	0%	197
2. Students will identify anatomical structures of the integumentary, skeletal, muscular, and nervous systems, including the major tissue types.	70.0%	0%	0%	0%	0%	197
3. Students will explain the principles of homeostasis and the physiological functions of the integumentary, skeletal, muscular, and nervous systems, including the interpretation of data and impact of diseases on these systems.	70.0%	3.25%	6.49%	8.44%	81.82%	43

➤ **DH 102 – Oral Biology** was re-assessed in the Fall 2021 semester using multiple types of assignments tied to specific CLOs throughout the course so that an overall course grade could be considered. Compared to the previous course assessment in the Fall 2020 semester, there was an increase in the overall course grade. After the Fall 2020 assessment, faculty implemented worksheets, YouTube videos, and additional group work to increase student engagement and learning. Department faculty are now implementing virtual games, which is supported by research to give students a real-world-like experience in technical professions.

SLO	Default Performance Measure	Fall 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will associate and explain the process of development for an oral facial, or tooth structure through a creative project and presentation.	75.0%	69.23%	30.77%	0%	0%	0
2. Students will describe and identify complex relationships between oral anatomy, oral histology and oral microbiology.	75.0%	80.77%	19.23%	0%	0%	0
3. Students will identify basic oral structures and anatomy of the oral cavity.	75.0%	88.46%	11.54%	0%	0%	0

➤ **DT 107 – Heavy Duty Drive Trains** was assessed in the Fall 2020 semester. The Transportation Department discussed the results of the assessment and concluded that curriculum did not adequately reflect current industry needs. In addition to Department collaboration the DT 107 instructors are also collaborating with local shops to determine the most important skills students need to enter the workforce.

SLO	Default Performance Measure	Fall 2020				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will demonstrate proper personal and shop safety procedures in a shop environment.	70.0%	100%	0%	0%	0%	0
2. Students will safely disassemble, inspect and reassemble drivetrain components using special tools.	70.0%	25%	25%	50%	0%	0
3. Students will use special and diagnostic tools to measure and evaluate components.	70.0%	25%	25%	25%	25%	0
4. Students will be able to look up manufacture procedures and specifications using books and electronic resources.	70.0%	25%	25%	25%	25%	0

➤ **DT 201 – Diesel Brakes and Pneumatics** was assessed in the Fall 2021 semester. Even though the course assessment showed that the majority of students (13/14) were performing tasks at or above industry standards, faculty still had a robust discussion about pedagogy for industry preparedness. This has led to the removal of a third party textbook and a focus on current industry training. The faculty have also used their own experience in the field and solicited feedback from local shop owners to determine the skills most needed for students entering the industry.

SLO	Default Performance Measure	Fall 2021				
		Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations	N/A
CSLO6. Students will analyze what constitutes negative attitudes, the impact these have on conflict, and apply conflict resolution methods to workplace situations.	70.0%	71.43%	28.57%	0%	0%	0
CSLO4. Students will calculate areas and volumes as applied to the solution of applied technical problems.	70.0%	0%	85.71%	14.29%	0%	0
CSLO1. Students will describe and explain the operation of medium/heavy duty hydraulic and pneumatic brake systems.	70.0%	0%	100%	0%	0%	0
CSLO3. Students will diagnose common medium/heavy duty brake system problems and failures.	70.0%	0%	57.14%	42.86%	0%	0
CSLO2. Students will perform foundation brake service using DOT approved procedures.	70.0%	28.57%	71.43%	0%	0%	0
CSLO5. Students will use ratios, proportions, angular measure and percents in the solution of applied technical problems.	70.0%	0%	71.43%	28.57%	0%	0

➤ **ENG 101 – Composition I** was assessed in the Spring 2019 semester. Using a standardized rubric, faculty assessed student essays from a signature assignment, where guidelines for the assignment were first developed by the Composition Committee. A total of 167 essays from across all sections of ENG 101 were randomly selected. Assessment results showed that students struggled the most with using evidence from sources. Faculty discussed how to better emphasize this important skill in class as well as refining the CSLOs to be more specific. The Action Plan also noted that ENG 101 faculty demonstrate a high level of faculty engagement with both performing formal assessments as well as closing the loop with ideas for improving student learning and CLO evaluation (See Exhibits–ENG 101 Assessment Data, Spring 2019).

➤ **ENG 231 – World Literature I** was assessed in the Fall 2021 semester. Prior to 2021, ENG 101 was a prerequisite for taking this 200 level course. However, starting with the Fall 2021 cohort, ENG 101 was no longer required to take this course, allowing for broader access to students seeking to use the course as a General Education requirement instead of as a part of a declared major. While greater access to the course allowed for more robust enrollments, not all students were prepared for more traditional assignments used for English majors. As a result, faculty adjusted writing assessments from a few longer assignments to more frequent and shorter weekly writing assessments designed to achieve specific Course Learning Outcomes (CLO). A review of student work confirmed that students met or exceeded the majority of the benchmarks established in the CLOs. The one area where student work fell below the desired benchmark was the identification and analysis of archetypes in pre-Renaissance texts. Informed by the results of this assessment, the English faculty have started a discussion to determine a better way to teach the concept of archetypes in classic English texts with the goal of updating the curriculum and revising the CLO as needed.

SLO	Default Performance Measure	Fall 2021				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will analyze historical and cultural themes and ideas that emerge from world literary masterpieces.	70.0%	42.86%	33.33%	14.29%	9.52%	2
2. Students will identify common and dissimilar traits that arise in world literature, focusing on archetypal evidence.	70.0%	33.33%	38.10%	28.57%	0%	2
4. (CT GEN ED) [State Position] State a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.	70.0%	52.38%	23.81%	23.81%	0%	2
6. (PCA GEN ED) [Critique Processes/Products] Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.	70.0%	66.67%	9.52%	14.29%	9.52%	2
3. (COM GEN ED)[Thesis Development] Develop and express a thesis through an appropriate use of evidence/ logic/data.	70.0%	47.62%	28.57%	23.81%	0%	2

➤ **PSY 101 – General Psychology** was assessed in the Fall 2018 semester. Psychology faculty discussed whether the findings were reflective of student learning and how to improve the assessment methodology. This was noted to be the first fully inclusive and collaborative effort at assessment and the results of the discussion were of great value.

SLO	Default Performance Measure	Fall 2018				
		Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)	Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A
1. Students will analyze and explain the research question,(s), variables, method, limitations, and applications of a research study from a peer reviewed psychology journal.	70.0%	43.33%	26.67%	15.56%	14.44%	604
2. Students will conduct a literature search of theoretical and empirical psychological literature databases.	70.0%	69.32%	11.36%	7.95%	11.36%	606
3. Students will explain and analyze key concepts in the areas of social psychology, (to include cross-cultural psychology), gender, learning, personality, neuroscience, therapies, development, history of psychology, abnormal psychology, and perception.	70.0%	53.57%	14.29%	7.14%	25%	666
4. (CT GEN ED) [State Position] State a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.	70.0%	48.31%	19.10%	15.73%	16.85%	605
4. (Info Lit GEN ED)(Accurately Represent Sources) Accurately represent information sources with an understanding of scope and context.	70.0%	53.33%	24.44%	8.89%	13.33%	604
3. (PCA GEN ED) [Impact on Worldview] Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	70.0%	63.10%	21.43%	5.95%	9.52%	610

Improvement of Learning Support Services

Results of student learning outcomes assessment are also used by the College to inform and improve learning support services, including the Library and online instruction through WebCollege. For example, library staff work with instructors to develop research assignments that can be used as CLO assessments, and provide instruction to classes of students, primarily in English and Psychology, on how to use library resources. Following this instruction, the library surveys students to determine students' level of confidence in doing appropriate library research, which may positively impact classroom learning. In Spring 2022, 90% of students who answered the survey (103 students) agree that the information presented during the library information session is relevant to the research assignment of their class. After the library information session, the number of respondents who self-assessed their library research skills at a level of "beginning" decreased from 33.01% to 8.74%, while the number of respondents who self-assessed their library research skills as "intermediate or advanced" increased from 55.34% to 79.61%. Overall, 84.44% of the responding students felt more confident about completing their assignments and 85.44% of the students felt more aware of library resources and services. Library staff use these results, open-ended feedback, and their own research in library instruction from library science journals to tweak their instruction sessions in collaboration with faculty who incorporate library research in their classes. For example, the librarians have modified their presentations to more clearly distinguish peer reviewed articles from news articles as well as their explanation of American Psychological Association (APA) citation style. Library staff use these results to tweak their instruction sessions in collaboration with faculty who incorporate library research in their classes.

Prior to 2014, overall online course retention was consistently ~10% less than that observed in face-to-face classes. Consequently, TMCC's WebCollege argued for and was allocated support to hire a Retention Specialist for online learning. The primary duties of the Retention Specialist include:

➤ Reminding students to login to class at the beginning of the semester
➤ Helping students login and navigate their course for the first time
➤ Explaining online etiquette and format
➤ Teaching students how to communicate with instructor respectfully and effectively
➤ Providing students with resources and information on study skills, time management, writing styles, and test taking skills
➤ Encouraging students to stay in close contact with their instructor if experiencing any problems or concerns

In addition to prioritizing and hiring a Retention Specialist, the WebCollege Department prioritized its professional development program for online teaching faculty. WebCollege began offering professional development opportunities on topics aligned with the Quality Matters national rubric for online course creation and navigation, including "Creating a Road Map," "Consistency in Course Presentation," "Student Navigation," and Increasing Interactivity and Student Engagement. As a result of these efforts, WebCollege saw a progressive improvement in the retention of online students. In Fall 2021 the retention gap had been reduced to 3%.

Plans to Improve Academic Programs

As discussed in 1.C.5, TMCC's Program/Unit Review (PUR) is used to guide the continuous development and improvement of academic programs and units. This includes improving or enhancing program viability, curriculum, and ultimately student learning. The PUR self-study allows for reflection on environmental trends, curriculum and instructional materials, program learning outcomes, and student success metrics, and culminates in a 5-year plan with potential resource requests to improve program effectiveness and student success. The examples below are summarized excerpts taken from programs' 5-year plans outlined in their PUR self-study. Complete PURs for these examples are found in the Exhibits.

➤ **The Visual Arts 2020-2021 PUR** provided a plan that includes a greater emphasis on closing the loop with assessment, increasing diversity in the ART classes, piloting on-line classes, and working on solidifying 2+2 agreements and a reverse 2+2 agreement with University of Nevada Reno.

➤ **The Anthropology 2018-2019 PUR** provided an extensive plan. The plan included more frequent assessment of classes, embedded tutoring, an active anthropology club, and placing students in internships. The faculty plan to submit additional ANTH courses to meet both TMCC general education requirements as well as the UNR Silver Core 10 requirement for general education.

➤ **The Chemistry 2020-2021 PUR** plan includes increasing the number of CHEM courses offered as new lab space became available, recruiting tutors, and continuing to try new approaches to presenting the course information.

➤ **The Transportation Technologies 2018-2019 PUR** plan included development of a Hybrid Program, forming partnerships with factories, streamlining course scheduling to accommodate student needs, and updating program technology.

➤ **The English 2018-2019 PUR** plan included improving equitable scheduling for faculty and students, increased mentoring of part-time instructors, focus on closing the loop with assessment data, solidify the 2+2 agreement with UNR, and consideration of aligning PLOs with the WICHE Interstate Passport and UNR Silver Core requirements.

➤ **The Biology 2020-2021 PUR** plan included developing new courses to decrease student loss of credit hours when transferring to UNR, developing new courses to reach a wider range of students, evaluating the need for increased on-line and hybrid courses, and increasing course offerings to mitigate unsuccessful enrollment attempts.

Exhibits

➤ CLO Action Plans (folder, see Closing the Loop sections for use of results)
  - ANTH 205
  - ART 160
  - AUTO 111
  - AUTO 165
  - BIOL 191L
  - BIOL 223
  - DH 102
  - DT 107
  - DT 201
  - ENG 101

- ENG 231
- PSY 101

➤ <u>PUR Self-Studies</u> (folder, see 5-year Plans)
- Anthropology 2018-2019 PUR
- Biology 2020-2021 PUR
- Chemistry 2020-2021 PUR
- English 2018-2019 PUR
- Transportation Technologies 2018-2019 PUR
- Visual Arts 2020-2021 PUR

➤ <u>Radiologic Technology Assessment Plan</u>

> *1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality. [ER 5, ER 13]*

TMCC applies the rigorous NSHE Board of Regents (BOR) policies that regulate transfer between NSHE's seven universities and colleges. Students' rights on transfer are articulated in the BOR Handbook Title 4, Chapter 14, Sections 15-18. Common course numbering (CCN), whereby undergraduate courses within NSHE with > 80% equivalent curriculum must share the same course prefix, number, and title, is an important component of transferability within NSHE. This policy from the BOR Handbook, Title 4, Chapter 14, Section 16 and Procedures and Guidelines Manual, Chapter 6, Sections 19-20 ensures that transferring students within NSHE will not be required to retake a successfully completed common course unless a higher standard for performance in the course, e.g. higher grade, is a published degree requirement.

TMCC's policies and procedures are clearly stated and widely published on our website or within the TMCC College Catalog, and administered in a fair, equitable, and timely manner. TMCC publishes its policies on the evaluation of previous training and education in the College Catalog. These include policies on transferring credits from other colleges and universities, earning credits from International Baccalaureate (IB), College-Level Examination Program (CLEP) and College Board Advanced Placement Examination (CBAPE), credit by examination, and transferring/earning credit from nontraditional sources, such as military training and schools, United States Armed Forces Institute (USAFI), Defense Activity for Nontraditional Education Support (DANTES), correspondence, extension, certificates, and proprietary schools. TMCC has also developed a Military Credit Website, which describes to students how the College reviews military transcripts and applies these credits towards TMCC degrees and certificates, including examples of how TMCC has articulated degree-applicable credits.

Students who transfer to TMCC with credit from institutions outside of NSHE may request to have their official transcript evaluated for course credit and equivalency by the Admissions and Records Office. If faculty input is needed on particular courses required for degrees or certificates, or for satisfaction of general education requirements, Admissions and Records sends a request to faculty in the appropriate academic area for a determination on course equivalency.

TMCC has joined the Interstate Passport Network, a nationwide network focused on block transfer of lower-division general education attainment. Per the College's member agreement, any student transferring to TMCC with an Interstate Passport indicated on their official transcript is considered to have their lower-division general education requirements satisfied unless their degree program requires a specific course, e.g. the AA Psychology requires PSY 101 – General Psychology to satisfy the Social Science general education requirement.

Reflection and Future Directions

Based on conversations among faculty, leadership, and community stakeholders, TMCC has a variety of arenas in which to pursue improvement in student learning. These include:

Connecting the College and Industry to Meet Workforce Needs

Over the last year, the VPAA has worked with leaders from the Economic Development Agency of Western Nevada (EDAWN) to identify ways to better target workforce needs by connecting the college with local industry stakeholders. With the support of the President and the Leadership Team, TMCC has realigned existing resources to fund a new position known as the Associate Director of Workforce Development. Reporting to the VPAA, this new position will provide leadership, direction, and effective management of efforts to promote the college's workforce development programs. The Associate Director will actively promote and connect industry to training opportunities, support program recruitment, host tours and information events, assist with student onboarding, collaborate with program leadership, liaise with workforce agencies, pursue grant opportunities, manage grant-funded workforce projects and personnel, and ensure compliance with state and federal regulations. In this way, TMCC seeks to foster a personal bridge between the community and our programs that will raise awareness of training opportunities with the college.

Continued Support for Undergraduate Research

As many institutions have demonstrated, when faculty collaborate with undergraduate students on research projects, those students are much better prepared to transfer to a four-year university program and to complete that program successfully. In this vein, TMCC is very fortunate to have a cadre of motivated faculty members who sponsor such research efforts each semester and help their students to showcase their work very professionally. The VPAA contends that this important work, which takes place both during the regular semester and also during the summer months, is so successful and its impact is so compelling that it should be incorporated into core course content. To this end, academic leaders continue to foster dialogue on making additional forays toward baking undergraduate research into key GenEd courses, and the VPAA is studying ways to align resources with this curricular effort in future sessions.

Open Educational Resources

In summer 2022, over 50 full-time faculty, roughly a third of our faculty ranks, stepped up to take part in a voluntary effort to study and adopt OER content into one or more of their courses. This program was enabled by one-time capacity funds, which provided $1000 stipends both for the research and implementation phases. As of July 2022, 45 faculty had found OER resources that they deemed to be of sufficient academic quality to merit replacing their existing textbooks, and their work to incorporate those resources accessibly is now underway, ahead of their mobilization in 2022-23. The VPAA anticipates that over the coming semesters, these OER resources will save TMCC students many hundreds of thousands of dollars, and contribute toward an emerging culture of digital literacy that follows them into their professional careers after graduation.

Exhibits

➤ NSHE Transfer Policies: BOR Handbook Title 4, Chapter 14, Sections 15-18 (NSHE Website)
➤ NSHE Common Course Numbering Policies (NSHE Website):
  • BOR Handbook, Title 4, Chapter 14, Section 16
  • Procedures and Guidelines Manual, Chapter 6, Sections 19-20
➤ TMCC Transfer Credit Policy on the Evaluation of Previous Training (TMCC online Catalog)
➤ Policies and Procedures for Evaluating Military Transcripts (TMCC Veterans Services Website)

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

This Standard is not applicable to TMCC. TMCC does not offer any graduate programs.

Student Achievement

> *1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies. [ER 17]*

Truckee Meadows Community College aims to recruit and admit students who can benefit from the educational courses and programs offered at TMCC. The Recruitment and Access Center (RAC) is primarily responsible for the recruitment of domestic students, International Student Services (ISS) for the recruitment of international students. Academic Advisement is the primary department overseeing the orientation process for all newly admitted students to ensure students understand the requirements related to their chosen degree programs. These areas along with other departments within the Student Services Division provide students with helpful information regarding program planning, available resources, and graduation/transfer policies.

Recruitment: Domestic

The Recruitment and Access Center (RAC) offers help and support to prospective students and families as they begin the process of applying to TMCC. Through high school visits, community outreach events, and virtual information sessions, the RAC team provides a relationship-focused and supportive environment for students and families to make informed decisions as to their educational futures. Recruiters are assigned to each high school in our service area and to specific audiences, such as adults or non-traditional learners, to reach out to and recruit. RAC offers bilingual and culturally sensitive services that demonstrate respect for other cultures, abilities, economic backgrounds, and life experiences.

To support and encourage the enrollment of new students, the RAC team offers several college events designed specifically to ensure access for students seeking to advance their futures through education. These include TMCC Information Days and Nights and New Student Registration Days, both of which are held on the main Dandini Campus and at the Applied Technology Center. Recruitment events are also held virtually.

Success First

The Success First Summer Bridge Program seeks to increase college readiness, persistence, retention, and graduation rates of first-time, full-time, first-generation students. Success First provides a six-week summer program designed to give students a "bridge" or jumpstart to their college experiences, helping them gain information about academic pathways in science, technology, math, and engineering. This summer program also allows students to learn more about growing career fields as well as learn how to identify and utilize academic and motivational support services during their first year at TMCC.

Jacobs Presidential Scholars

The Jacobs Presidential Scholars Program is a program at Truckee Meadows Community College (TMCC) for unemployed or underemployed non-traditional adult learners who are in need of upgrading their job skills in order to gain employment. The purpose of this program is to increase the College and work readiness of the participants and lay a foundation for future success.

Nevada Promise

The Nevada Promise Scholarship is a unique scholarship, established by the Nevada Legislature, for recent Nevada high school graduates to attend community college. As a last-dollar scholarship, the Nevada Promise Scholarship covers up to three years of registration and mandatory fees for students who meet all eligibility requirements.

GEAR UP

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) provides continual academic support to first-generation college students throughout their middle and high school years, preparing them to enter and succeed in college. Cohorts of students are selected from qualifying high schools. TMCC assists GEAR UP juniors and seniors throughout Nevada and also serves as first-year college advisors to students who select TMCC as their college choice.

TRIO Student Support Services Program

The Student Support Services (SSS) Program is one of eight federally funded TRIO programs through the U.S. Department of Education. The SSS project is funded to serve 140 eligible first-generation students, income-qualified students, and students with a disability on an annual basis over the course of the 5-year grant (2020-2025). Its primary goal is to increase the college retention and graduation rates of its participants and to help students transfer from one level of higher education to the next. The services and support focus on intrusive services such as; advising and course selection assistance; tutoring and writing support; academic, career, and personal counseling; peer mentoring; financial literacy; and, activities designed to connect participants to the TMCC community and to provide exposure to cultural and academic activities not generally available to program eligible students.

Athletics Program

The Athletics Program consists of two sports (men's and women's soccer) and provides 60 athletic opportunities each year. As the only intercollegiate community college programs in Northern Nevada, the program has seen strong demand from prospective student athletes and significant interest and support from the local community. Each student athlete is afforded 2 years of competition, which provides additional incentive for degree completion and the program's robust retention rates (84% still enrolled, transferred, or graduated among athletes compared to 64% among all students). As a requirement of the program, all athletes must be full time and degree seeking students, promoting a more traditional scholastic timeline for degree completion. Of note, the program has particularly appealed to first generation students and when combined with other services, such as the Promise Scholarship and TRIO, provide a strong combination for student success, including high persistence, transfer, and graduation rates.

Transfer TAP program

As many TMCC students transfer to the neighboring University of Nevada, Reno (UNR), TMCC's Transfer Center facilitates the Transfer Admissions Program (TAP), where TAP workshops are offered periodically by UNR's Transfer Admissions team. This program is designed to prepare students earlier for a seamless transition to their identified Bachelor's program of study at UNR.

Recruitment: International

International Student Services (ISS) recruit students from across the globe with the potential to benefit from TMCC's associate degree education. All students must follow all federal regulations and meet admission standards set forth by the Nevada System of Higher Education (NSHE) along with TMCC's requirements for admission. Our International Student Services team assists students in understanding the process and requirements for admission and the process and steps required to obtain an F-1 visa. Recruitment occurs through global marketing campaigns, in-person and virtual fairs with students and families, and often through word-of-mouth.

Orientation

In the new two-part Student Orientation Program (SOAR I and II), all students are given access to information in the LMS, Canvas, with helpful information also provided about how to select a degree program, how to determine appropriate math and English placement, and how to read the TMCC Catalog. Orientation also provides students with information regarding academic and student support resources available throughout a student's time on our campus. SOAR Part II is the advising and registration portion of orientation, which takes place in-person (preferred) or online (if necessary). Academic advisors review the content provided in SOAR Part I and continue the conversation with students in a computer lab to answer individualized questions and assist students in registering for their first semester schedule. SOAR is available to all students, but is a requirement for new, degree-seeking students to complete prior to enrolling in classes.

As seen in the Academic Advisement Annual Report (see Exhibits), SOAR is updated regularly, based on feedback from students to improve the information and delivery. As an example, in Spring 2021 the online orientation was updated to include new, shorter videos explaining relevant policies and processes based in part on feedback from students. Sixteen new videos were filmed and are now used in Canvas. With this shift to delivering specific information via video on Canvas, the advising and registration portion of orientation allows for more individualized time with students to assist with enrollment. As a project this upcoming year, the SOAR team will assess students' level of understanding of the content included within SOAR to make any other necessary changes and to improve the content.

Admissions, graduation, and transfer policies are available to students on TMCC's website and in the TMCC Catalog (see Exhibits); this information is repeated and expanded upon for students during one-on-one advising sessions. Depending on the needs of the student group being addressed, the RAC, ISS, and Academic Advisement teams may tailor the information provided to a particular student group. Academic Advisement partners with transfer institutions to offer information tables at events and to update transfer agreements to ensure the most updated information is readily available.

In providing transfer information to students, the Academic Advisement webpage provides information on how the transfer process works along with information about programs available to assist students with this process, including the WICHE Interstate Passport, transfer agreements available, and opportunities to attend a Transfer Admission Program (TAP) Workshop from the University of Nevada, Reno.

The recruitment and orientation of students occurs in smaller, special populations in the following programs, many of which serve traditionally underserved students:

➤ Nevada Promise Scholarship Program
➤ Gear Up Program (low-income students)
➤ Jacobs Presidential Scholars Program (unemployed or underemployed non-traditional adult learners)
➤ Jump Start Program for high school students
➤ Success First Summer Bridge (first generation-students)
➤ Trio Scholars Program (income-qualified, first-generation, documented disability)
➤ Men of Color Program (high school sophomores and juniors who self-identify as underrepresented males: African-American, Asian/Pacific Islander, Latino, Native American or any other underrepresented identity, i.e. students in transition, low-income or first-generation students)
➤ Mighty Lizard Athletics and Athletics Recruitment Flipbook

Allied Health Program Information Sessions

Select Allied Health programs hold student information sessions during the academic year to ensure students understand the requirements related to their program of interest. The Nursing, Dental Hygiene, Radiologic Technology, and Dental Assisting programs use these sessions to present the program requirements, general education requirements, program costs, application due dates, pre-admission testing, and employment opportunities. The sessions also include a financial aid representative and an academic advisor. These sessions allow students to ask questions and make sure they are prepared to apply to their chosen program.

Exhibits
➤ RAC Annual Report 2019-2020
➤ Academic Advisement Annual Report 2020-2021
➤ College Catalog (online):
   • Admissions Information and Policies
   • Graduation Information and Policies
   • Transfer-in Information and Polices
➤ Admissions and Records (website):
   • Enrollment/Admissions Policy
   • Special Admission Programs Policy
➤ Transfer Students (website)
➤ ISS Orientation and Semester-long Workshop Information (website)
➤ Example Allied Health Program Information Session Agendas:
   • Maxine S. Jacobs Nursing Information Session Agenda
   • Radiologic Technology Information Session Agenda

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps). [ER6, ER21, ER 22]

Key Performance Indicators

As discussed in 1.B.2, in developing its Strategic Master Plan (SMP), TMCC selected a number of key performance indicators (KPIs) that inform the College's strategic planning and mission fulfillment, including those KPIs that promote equity in student access and student achievement. The SMP and KPIs themselves are the result of multiple rounds of vetting by representative groups, including the Accreditation Committee, President's Planning Council, and the President's Cabinet. The work product of these discussions is shared widely and can be found on a web page specifically dedicated to the SMP and a dashboard of annual progress on KPIs. Of the College's thirty-six KPIs, fourteen, or over one third, focus on student achievement, two of which focus on specific student groups following disaggregation of the measures (Table 1.D.2.1). The Planning Council examines progress made towards goals set for these KPIs in its annual review of the SMP. Departments and units also are mindful of these KPIs in aligning their own strategic plans.

Table 1.D.2.1 – KPIs that Focus on Student Achievement

KPI Number in SMP	KPI
3.1	SAM grad/transfer/still enrolled rate
3.2	IPEDS graduation rate compared to IPEDS peer comparison group (median value)
3.3	College Scorecard (started at TMCC and transferred in; 8 years after attending) % Graduated % Withdrew % Transferred % Still Enrolled
3.4	Degrees and certificates awarded
3.5	Fall-to-Fall retention of new, full-time degree-seekers (at TMCC)
3.6	Fall-to-Fall persistence of new, full-time degree-seekers (at any institution)
3.7	Successful completion of gateway math & English courses
4.1	General Education learning outcomes (GELO) achievement (percent of students assessed at >= Proficient)
5.1	Advising: total graduated, transferred, or still-enrolled (advised v. non-advised)
5.2	TLC: course pass rate (tutored v. not tutored)
5.3	Counseling: F/F persistence (used counseling v. did not use counseling)
6.1	Graduation rate by: Hispanic population (compared to cohort) Hispanic male population (compared to cohort)

KPI Number in SMP	KPI
6.2	Fall-to-Fall retention of first-generation, new, full-time degree-seekers at TMCC (compared to non-first generation)
7.4	EPIC career certificate completions

Peer Comparators

The College's IPEDS graduation rate is routinely compared nationally to the IPEDS peer cohort, selected on similar attributes, as well as NSHE-approved peers: Everett Community College (Everett, WA), Allan Hancock College (Santa Maria, CA), Spokane Community College (Spokane, WA), and Chandler-Gilbert Community College (Chandler, AZ). Everett Community College serves as our aspirational peer among this group. Regionally, TMCC often compares itself to other primarily 2-year colleges within the Nevada System of Higher Education, particularly for awards conferred, graduation rates, fall-to-fall retention rates, and successful completion of gateway math and English courses, as we are subject to the same NSHE mandates that impact these metrics for all its institutions. The NSHE website facilitates comparison of awards conferred and graduation rates through its public and easily accessed dashboards. The data maintained on these dashboards can also be disaggregated by gender and ethnicity. SAM and College Scorecard metrics are comparable to other institutions through their public-facing websites, allowing users to search for specific institutions and benchmarks. Going forward, the College will need to formalize benchmarking against national and regional peers as we evaluate progress on KPIs and reestablish goals when necessary.

Monitoring Student Achievement

TMCC has an extensive set of data dashboards that are publicly available on the College's website and used across the College for monitoring student access and achievement outcomes by race, gender, age, financial aid received (proxy for socio-economic status), first-generation status, and other meaningful categories for tracking equity in student success. Outcomes include retention, course pass rate (course completion), IPEDS graduation rates, Student Achievement Measures (SAM), Student Services Assessment Outcomes, and Program/Unit Review (PUR) (Table 1.D.2.2). These dashboards are used by administrative, student services, and academic departments in their own planning and monitoring of data.

Table 1.D.2.2 – Student Outcomes Dashboards Allowing for Disaggregation

Outcomes Dashboard	Allows for Disaggregation by:
Retention	FT/PT status, gender, age range, ethnicity, first-generation, received financial aid
Course Pass Rate	Gender, age range, ethnicity
Degrees Awarded	FT/PT status, gender, age range, ethnicity, first-generation, received financial aid
IPEDS Graduation Rate	Gender, ethnicity, received financial aid
Student Achievement Measure (SAM)	Gender, age range, ethnicity
Student Services Assessment: Outcomes	Minorities and various populations of participants in student services and programs, such as Foster Youth, Men of Color, Disability Resource Center, and SNAP

Outcomes Dashboard	Allows for Disaggregation by:
PUR Outcomes (program level course pass rate, graduation, and transfer)	FT/PT status, gender, age range, ethnicity, first-generation, Pell-eligibility
Comprehensive Local Needs Assessment (CLNA) (retention, earned post-secondary credential)	Gender, ethnicity, English language learners, homeless, foster youth, with disabilities, non-traditional enrollees, single parents

The College is also able to disaggregate institutional-level general education, program-level, and course-level Student Learning Outcomes (GELOs, PLOs, and CLOs) by FT/PT status, gender, age range, ethnicity, first-generation status, Pell-eligibility, English language learner (ELL) status, veteran status, disability resource center use, and academic goal within its assessment management system, eLumen. For example, as discussed in 1.C.5, the College examined a sample of GELO assessment data that was disaggregated by a few ethnic groups during its Fall 2021 Assessment Day All Faculty Assembly as a case in point towards this capability and future use of disaggregated SLO data (see Exhibits–GELO Achievement Disaggregated by Select Ethnicities). One disadvantage is that this data is not publicly accessible, though anyone with a TMCC single sign-on username and password can access eLumen. The Assessment and Planning Office can provide disaggregated SLO data to faculty, and those individuals given certain user roles in the system can run disaggregated reports themselves. Professional development opportunities for faculty demonstrating how to use these reports is planned for Fall 2022. The Assessment and Planning Office is also looking into the possibility of having publicly available dashboards developed either by our own Institutional Research Office or by the vendor who offers this service for a fee.

Post-graduation success is ascertained with a Graduate Follow-Up Survey administered to students 12 months following their completion of an associate degree or certificate during the academic year. At present we do not disaggregate responses by historically underserved student populations since lower response rates would yield numbers among certain demographics too small to offer definitive analysis. TMCC also participates in the Post-Secondary Data Partnership, which allows us to compare disaggregated student achievement and post-graduation success outcomes to regional and national peers, though we still need to utilizethe full capacity of this resource.

Exhibits
➤ NSHE Graduation Rates Dashboard (website)
➤ Fall 2021 Assessment Day All Faculty Assembly
  · GELO Achievement Data Disaggregated by Select Ethnicities
➤ Graduate Follow-up Survey Questions

> *1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources. [ER 6, ER 21, ER 22]*

Disaggregated Data Widely Published

As discussed in 1.D.2, many of TMCC's disaggregated indicators of student achievement are widely published and available on our website through data dashboards, which are public facing and accessible by internal and external communities without any barriers and are aligned to Key Performance Indicators (KPIs) within TMCC's Strategic Master Plan. Indicators are also shared internally and externally with other key stakeholders, such as the State Legislature, NSHE Board of Regents, Institutional Advisory Council, and TMCC Foundation Board.

Peer Alignment

To ensure continuous improvement, informed decision-making, and optimal allocation of resources, TMCC benchmarks its data against appropriate peer institutions nationally and regionally as described in 1.B.2 and 1.D.2. For example, the IPEDS Data Feedback Report is the annual publication featuring a summary of key indicators of institutional effectiveness for TMCC and its national peers selected by IPEDS based on similar enrollment size and other characteristics. The report is published on the TMCC Institutional Research website and includes many indicators of student achievement that align directly with the TMCC Strategic Master Plan KPIs, such as graduation and persistence rates, as well as a number of institutional indicators, such as core revenues and expenses, staffing and other data. NSHE's website features data on TMCC in comparison to its regional peers and national peers, institutions approved by the NSHE Board of Regents to be utilized for this comparative purpose. Each year, TMCC presents a performance metrics presentation to the Board of Regents, which includes extensive review of various performance indicators and an in-depth analysis of how the College compares to its peers.

Continuous Improvement

Disaggregated student achievement data is broadly utilized to analyze existing programs and inform planning, decision-making, and resource allocation towards continuous improvement. Each year, TMCC holds a leadership and management retreat prior to the start of the academic year. Core activities of this event are data review and setting of priorities for the upcoming year. For example, faculty advising and a first-year seminar are initiatives that were shaped by data-informed conversations around the need to improve student retention and persistence as reflected in KPIs 3.5 and 3.6 and among other defined student populations college-wide.

Improvement to Access and Achievement

Access to higher education, especially among underserved student populations, is the first step to student achievement. Increasing participation in post-secondary education is one goal in the TMCC Strategic Master Plan and includes KPI 1.1 with yearly targets for capturing the enrollment of Hispanic students in proportion to the Hispanic population in the regional area, Washoe County. This analysis also ties to weekly applications for admission, data tracked in real time by demographics and high school. These data allow for preliminary estimates of students who have applied to the College, the local high schools they are coming from, and their academic goals. For example, as of January 28, 2022, 820 Hispanic students had applied for Fall 2022 enrollment compared to 489 at the same time the prior year (Figure 1.D.3.1).

Figure 1.D.3.1 – Fall 2022 Applications to TMCC Disaggregated by Race/Ethnicity
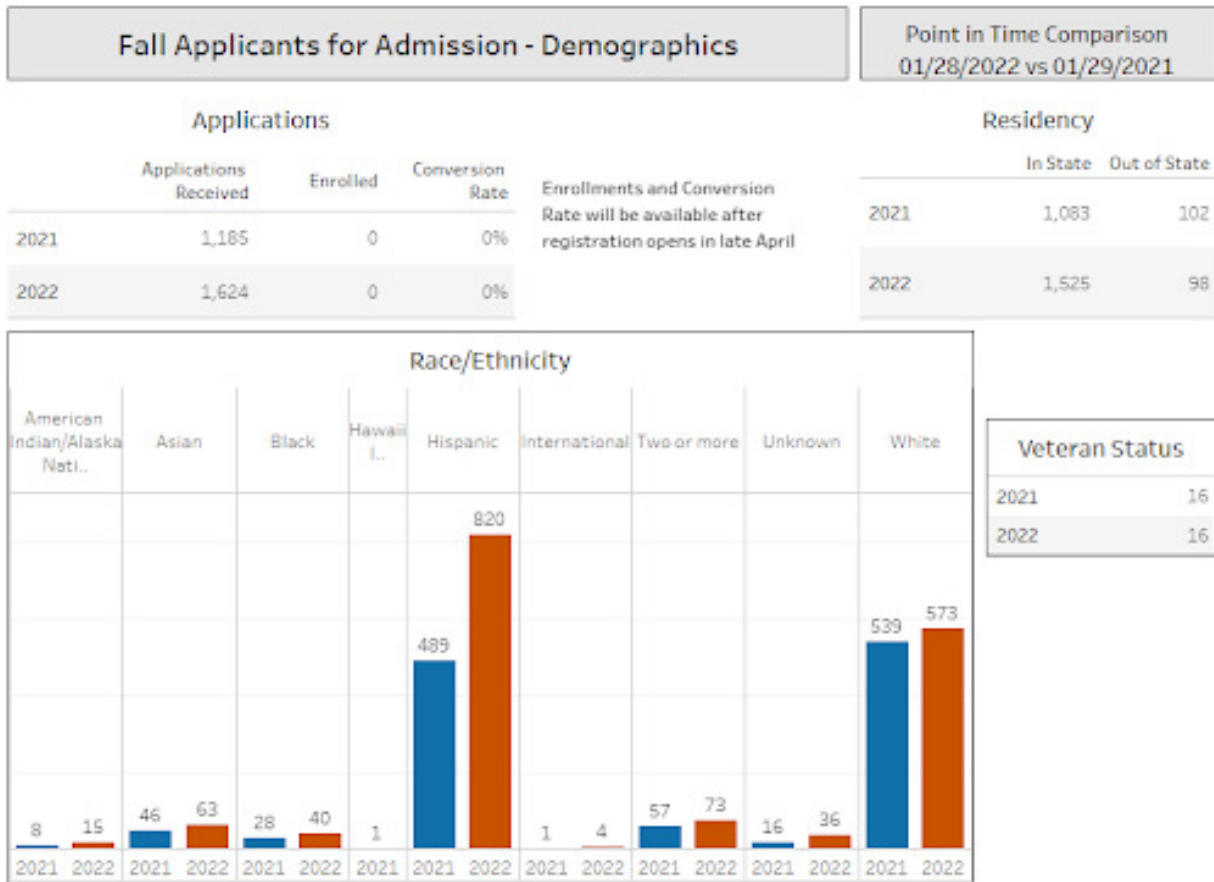
Source: TMCC's Weekly Application for Admissions Demographics Dashboard

Enrollment trends are also displayed over multiple years to provide historical data on enrollment, high school capture, number of majors, and online course-taking behavior of different student groups. These data assist with longer-term planning, such as how course-taking behavior is changing over time for different groups of students and how this might eventually impact student achievement outcomes like course completion, persistence, and graduation. For example, across all students from Fall 2018 (prior to the Covid-19 pandemic's influence on remote learning) to Fall 2020, the percentage of students taking one or more online course increased from 43% to 87% (gain of 44%), and the number of students taking exclusively online classes jumped from 16% to 72% (gain of 56%). Comparatively in Hispanic males of all ages, the percentage taking one or more online courses started lower at 34%, but reached 80% in 2020 (gain of 46%), which is a 2% higher gain than students overall (Figure 1.D.3.2).

Figure 1.D.3.2 – WebCollege Course-Taking by Hispanic Males, All Ages
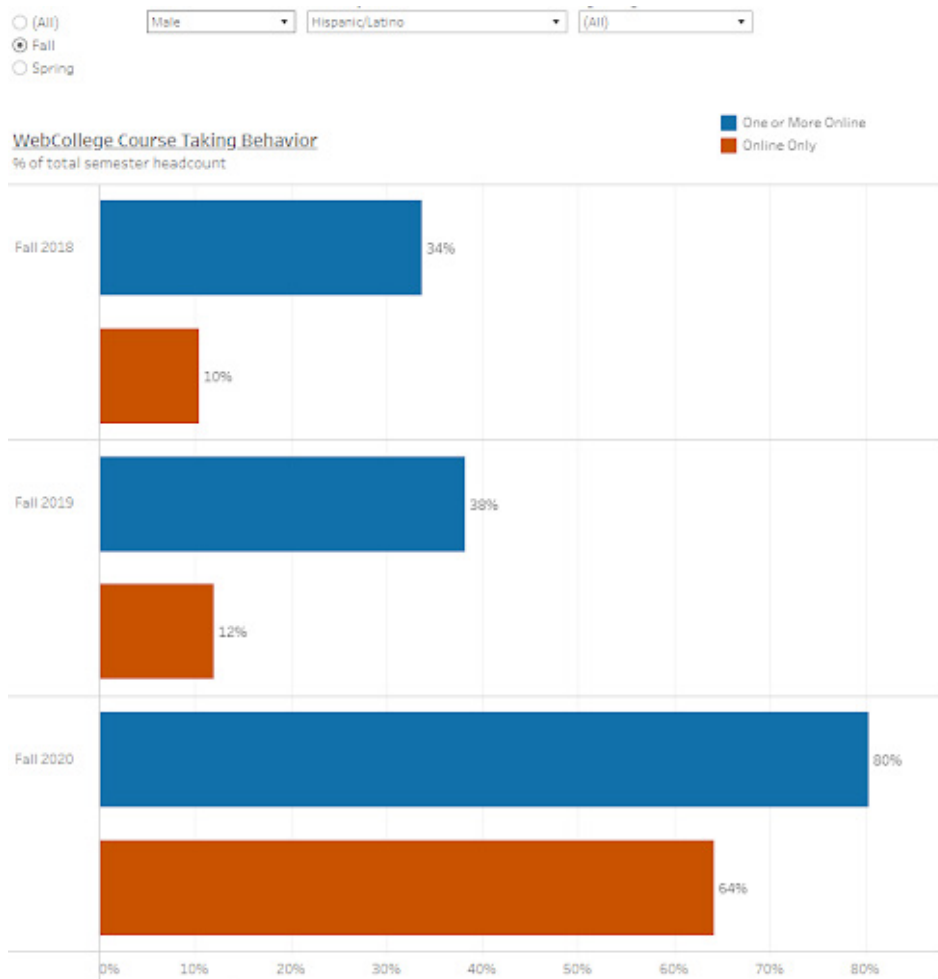
Source: TMCC's WebCollege Dashboard

These data suggest that Hispanic males made a similar transition to taking courses online as students overall. Read in context, these data show enrollment patterns were exacerbated by the initial stages of the pandemic and course-taking behaviors that followed; these data also let us know that allocating resources to support online learning would, in addition to aiding all online students, especially support our Hispanic male population, whose IPEDS graduation rate of 21-28% between academic years 2019-2022 suggests an equity gap compared to the 26-31% graduation rate observed in the IPEDS cohorts overall during the same timeframe.

When courses switched online during the Covid-19 pandemic, the Enrollment Management team was concerned that computer access might be a challenge for some students. In response to this concern, the Information Technology Department developed a Student Computer Loan Procedure. Faculty helped to identify students in need of loaner computers and submitted requests on behalf of students. Moreover, our WebCollege was instrumental in helping faculty transition to online teaching following campus closure due to the Covid-19 pandemic. WebCollege's Instructional Designer provided multiple workshops on best practices in online learning. WebCollege support staff also held over 100 technical support sessions with individual faculty members. When our Instructional Designer left TMCC for another position, administrative leadership prioritized the rehiring of this position during the ensuing difficult period of budget constraints following the pandemic's initial stages.

Improvement to Facilitate Responsiveness and Grant Opportunities

Granular level student achievement data is crucial for the institution to stay nimble, respond to mandates, and leverage grant opportunities. A good example of this institutional dexterity can be seen through the process of conducting a Comprehensive Local Needs Assessment (CLNA). As part of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), TMCC is required to conduct a CLNA at least every two years. The CLNA is designed as the foundation of Perkins V implementation and should drive grant application development and future spending decisions. This process is a chance to take an in-depth look at the entire local Career and Technical Education (CTE) system and identify areas where targeted improvements can lead to increased opportunities for student success.

To implement the CLNA, TMCC must evaluate, in consultation with a wide range of stakeholders, how their overall CTE offerings measure in terms of performance on federal accountability indicators. The CLNA Dashboards are integral to the evaluation as they allow us to look easily at the last three years of data on each metric, filtered by Career Cluster, gender, race/ethnicity, and special populations, to find meaningful trends. Preliminary findings are shared with our internal stakeholders and used to identify challenges, disparities, and gaps. Finally, a root cause analysis leads to a discussion on how to implement the most high-impact solutions, which are taken under consideration when planning our grant requests.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity. [ER 6, ER21, ER 22]

Collection and Analysis of Indicators

As discussed in 1.B.2, 1.D.2 and 1.D.3, TMCC has an extensive set of key performance indicators of student achievement within our Strategic Master Plan that were thoroughly vetted by the Planning Council and the President's Cabinet before adoption. These performance indicators are transparent and accessible through data dashboards made available to the public. These dashboards and other data sets developed for department/unit-level planning, implementation, and evaluation of initiatives and strategies are designed to improve achievement and equity.

Promoting Student Achievement and Mitigating Equity Gaps

TMCC has implemented numerous strategic policies and programs designed to increase participation in postsecondary education and close achievement gaps among underserved populations. Examples of how data are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity include the following:

Co-Requisite and College-Ready Gateway Policy

Previous data from NSHE's Student Data Warehouse showed that less than 18% of TMCC's students who placed into developmental math or below completed their degree compared to 37.8% who started at the College level. Furthermore, ethnic minorities were overrepresented among students enrolled in developmental courses. (See Exhibits – Co-requisite Policy Forum). In an effort to close the equity gap in gateway math and English course completion and graduation among students who placed into developmental levels, the Co-Requisite and College-Ready Gateway Policy was first adopted in 2020 with full implementation in Fall 2021 (NSHE Handbook Title 4, Chapter 16, Section 1). This policy ensures initial placement into college level math and English courses for degree and certificate seekers, with co-requisite support if needed, and continuous enrollment in math and English courses until prerequisites are met.

TMCC closely monitors successful completion of gateway math and English courses as KPI 3.7 within the Strategic Master Plan. Resources, including dedicated classrooms and new faculty hires in math and English, were allocated to support these efforts. In its first year of full implementation, the co-requisite approach has reduced the length of time and cost to students who previously placed into non-credit-bearing developmental courses. In Fall 2021 1,091 students enrolled in co-requisite Math and 608 (56%) of them completed college level in one semester. In comparison, in Fall 2017 it took a similar number of students (587) three years to complete college math from a remedial placement.

At present the College disaggregates completion and successful completion of gateway math courses by age group, gender, and ethnicity (see Exhibit – Math Corequisite Enrollees). As implementation of the policy matures going forward, we will monitor these further disaggregated data for equity gaps among these groups and track graduation rates of those who successfully complete their math and English courses under the stand-alone and co-requisite models.

Success First

The Success First Program is a first-year college program for first generation students designed to increase their college readiness, persistence, retention, graduation rates, and personal success. The program includes the 6-week Summer Bridge experience, which the College has invested in and run continuously since 2010 even through the pandemic (fully online in 2020 and hybrid in 2021). From 2010-2021 Summer Bridge participants have been 60% Hispanic, compared to 34% Hispanic for the overall general population of enrolled students. In 2020, 90% of Summer Bridge participants persisted from fall to spring, 80% persisted fall to fall, and the 2018 graduation rate for Summer Bridge students was 45% compared to 24% of non-Summer Bridge participants (see Exhibits – Summer Bridge, Student Services Assessment Outcomes Dashboard–Summer Bridge Students).

Men of Color

In order to improve access to higher education for underrepresented males, TMCC has dedicated resources since 2016 to implement the Men of Color Mentorship Program. This program, which was nationally recognized in 2019 by Excelencia in Education, an organization devoted to Latino student success, is a partnership with target high schools to offer strategic mentoring to underrepresented male sophomore and junior level students to increase high school graduation, matriculation to higher education, and personal success. The program began in 2016 with one high school and 12 participants, and has grown to four partner schools and 55 participants in 2021. From 2016-2018, 80 minority male high school students participated, 73 (91%) of them graduated high school, 36 (49%) of those graduates continued on in higher education, and 29 (40%) of them entered the workforce or military. Of the 36 students who entered college, 24 (67%) of them came to TMCC and 9 (25%) went to the University of Nevada, Reno (see Exhibits–Men of Color 2021 Report). The College is continuing to monitor the retention, persistence, and graduation of the TMCC students who participated in this program while in high school.

Nevada Promise

The Nevada Promise Scholarship was established by the Nevada Legislature for Nevada high school graduates to attend community college (https://www.tmcc.edu/nevada-promise-scholarship). Many of the program's participants are also members of other historically underserved student populations, including first-generation, ethnic minorities. TMCC has successfully implemented this program, and the data show Nevada Promise scholars have higher persistence rates than non-participants. The class of 2020 students had a 79% fall to spring retention rate compared to 69% of all other new full-time, degree seeking students. The fall-to-fall retention rate for this class was 70% compared to 55% (see Exhibits–Nevada Promise Data).

Academic Program/Unit Review

In academic year 2020-21, the College's Institutional Research Office developed dashboards that allowed for disaggregation of program enrollment and achievement outcomes by FT/PT status, gender, age range, ethnicity, and first-generation student groups. Furthermore, the Academic Standards and Assessment (ASA) committee incorporated questions on mitigating equity gaps in the Program/Unit Review (PUR) template. As an example, Political Science's PUR self-study noted in its analysis:

> Our completion (81%) and successful completion rates (74%) in PSC are both robust and higher than college (79% and 69%) and division rates (80% and 71%). The PUR authors disaggregated the data looking at cross-sections of gender, ethnicity, credit load, age, and student status. They found that for almost every group, completion and successful completion rates were either higher or mirrored the College and our division. The only exceptions were when the total student population was exceptionally small (often <10), which rendered the percentages less meaningful.

> As is also true with the College, persons of color (especially males) have lower completion rates (<75% for non-white males) than both Caucasians (83%) and Caucasian females (85%). Some of these equity gaps reflect income and previous educational disparities that we cannot resolve in a single-semester introductory class. As part of this review, program faculty discussed both these gaps and the need to engage in appropriate outreach to ensure success for all students. Specific solutions include increased usage of college student support services, curriculum enrichment, and additional faculty professional development.
>
> Outcome gaps are difficult to redress in one-semester courses, but the program faculty are committed to student success for all student populations. We will continue to engage in outreach and mentoring to groups that have lower success rates; as a result of this program review, the program faculty discussed the need to explore additional strategies to address equity gaps. These include increased usage of college student support services, curriculum enrichment, and additional faculty professional development.

Additional faculty professional development was noted in other self-studies following their analysis of disaggregated data; however, examining disaggregated student achievement data is still relatively new as an approach within the well-established PUR. The ASA committee noticed that overall, programs have struggled to address these questions in the first two rounds of implementation. As a result, workshops are planned for Fall 2022 that will better assist those scheduled for their PUR to conduct their analysis and identify possible ways of mitigating any noted equity gaps at the program level. In addition, the VPAA's office has agreed to fund guest speakers with expertise in this area for the Fall 2022 Assessment Day All Faculty Assembly.

Reflection and Next Steps

TMCC has a longstanding tradition of strong recruitment and mandatory academic advisement and orientation to help students explore areas of study and career options, understand the requirements of their chosen program, and navigate the policies, procedures, and available resources as they pursue their educational goals. Many of the College's programs, such as Success First, TRIO, and Nevada Promise serve to recruit, orient, and retain historically underserved student populations, including BIPOC, first-generation, and income-qualified students. Outreach and recruitment of international students through our International Student Services, a program recently awarded the federal government's highest honor, the Presidential E-Award, adds welcome diversity to our student body as well as an estimated $1.2 million to the local economy contributed by TMCC international students.

TMCC's Institutional Research (IR) office has developed a robust suite of publically-available data dashboards. These assist the College with monitoring progress on its key performance indicators and making data-informed decisions about strategic directions and day-to-day operations. Many of these dashboards allow for disaggregation by historically underserved student groups, so that we can continue to mitigate equity gaps in student access, learning and achievement. While reduced IR staffing may pose a challenge in continuing to develop new and refine existing dashboards, the College has yet to fully utilize those of the Postsecondary Data Partnership (PDP), of which TMCC is a member and towards which it contributes comparable datasets. These PDP dashboards can allow the college to analyze success metrics that it has not routinely analyzed before, such as the credit completion ratio, and to better engage in meaningful benchmarking at the national level that lead to improvements based on these comparisons.

Exhibits

➤ Math Corequisite Enrollees and Completion Data (2021-22)
➤ Summer Bridge, Student Services Assessment Outcomes Dashboard–Summer Bridge Students (TMCC Student Services Dashboard, Tableau Public)
➤ Summer Bridge Data 2010-21

➤ Men of Color Learning Outcomes
➤ Men of Color 2021 Report
➤ Nevada Promise Data 2021
➤ Student Services & Diversity Annual Report 2021 (published on the website)
➤ Student Services & Diversity Strategic Plan 2022-2027 (published on the website)
➤ Political Science PUR Self-study (2021-22)

Conclusion

As reflected in this report, the last few years since our 2018 Mid-Cycle Evaluation have proven to be a challenging period for the College. This is, of course, not a unique challenge as we have all faced the Covid-19 pandemic and many colleges also saw diminishing enrollments even before the pandemic hit. Moreover, TMCC has experienced its own version of the "great resignation," and after a series of "failed" searches to replace some of these mid-tier management positions, tenure-track faculty lines, and boots-on-the-ground staff, many of whom interface directly with students, and all of whom are crucial to college operations, it does seem that at least in the short-term returning to the desired staffing in some areas will present another challenge. A second series of uncertainties is whether enrollments will return to pre-pandemic levels and whether legislative initiatives will cut further into operational budgets. A corollary to this concern is the impact of legislative initiatives to reconfigure the very nature of the NSHE Board of Regents and the reporting structure of community colleges.

Despite all this uncertainty, TMCC is positioned well for the future coming out of the pandemic. In terms of strategic planning, the system in place is collaborative and fundamentally reflective of a commitment to shared governance through recommending bodies like the Planning Council, President's Cabinet, and Faculty Senate. With this fully-embodied planning committee structure, the College is in a position to return to the uninterrupted version of its strategic planning and budget allocation processes that align and are used to improve student learning and achievement as intended. To this end, the College's new Strategic Master Plan is more focused on access, student success, and learning than the previous iteration during our Mid-Cycle Evaluation, and can better serve as a vehicle that guides prioritization and decision-making.

Development of various transparent, widely-available data dashboards since the time of our Mid-Cycle Evaluation further informs our planning and decision making, and via disaggregation by various student groups, allows TMCC to identify and mitigate perceived equity gaps, especially among historically underserved students and always with the aspiration of closing these gaps. These dashboards have begun to permeate and inform nearly all facets of the College, including enrollment, student services, academic program demographics, academic success outcomes, and student learning outcomes achievement. Going forward, efforts to increase and normalize their use in planning discussions across the College will continue.

Analysis of key performance indicators (KPIs) within our Strategic Master Plan, many of which can be disaggregated, demonstrates that TMCC is largely fulfilling its mission and is primed to continue this trend despite areas for improvement. These areas of strength and areas for improvement are reviewed within the President's recommending bodies. While we look forward to returning to a TMCC's more traditional planning and resource allocation structures coming out of the pandemic, the College has already implemented a number of strategies and initiatives towards continued quality improvement and institutional effectiveness, as well as key strategic initiatives to enhance student learning and student achievement.

Faculty, who have endured, persevered, and stood by our students during and emerging from the pandemic, remain at the heart of student learning achievement and success. Individually and by participating on Faculty Senate standing committees, faculty are the drivers of developing curriculum, delivering high-quality instruction, reviewing programs, and assessing program and course student learning outcomes. TMCC faculty have made significant progress in using the results of learning outcomes assessment to improve upon the design of their programs, to ensure the high-quality and rigor of their courses, and to address access and achievement gaps. The use of assessment data by academic learning support services, including TMCC's WebCollege and Learning Commons, and by the Student Services and Diversity Division further strengthen student learning and student achievement at TMCC. In 2020/2021, a record number of degrees (2,547 and 2,688 respectively) has been earned by TMCC students.

This Evaluation of Institutional Effectiveness Self-Study represents a sample of the College's great work using data to inform strategic planning and assessment; it is also, we believe, an honest presentation of where we still need to improve in our practices. Perhaps just as importantly, this Self-Study provides us with a framework to build upon in the future. We look forward to our peer evaluators' review and feedback and welcome the opportunity to continue to grow as we strive to provide quality higher education to our community and create a future that our students will indeed love.

Appendices

Appendices

Response to Topics Previously Requested

Introduction

TMCC submitted its Year 6 Policy, Regulations, and Financial Review (PRFR) Self-evaluation on September 15, 2021 and received the PRFR Committee's review on February 18, 2022. The PRFR Committee's review revealed one finding with four Standards needing improvement: 2.A.2, 2.D.1, 2.F.4, 2.G.4. In addition, the PRFR Committee determined that TMCC submitted all required evidence and was in compliance with all other Standards. We address each of the Standards needing improvement in this addendum.

> **2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.**

PRFR Committee Rationale: The team reviewed the organizational chart and CVs of the leadership team. Currently, there is transition in the Vice President of Finance and Administrative Services, Academic Affairs, Facilities and Maintenance, and other key administrative positions, requiring interim appointments. This should be reflected on in the institution's EIE and reviewed in the Year 7 by the evaluation team.

TMCC's Executive Leadership Team (L-team) has indeed undergone considerable transition in the past two years, including a new Vice President of Academic Affairs, who joined the College in June 2021 following the retirement of his predecessor. As noted in the PRFR Committee's review, in December 2020, the Vice President of Finance and Administration position was replaced with reporting consolidation of the Budget Office and Auxiliary Services and the formation of an Interim Executive Director of Finance and an Interim Executive Director of Facilities, respectively. Both positions report directly to the President. This organization shift was established as a pilot that would be reviewed the following year. To that end, the President convened the Administrative and Financial Structure Review Committee to evaluate the effectiveness of this new reporting structure. Using both a survey and interview process, the Administrative and Financial Structure Review Committee met with campus stakeholders and generated an executive report of the interviews and survey findings, which was distributed campus-wide and the focus of a fair amount of follow up conversation.

While it was ultimately decided to retain the new reporting structure and to reconvene the Administrative and Financial Structure Review Committee after one more year to reevaluate, the context of this initial reorganization structure has already changed considerably with new personnel changes. In April 2022, the Interim Director of Finance took a position at another institution, leaving the College without a Chief Financial Officer at the time of this writing. In June it was announced that the Interim Executive Finance Director and the Interim Executive Director of Facilities will no longer be interim. An initial search to fill the Interim Executive Director of Finance position was unsuccessful, and it is the hope that searching for a permanent Director of Finance position in the near future will yield a larger pool of qualified applicants. Meanwhile, the former Executive Director of Finance is assisting TMCC part-time with a new temporary Executive Director, who came out of retirement while the search for the permanent Director is underway. The serving Interim Executive Director of Facilities agreed to take on this role permanently and serve in the role of two positions—his former position as Assistant to Director of Facilities Operations and Capital Planning, and the current Executive Director position.

Similar to other colleges and industries, TMCC has faced a "great resignation" in the past two years during and in the aftermath of Covid-19 and through the close of academic year 2022. In addition to the Director of Finance, other key personnel changes include the Chief Technology Officer and the Dean of Technical Sciences (currently being served by an interim), who took positions elsewhere, and turn over in Human Resources and Institutional Research staff. Both tenured faculty and student services staff have also opted to take positions elsewhere, leaving vacancies and allowing, in some instances, the realignment work duties. This trend has increased the workload of many people across campus as we maintain our quality level of service; while manageable at the moment, the Leadership Team is cognizant that the current level of staffing in some areas is not sustainable long-term and has plans to search in those key areas. It is important to note that we face additional challenges when recruiting new employees to our region, an area with a high cost of living relative to salaries offered, and with employee poaching by the NSHE universities and system, who can sometimes offer higher salaries or more opportunities to work remotely.

> **2.D.1. The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.**

PRFR Committee Rationale: This is our team's rationale for rating this institution as we did. The college website and catalog were reviewed. The college also has a Web Advisory committee with a campus wide constituency to allow for input and feedback. While the team found the catalog and website to be current, it was not provided documentation that clearly defines the process for regular review. It is suggested that the Year 7 evaluation follow up on this.

Catalog Review Processes

TMCC's catalog undergoes formal, regular review through three processes: via curricular updates approved by the Curriculum Review Committee, via annual updating and publishing of the new academic year's catalog, and via the College's academic program/unit review (PUR). Proposals for any new or changes to existing programs and courses are submitted to the College's CourseLeaf course inventory or program inventory management (CIM and PIM) systems. This approval process involves multiple levels of review by the department, academic dean, technical review, and advising before the vote for approval by the CRC, all of which are captured and archived by the software. The CourseLeaf CIM and PIM systems interface directly with our CourseLeaf CAT catalog development and publishing system. Thus, any curriculum changes and new additions are transferred directly to our "next" catalog to be published for the upcoming academic year, documented, and archived as the annual catalog publication cycle continues. As evidence, an example of the approval process and capture by the catalog is provided in the Exhibits for the Addendum.

In addition to this ongoing review of the catalog through curriculum submissions, the College's Catalog Representative requests that academic departments review their courses and programs and administrative units review the "front matter" content, including enrollment, transfer-in, tuition and financial aid, grading, FERPA, and graduation policies, as part of the annual catalog production timeline. A sample of these communications, some of which are generated by the CourseLeaf CAT system, are provided in the Addendum folder in Box. Catalog production timelines, which are published on the Vice President of Academic Affairs website, provide a detailed outline of catalog items to be reviewed, the party or parties responsible, and review deadlines towards the annual publication of new academic year's catalog. Following this comprehensive review by multiple parties, including Web Services, Admissions and Records, Academic Divisions, the Financial Aid office, Accounting Services, and Human Resources, the catalog for the upcoming academic year is published around the first of April.

Finally, academic departments are asked to review their course and program information in the catalog to ensure that it is still accurate and timely as part of the PUR, which programs or units undergo every five years. Three questions in the PUR self-study template address this issue, and the Academic Standards and Assessment Committee reviews the program's responses to these questions in its PUR evaluation rubric.

2.C. Catalog's Program Information — No versions created yet for this section

- Is the program information in the catalog, including program descriptions, PLOs, course descriptions, and course offerings, accurate?
- Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?

2.D. Course Offering Review — No versions created yet for this section

The courses listed in the accompanying table have not been offered or had enrollments for 4 or more years. Please review these courses for potential deactivation or restructuring to make offerings more viable, and indicated these plans by completing the table.

TMCC.edu Website Review Process

The TMCC website (www.tmcc.edu) is reviewed and updated on a regular and ongoing basis.

TMCC Web Services Office is responsible for the design, development, implementation, maintenance, and operations of Truckee Meadows Community College's website and web-based information delivery systems. Web Services administers the College's enterprise Content Management System (CMS) to ensure all content adheres to a unified look and feel that meets current web standards and best practices for usability and accessibility. All content that is created and submitted for publishing is also reviewed to ensure it follows the appropriate style guide before being posted on our public website.

Web Content Provider

Each TMCC department/program/unit has a designated individual that acts as a liaison to Web Services. The designated individual is primarily responsible for the content and upkeep of their area's web page content. This liaison is generally referred to as a "Web Content Provider" and is usually a full-time member of the TMCC faculty or staff. At the discretion of Web Services, and where there is demonstrated need, departments may assign a second Web Content Provider as a backup. In cases where one does not exist, such as for main universal landing pages, Web Services is responsible.

Web Content Providers are tasked to check their department web pages regularly throughout the semesters to make sure information is up-to-date and correct and that all links are operational. Some Web Content Providers have been trained to directly use our CMS software to submit content edits. Others submit content directly to Web Services for our team to review through email, and as needed Web Services will post content and updates on behalf of the department. These processes ensure better accuracy and that all of our high-quality standards are maintained and enforced.

Web Services also audits the website regularly throughout the year checking for broken links, typos, old content, and accessibility issues.

Supporting Links:
➤ TMCC's Web Content Responsibilities
➤ TMCC's Web Publishing Procedures

Communications and Meetings

The TMCC Web Services Office sends out ongoing email reminders to Web Content Providers and to the campus community to review Web content, usually before the start of each semester, though it is not unusual for communications to be sent during the semester as well. Additional email reminders are sent out to review and submit events to our online Events Calendar as well. Web Services also provides monthly Google Analytics reports via email to our Web Content Providers, which gives users data about Web visits, traffic, etc. We also meet regularly with departments throughout the year to review and develop new content and projects.

Supporting evidence – other sample reminder email communications:
➤ TMCC Committees Webpage Up-to-Date? (9/21/21)
➤ Time to Update Your Faculty Site for Fall! (8/13/21)

Web Advisory Committee

TMCC has a Web Advisory Committee that is a cross-section of users from various departments. This committee meets quarterly to discuss and review large projects above and beyond the day-to-day updates that we receive. The committee acts as a recommending body for the development of TMCC's website, its structure, design, policies, and procedures. Moreover, the varied composition of the membership of the Web Advisory Committee promotes collaboration among constituents, which in turn garners greater support for this important resource by coordinating web-related activities to create an engaging, useful, and user-friendly site.

> **2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.**

PRFR Committee Rationale: The team reviewed the policies and contracts related to evaluations, and found they meet the standard. However, no evidence was provided regarding the actual implementation, and it is suggested that the Year 7 evaluator request and review the information.

TMCC has established evaluation processes for full-time academic faculty, part-time instructors, administrative faculty, and classified staff. Full-time academic faculty, including instructional, counseling, and library faculty, complete the Annual Academic Performance Evaluation consisting of an Annual Plan and Self Evaluation that is reviewed by their department chair or direct supervisor, academic dean or director, and vice president. The Annual Plan outlines the faculty member's intended activities for the upcoming academic year, and the Self-Evaluation describes in more detail what the faculty member did and how it benefited the College. Activities can have multipliers reflecting their relative depth and critical contribution to colleagues, the department, the division, or the College. Based on the selected activities and following the 3-tiered review, faculty can achieve ratings of Satisfactory, Commendable levels 1 or 2 (C1 or C2), or Excellent levels 1 or 2 (E1 or E2). Ratings of Exemplary or Commendable, irrespective of level, qualify a faculty member for merit pay when available. Along with the rating, faculty receive qualitative feedback from their academic dean or director.

Since AY 2019, instructional academic faculty evaluations have been completed at robust rates (Table 1). Incomplete evaluations in the academic divisions may reflect faculty departures during the academic year, before evaluations are due. AY 2020 and AY 2021 saw a number of retirements while the College offered buyouts to address Covid-19 related budget shortfalls, and other faculty departed for industry, where salaries are significantly higher. While the strong rates of full-time academic faculty evaluation completion persisted during this period, the academic deans discovered that they used different processes for signing, sharing, and retaining the evaluations while preparing for this response to the PRFR Committee's concern. As a result, the VPAA and academic deans agreed on a consistent process going forward.

Table 1 – Instructional Academic Faculty Evaluations for Academic Years 2019-2021

Academic Year	Emp Count	E2	E1	C2	C1	Ineligible for Merit	Total Evaluated	% Evaluated
2018-19	163	124	22	7	2	1	156	96%
2019-20	167	103	8	5	0	3	119	71%
2020-21	151	104	7	2	2	3	118	78%

Compared to those of instructional academic faculty, evaluation completion rates for other employee types admittedly lag behind (Tables 2-5). Part-time (PT) instructors undergo teaching observations by department chairs. While these observations are being conducted across the academic divisions, our data suggest that a standardized process for tracking PT observations is warranted. It could be determined how many observations were conducted but not necessarily how many should have been conducted in a given semester across all of the academic divisions (Table 2). These data may at least in part reflect differing tracking and storage of PT evaluations across academic departments.

Table 2 – Part-time faculty observations for Academic Years 2019-2021

	Number of Part-time Faculty Observed per Academic Division				
	Business and Social Sciences	Liberal Arts	Life Sciences, Allied Health, and Public Safety	Math and Physical Sciences	Technical Sciences
AY 2018-19	20	7	19	14	No Data
AY 2019-20	28	6	14	17	No Data
AY 2020-21	7	7	23	12	No Data
AY 2021-22	62	5	32	13	7

Unavailability of merit pay for eligible evaluation performance ratings is perhaps the primary contributor to these trends for non-instructional academic faculty and classified staff. Until July 1, 2022, the Nevada State Legislature had not allocated funding towards merit pay since July 1, 2014. Consequently, there was little motivation on the part of supervisors or supervisees to complete evaluations. An illustration of this point is seen in the AY 2021-22 evaluation completion rate for administrative faculty, where, combined with a change in evaluation due date from April to February, 100% completion was observed (Table 4). For classified employees (Table 5), the lack of merit pay is compounded by differing evaluation due dates and a recent move of the evaluation submission process into Workday. Unlike the other employee classifications that have a single annual due date, due dates for classified employees are aligned with their date of hire. Thus, a supervisor may have multiple evaluation due dates for multiple classified employees. Going forward, the Human Resources Office plans to issue additional reminder communications.

Table 3 – Non-instructional Academic Faculty (Counselors and Librarians) Evaluations for Academic Years 2019-2021

Academic Year	Emp Count	E2	E1	C2	C1	Ineligible for Merit	Total Evaluated	% Evaluated
2018-19	7	3	1	0	0	1	5	71%
2019-20	7	0	0	0	0	0	0	0%
2020-21	6	5	0	0	0	0	5	83%

Table 4 – Administrative Academic Faculty Evaluations for Academic Years 2019-2021.

Academic Year	Emp Count	E2	E1	C2	C1	Ineligible for Merit	Total Evaluated	% Evaluated
2018-19	170	59	20	7	12	6	104	61%
2019-20	171	21	4	7	1	0	33	19%
2020-21	155	45	22	4	2	1	74	48%

Table 5 – Classified Employee Evaluations for Academic Years 2019-2021.

E = Exceeds Expectations, S = Satisfactory/Meets Expectations, D = Does Not Meet Expectations.

Academic Year	Emp Count	E 2.51-3	S 1.51-2.5	D 1-1.5	Total Evaluated	% Evaluated
2020-21	138	15	7	1	23	17%
2021-22	130	42	16	5	63	48%

2.G.4. The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

PRFR Committee Rationale: This is our team's rationale for rating this institution as we did. The team reviewed the website for financial aid, scholarship and student employment, the Financial Aid Student's Rights and Responsibilities webpage, and the college catalog (page 16-17). The team also read the management letter from external auditor and noted several exceptions for the college listed. It is suggested that the institution address these issues in their Year 7 EIE self- Study to demonstrate continued compliance with Standard 2.G.4.

Financial Aid Audit Response

On July 9, 2021, the Nevada System of Higher Education (NSHE) received a notification from the U.S. Department of Education pending audit determination concerning some of the findings from the audit report of NSHE's administration of the Title IV Federal Student Aid Programs. The report was prepared by Grant Thornton, LLP, Certified Public Accountants, in accordance with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, and covers the period of July 1, 2019 through June 30, 2020. This notification served as the preliminary audit determination. In this preliminary audit, TMCC had to respond and provide documentation of our finding on our Return to Title IV Funding Calculation (page 5).

Finding Number 2020-002, Incorrectly Calculated R2T4 Funds at Truckee Meadows Community College (TMCC), Pages 202-203, NSHE must upload to the Partner Eligibility and Oversight Services Document Center (Document Center) via COD that the documentation that $772 was credited to the student whose R2T4 funds was not warranted, since he did not withdraw, and that his record was updated in COD for TMCC.

Final Audit Determination

TMCC disputed this finding and provided documentation from ASKAFED who confirmed that the student in question's R2T4 calculation of $772 was correct, so no funds were required to be returned. TMCC along with other NSHE institutions had a repeat finding in 2020-*Failure to Comply with the Gramm-Leach Bliley Act (GLBA)*. This finding has been referred to the Federal Trade Commission (FTC) Bureau of Consumer Protection Division Privacy and Identity Protection. Additionally, this finding was also forwarded to Federal Student Aid's Technology Directorate, Enterprise Cybersecurity Group for additional determination on whether any potential noncompliance with NSHE institutions could result in a compromise of Federal Student Aid data. Our Chief Technology Officer is aware of this finding and is currently reviewing our GLBA assessments for improvements and enhancements.

Enclosed are the following documents addressing both audit findings. Please note that our audit finding is from July 1, 2019 through June 30, 2020 (Fiscal year, FY 2020) and not from FY 2019 which is an error but listed on the final audit determination letter.

Exhibits

➤ 2.A.2
  - Finance Committee Review Summary Findings
  - Position Announcement (President's communication to campus)

➤ 2.D.1
  - Example CRC program review
  - Example catalog review workflow email
  - TMCC website provider list

➤ 2.G.4
  - NSHE Single Audit 2020
    - » • *Pg 202- Return of Title IV funds for withdrawn students*
    - » • *Pg 206- Gramm-Leach Bliley Act- Student Information Security*
  - Preliminary Audit Determination
  - Final Audit Determination