

1. Standard 1.B

The institution engages in ongoing planning to achieve its mission and goals. It also evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad-based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation.

1. Descriptive Summary

The last NASC evaluation report suggested that TMCC prioritize and establish an “organizational structure and accompanying operating procedures which are clearly defined and understandable; allow for responsible participation in decision making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for effective communication throughout the institution” particularly in the instructional area. In response, the college engaged in a series of planning efforts that included the development of an assessment plan, the hiring of a Vice President of planning and development, the creation of a College Strategic Plan, and the development of a new mission and goals. The October 2000 Evaluation of TMCC’s interim report noted that planning, assessment, participation, and communication had improved in the instructional area but needed redress with respect to administration. Currently, TMCC is engaged in both a revision of its planning processes and several major planning efforts under the direction of the current administration.

The revision of the planning process was outlined in the TMCC’s October 15, 2003 Accreditation Progress Report, and is depicted below in Charts 1.B.1, 1.B.2, and 1.B.3. This process allows for responsible participation and communication throughout the institution, with the level of participation understandably varying depending on the involved constituencies. The Planning Council plays a key role in reviewing and developing planning processes that are governed by the mission and strategic goals.

Many planning efforts have either just been completed, are underway, or are scheduled to begin in the 2004-05 academic year. Central to all of these efforts is the College Mission and Strategic Goals along with a Strategic Plan. The college created a new college mission and strategic goals under the direction of the Planning Council. The

Board of Regents approved these in their October 2004 meeting, noting that they were aligned with the overall goals of UCCSN. Additionally, the college has identified new priorities and operational activities that will ensure strategic goal fulfillment. These are outlined in the Planning Council's Strategic Planning brochure (<http://www.tmcc.edu/planningcouncil/pdf/brochure.pdf>).

Recently completed planning processes include:

Marketing/Branding Study (2003-04). After evaluating community perceptions of TMCC, the college identified new marketing recruitment strategies along with a new logo and audio identity, with the assistance of outside consultants.

Planning Processes currently in development include:

Academic Master Plan (2004-Present). Under the direction of the VPAA, Paulien and Associates, and the campus community, data was recently collected that will be used to create an Academic Master Plan. After this environmental scan is complete, the plan will consider academic space realignment, new program priorities, and the expansion of various programs on campus.

Facilities Master Plan (2004-Present). Under the direction of the VP of Finance and Administrative Services, Sasaki Associates, the master planning community, and the campus community, the college is developing a new facilities master plan. This plan will consider effective space utilization on campus, capital improvement projects, remodeling and renovation plans, as well as traffic and parking study. The plan will be presented to the UCCSN Board of Regents in December, 2004. Information on the Facilities Master Plan and Academic Master Plan is available at www.tmcc.edu/masterplan.

Accreditation Self-Study (2004-Present). Under the direction of the Planning Council, the Self-Study Standards Committees, and the college community, the college is creating a self-study for reaccreditation. Information on the self-study is available at www.tmcc.edu/selfstudy.

Enrollment Management Plan (2004-Present). Under the direction of the VP of Student Services, the college will revise its Enrollment Management Planning that will guide the college's efforts in student and faculty recruitment, marketing, program development and refinement, outreach and retention in a manner that supports the mission statement.

In addition, the college has simultaneously developed or is developing a series of academic and administrative processes that underlie these planning efforts. These include a new program review process, a new process for faculty evaluations, a method of assessing general education outcomes, a new budget process, and several capital improvement projects, including a new student center.

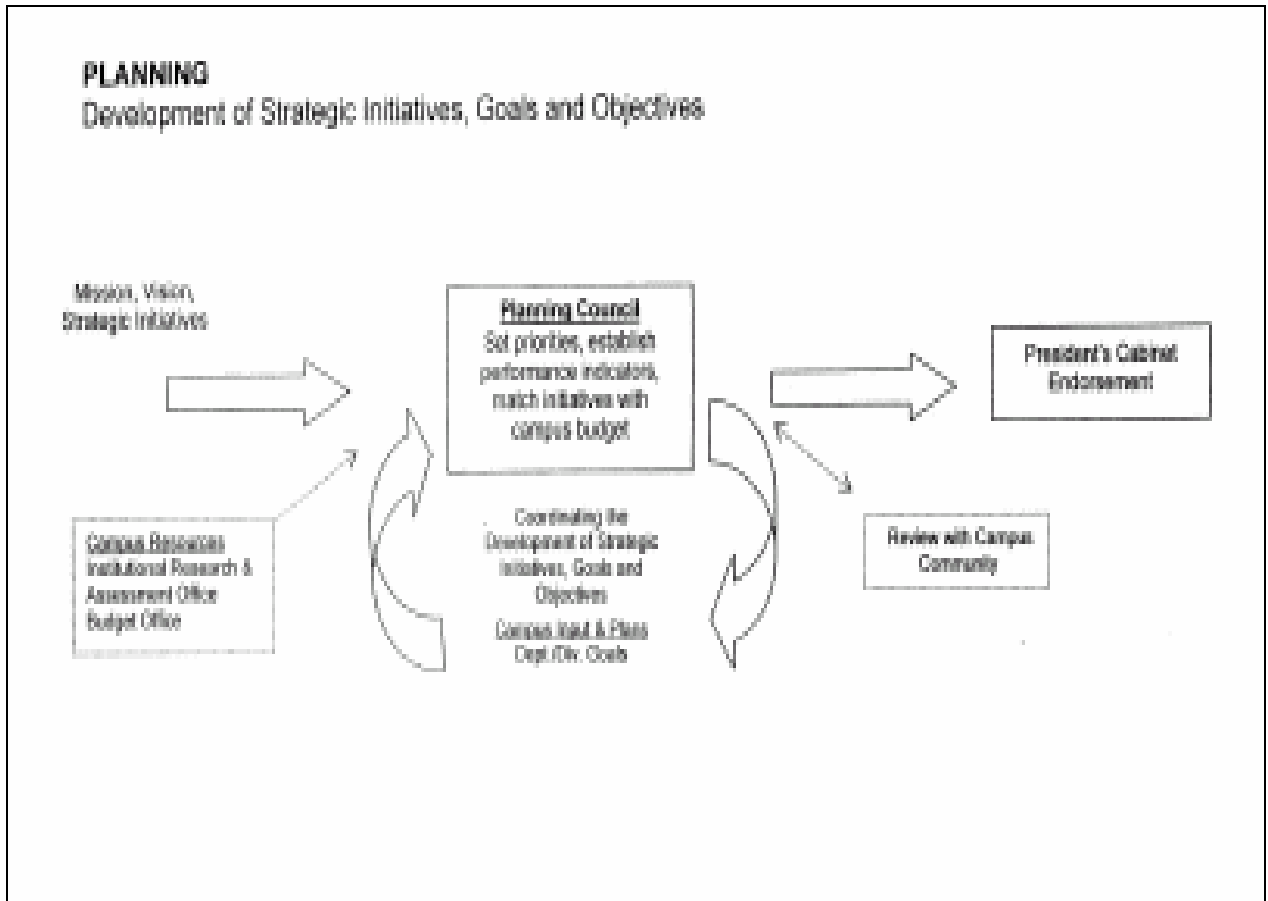
These planning efforts have been comprehensive, participatory, data-driven, and supportive of the mission and goals. Thus far, throughout each planning process, the opportunity for participation, analysis, and revision have been made available to the entire campus community. Given that most of the efforts are still in development, it is unclear what impact these planning processes will have on future resource allocation. Given the new processes in place, however, the intent is to ensure that campus resources are efficiently distributed to ensure mission fulfillment.

2. Analysis with respect to specific substandards

1.B.1 The institution clearly defines its evaluation and planning processes. It develops and implements procedures to evaluate the extent to which it achieves institutional goals.

The institution's planning processes are defined in TMCC's October 15, 2003 Accreditation Progress Report. Chart 1.B.1 illustrates how strategic initiatives, goals and objectives are developed. The college's mission and goals govern planning processes; campus resources provide data and budget information. After development by the Planning Council, coordination with strategic goals, and feedback from the campus community, the president's cabinet endorses the plan.

Chart 1.B.1-Planning Process at TMCC

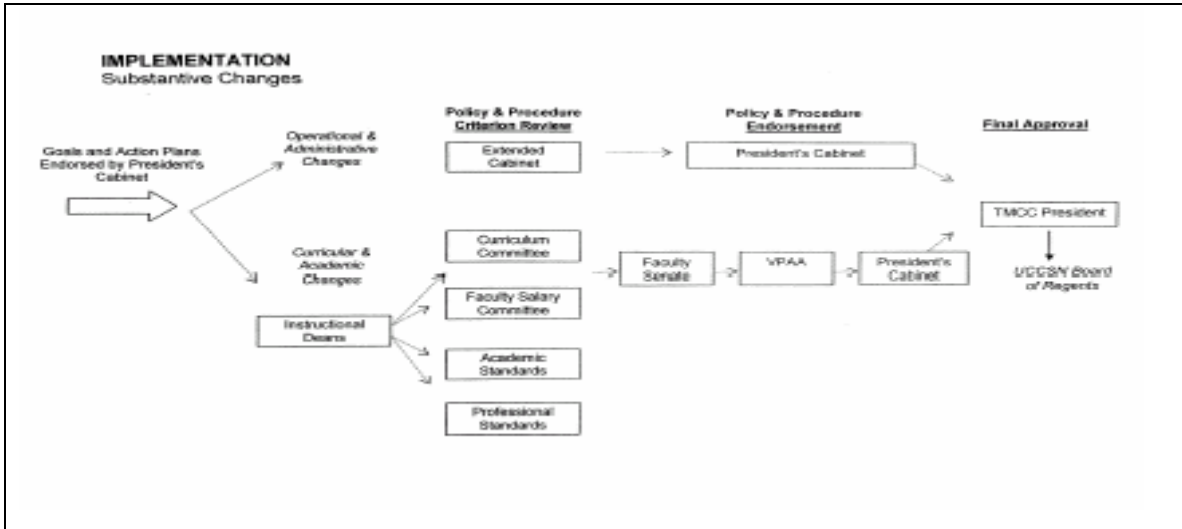


(Source: <http://www.tmcc.edu/selfstudy/pdf/DOC020.PDF>)

The Planning Council's role will be comprehensive, encompassing all activities at the college. Through this effort, the mission and goals are linked and coordinated. Although currently overseeing the self-study, the Planning Council will provide macro-level guidance and support for all planning activities.

Chart 1.B.2 illustrates that once substantive changes have received endorsement by the president's cabinet, operational and administrative changes are reviewed by the extended cabinet, re-evaluated by the president's cabinet, approved by the president, and if necessary, sent to the governing board. Curricular and academic changes are developed in Faculty Senate committees, approved by Faculty Senate, endorsed by the VPAA and the President's Cabinet and given final approval by the president; again, if necessary, these changes are sent to the governing board.

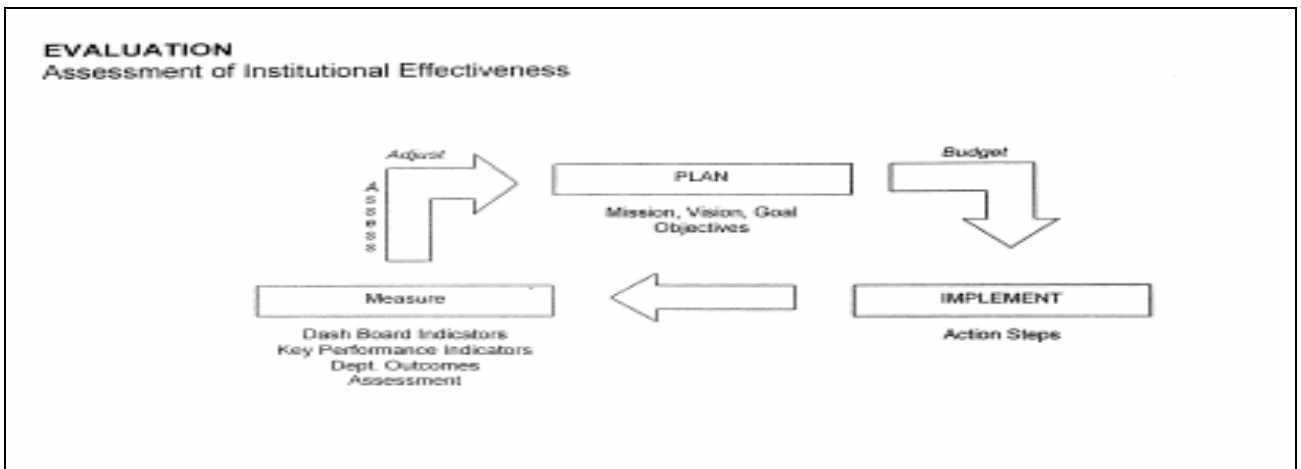
Chart 1.B.2-Implementation of Planning



(Source: <http://www.tmcc.edu/selfstudy/pdf/DOC020.PDF>)

Procedures by which the college assesses how the planning efforts achieve mission fulfillment are illustrated in Chart 1.B.3.

Chart 1.B.3-Assessment of Institutional Effectiveness



(Source: <http://www.tmcc.edu/selfstudy/pdf/DOC020.PDF>)

The 2003 Climate Survey revealed that nearly three-fourths of the respondents—both faculty and staff--agree that TMCC is committed to evaluating its effectiveness at achieving the college's educational mission (http://www.tmcc.edu/inst_research/IR/Survey/TMCC_2004_ClimateSurvey.pdf). In order to accomplish this, an evaluation process is needed. Each administrative and academic unit develops operational goals. In this way academic leaders and department chairs of individual programs engage their staff and link their activities to the college's mission and goals, as well as the UCCSN Master Plan. Individual program goals are then included in academic leaders' annual evaluations, thus ensuring accountability.

The Office of Institutional Research also carries out procedures by which the college evaluates achievement of institutional goals. The office conducts annual graduate outcome surveys and develops annual performance indicators. It also measures retention, persistence, graduation, and capture rates in the TMCC Factbook. All are used to assess institutional goal achievement.

1.B.2 The institution engages in systematic planning for, and evaluation of, its activities, including teaching, research, and public service consistent with institutional mission and goals.

The college's strategic goal of academic excellence requires that the college foster an institutional culture that values, demands, and supports excellence in teaching and learning. Several planning processes are directly related to that goal, including the new academic master plan, the recent re-organization of academic affairs, a new Center for Teaching Excellence, a new plan for mentoring adjunct faculty, and program development planning (for example, E-learning is creating a new plan to strengthen our programs in distance education).

Evaluation of teaching is essential to further the strategic goal of academic excellence at the college. TMCC teaching evaluation guidelines are outlined in the Board of Regents Handbook that mandates annual evaluation of each faculty member. Each full-time faculty member must fulfill a series of responsibilities drawn from an annual plan menu. This annual plan as well as other data, including student, peer, and administrative teaching evaluations, is used by the faculty member's supervisor to give

the faculty member one of four ratings: excellent, commendable, satisfactory, or unsatisfactory. In addition to their supervisor, tenure committees evaluate non-tenured faculty. Faculty evaluation is discussed in more detail in Standard 4. An ad-hoc committee of the Faculty Senate has been created to revise process of faculty evaluation so that it is more directly linked to teaching excellence; the findings of this committee will be reported to Faculty Senate in the spring 2005.

The college has recently established a new program and discipline review process to ensure that individual instructional programs meet the college's goal of academic excellence. That process is detailed at <http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf> and will be discussed in more detail in Standard 2.

The college has also created a Student Learning Outcomes and Assessment (SLOA) Committee to serve as the institution-wide body on Student Learning Outcomes Assessment issues, including developing and maintaining expertise in outcomes assessment. This committee has developed general education learning outcomes and is in the process of creating assessment techniques to measure these outcomes. Additionally, individual disciplines are engaged in outcomes assessment; information about these programs can be found at http://www.tmcc.edu/inst_research/assessment/ProgramOutcomes/PlansReports/index.asp.

Although the college does not have a research mission, public service is part of the strategic partnership goals. A thorough evaluation of the college's success in meeting this goal will occur when the assessment of institutional effectiveness is implemented (Chart 1.B.3). However, both the Planning Council's Mission Goals and Priorities and Strategic Planning brochures document the various projects that TMCC is engaged in to meet this goal. These projects are discussed in more detail in Standard 1.A.6.

1.B.3 The planning process is participatory involving constituencies appropriate to the institution such as board members, administrators, faculty, staff, students, and other interested parties.

Each planning process conducted under the current administration has incorporated all appropriate constituencies. According to the October 2003 Accreditation

Progress Report, “several mechanisms are used to invite and involve constituents in decision making: surveys of all College personnel, involvement of the Faculty Senate, the Academic Deans’ meetings, the Classified Council, the Associated Students of Truckee Meadows (ASTM), the President’s Cabinet (PC), and the Extended Cabinet (EC). In addition to widely broadcasting pending decisions, issues are discussed within these various groups, based on their interests. It is then the responsibility of the representatives to discuss the issues further with their constituents and seek feedback”.

Additionally, opportunity for feedback from the campus community and other interested outside parties has been made available via campus forums, campus newsletters, and websites associated with each planning process. For example, the Facilities Master Planning committee explicitly considered the issue of participation and feedback from both the campus and the outside community in its initial meeting (February 20, 2004 Meeting Minutes). To ensure participation by relevant constituencies, it established its own website (<http://www.tmcc.edu/masterplan/>) that includes the schedule, the goals, and the work-to-date. An opportunity to provide feedback via the website on the planning process exists at <http://www.tmcc.edu/masterplan/feedback.html>. Additionally, two campus forums, widely advertised on the Facilities Master Planning website, the campus calendar and campus-wide email, were held. At each, after a presentation by the consultants affiliated with the project, attendees had an opportunity to provide verbal feedback. Lastly, resource groups, composed of members of the campus community, were developed to provide feedback for the consultants. A list of resource group members is available at: <http://www.tmcc.edu/masterplan/directory.html>. Similar websites were developed for the Planning Council (<http://www.tmcc.edu/planningcouncil>) and the self-study (<http://www.tmcc.edu/selfstudy/>). Planning Council membership is discussed in more detail in Standard 1.A.

The marketing and branding study also held a campus forum in April 2004 and provided opportunity for feedback on the new TMCC brand on the TMCC website; both the forum and the website feedback were advertised via campus email and the forum was listed on the campus calendar. Posters of logos were displayed outside the President’s office with encouragement to vote for a favorite.

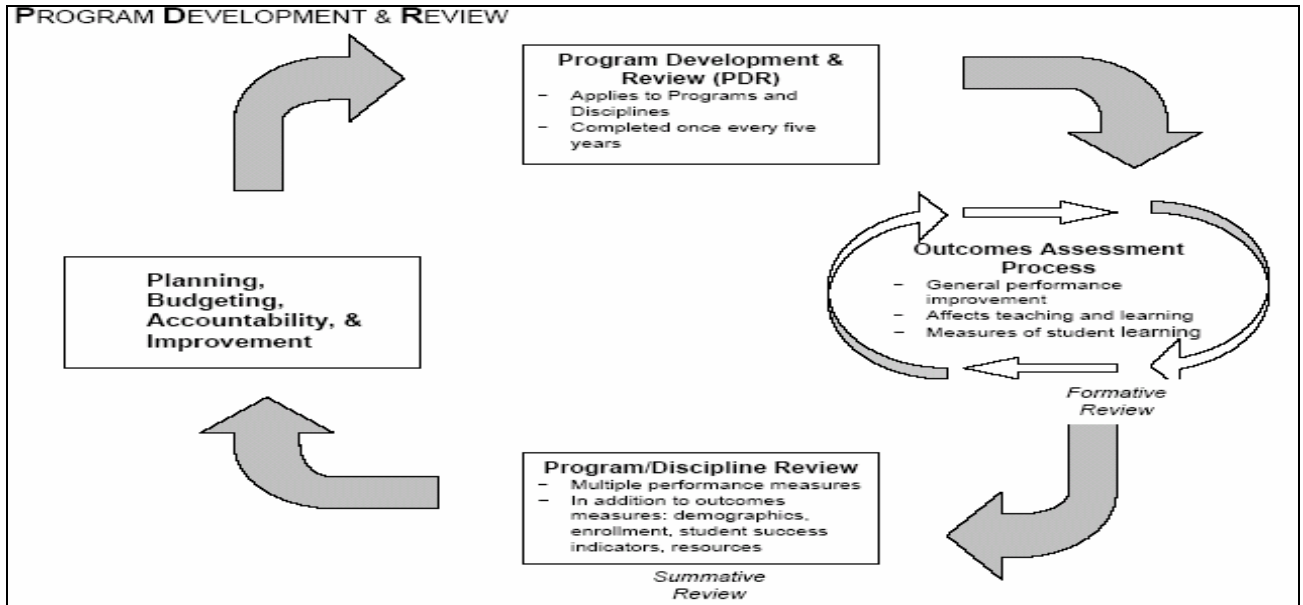
1.B.4 The institution uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities.

Results of planning activities and planning processes are shared with appropriate constituencies to ensure efficient allocation of resources and to improve instructional programs and institutional services. For example, the hiring of full-time faculty incorporates an analysis of the strategic goals, department needs, and data from institutional research. To fulfill the goal of academic excellence and the system master plan, TMCC is attempting to improve its ratio of full-time instructors to part-time instructors. For example, to evaluate the ratio of full-time to part-time instructors for a particular discipline, the following data is analyzed--current ratios, the number of attempted registrations for individual classes and specific department needs. Based on this data, a decision to hire additional full-time faculty in a specific discipline is made. Thus, strategic planning, evaluation, and resource allocation are integrated in an attempt to improve instructional programs. As illustrated by chart 1.B.3, TMCC's process for assessing institutional effectiveness incorporates adjustment to ensure that evaluation results in more efficient use of resources.

The program review process utilizes evaluation to reconsider resource allocation, and in turn, improve instruction programs on campus. As part of the program review process, assessment of the current and potential future resource needs must be considered. That process is detailed in Chart 1.B.4 and explained in the program review document available at

<http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf>).

Chart 1.B.4 Program Development and Review



As a result of the recently completed strategic planning process, a Strategic Planning document and the Mission, Goals and Priorities document were created; both identify future priorities with respect to resource allocation and program development in instructional programs and institutional services/activities. Many of these programs were either implemented during the 2003-04 academic year or will be implemented during the 2004-05 academic year. Additionally, the Office of Institutional Research annually documents resource effectiveness by calculating data such as student FTE, faculty-student ratios, credit hours taught, and space-utilization (http://www.tmcc.edu/inst_research/ir/PerformanceInd/index.asp). These indicators are linked to the TMCC FactBook and create the demographics that appear there. The FactBook is widely used to validate and determine strategic goal priorities (Interview with VPAA, 9/15/04).

The academic master plan, enrollment management plan, comprehensive budget development process, and facilities master planning processes promise to refine and shape resource allocation and improve instruction and institutional services.

1.B.5 The institution integrates its evaluation and planning processes to identify institutional priorities for improvement.

The Assessing Institutional Effectiveness Process (Chart 1.B.3) and the Program Review Process (Chart 1.B.4) integrate evaluation and planning and incorporate an adjustment process that allows for needed changes necessary for improvement. Macro-level accountability for institutional effectiveness will lay with each member of the president's Cabinet as well the Planning Council; individual division and department leaders will be responsible for micro-level accountability. However, the Assessing Institutional Effectiveness process requires elaboration to identify more concretely the assessment and adjustment procedures that the campus intends to engage in.

Additional evaluation and planning processes occur at lower levels in the college (Instructional Divisions, Individual Departments, Individual Disciplines, Institutional Services, Faculty Senate, Classified Council, and Associated Students). When appropriate, decision-making with respect to institutional priorities remains at these lower levels. Otherwise, approval by the President's Cabinet is required as shown in Chart 1.B.2, to ensure high level communication among academia, student services, and institutional support functions at the college. All future division and department planning should be explicitly linked to strategic goals and outcomes to ensure mission fulfillment at each level of the college.

1.B.6 The institution provides the necessary resources for effective evaluation and planning processes.

The Office of Institutional Research functions as a data repository and produces the external reports necessary for the UCCSN system. In addition, the office conducts external surveys, needs assessments for new or changed programs, and fulfills ad hoc data requests. An annual plan is produced that identifies priorities and establishes needs for the upcoming year. Recent re-organization within the department has resulted in the hiring of a research analyst as a result of this process.

Plans are currently underway to conduct the Community College Survey of Student Engagement based on a need to improve student feedback to the college. All of the current assessment and planning processes are funded. Since college-wide planning

endeavors are linked back to the strategic objectives, thoughtful investment of resources and adequate staffing of the priority activities is ensured by this process.

1.B.7 The institution's research is integrated with and supportive of institutional evaluation and planning.

The Office of Institutional Research engages in the on-going collection, analysis and dissemination of data for institutional decision-making and strategic planning. The data collected is either made available on the Institutional Research website or provided to key constituents involved in institutional evaluation and planning. This is front-end involvement in such activities as the current Self-Study and the Facilities Master Plan.

For example, Institutional Research prepared an Environmental Scan to support and assist the academic master planning process; that scan is available at

<http://www.tmcc.edu/masterplan/documents/TMCCEnvironmentalScan2004.pdf>.

This information provided the foundation for the Facilities Master Plans's space requirements.

The Office's Performance Indicators and TMCC FactBook are used to determine where the focus of the strategic goals should be and to validate appropriate data that supports those goals (Interview with VPAA, 9/15/04). For example, data gathered and presented in TMCC's FactBook is used to assess the college's full-time to part-time faculty ratio and develop plans to allocate resources where needed to improve this as part of the overall strategic goal to improve academic excellence.

A survey of community perceptions by BBC Advertising was utilized in the Marketing/Brand planning process

http://www.tmcc.edu/inst_research/selfstudy/Standard1/BBCAdvertisingSurvey.pdf.

1.B.8 The institution systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness.

The Office of Institutional Research develops an annual plan and performs an evaluation of the plan each year. This evaluation shows the extent to which the department has achieved the goals and required activities. As with all annual department plans, it is linked to the college's strategic objectives.

TMCC's overall evaluation processes have either just been reviewed or are in the process of being reviewed and are discussed in more detail in Standard 1.B.1 and Standard 1.B.2. The process of program and discipline review was completed in spring 2004. Faculty evaluation procedures are currently under review by an ad hoc committee of the Faculty Senate. The SLOA committee is reviewing and establishing a process for GE assessment.

The review of TMCC's planning processes is discussed in Standard 1.B.1. As explained there, a process to assess institutional effectiveness has been developed and is scheduled for future implementation.

1.B.9 The institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public.

Information obtained from the planning and evaluation process is shared with the community in a variety of ways. Each planning process's website, available to the public on the TMCC websites, provides updates of the work accomplished to date. For example, the Planning Council makes its Strategic Planning brochure available on its website at www.tmcc.edu/planningcouncil/pdf/brochure.pdf. The President updates the Board of Regents regarding TMCC's planning processes and progress with institutional effectiveness. As required by state law, board meetings are open to the public, meeting minutes are available at <http://system.nevada.edu/Board-of-R/Meetings/Minutes/index.htm>, and reporters from the local newspaper often attend. TMCC's Public Information Office prepares news releases, available at <http://www.tmcc.edu/news/index.asp>, concerning both new programs and TMCC's achievements in meetings its goals. The Office of Institutional Research makes public the results of its research on its website at http://www.tmcc.edu/inst_research/. Additionally, administrators, faculty, and staff regularly apprise community groups regarding TMCC's progress in the area of institutional effectiveness. For example, President Ringle informed TMCC's Foundation Board of every major planning effort and progress in achieving the institution's strategic goals during the academic year 2004-05 in a fall 2004 memo.

3. Strengths, Weaknesses, and Future Recommendation with Timelines.

Given the plethora of planning processes that were recently developed or are still in process at TMCC, it is difficult to assess the outcomes of such planning, the evaluative procedures, and resource allocation at this point in time. However, the planning process that TMCC has utilized to re-shape the college in the areas of instruction, administration, and facilities have established a link to college mission and goals and there is a firmly established commitment to the measurement of outcomes.

Many of the recent planning processes were developed to address a sense amongst faculty, staff, and administration that, although the college served the community well, it needed a clearer sense of mission, more defined academic and administrative procedures to help the college fulfill its mission, and better data to both guide planning and evaluation with respect to mission fulfillment. This sense was borne out in the 2002 Climate Survey that documented an unsure sense of direction amongst faculty and staff and the 1995 and 2000 NASC evaluations. As a result, with the guidance of the current administration, the college has either recently completed or will soon complete five major planning process: Strategic Planning that resulted in a new mission and goals, a Marketing/Branding Campaign that resulted in a new visual and audio identities, Academic Master Planning that will result in new programs, academic space realignment, and program expansion, Facilities Master planning that will guide effective space utilization on campus, and a Self-Study for the purposes of reaccreditation.

Throughout these planning processes, the institution has questioned, analyzed, and revised its goals, policies, procedures, and resource allocation in almost every area of campus life to ensure mission fulfillment. These processes have been comprehensive, data-driven, and participatory. Additionally, although attempting these major planning processes simultaneously was a daunting task, doing so has resulted in a synergy of efforts that appears to have enhanced the overall process. Individuals involved in multiple planning processes have been able to provide valuable input drawn from these experiences that may not have otherwise existed; the recent development of the mission and goals ensures that those who were engaged in this planning process never lost sight of the goals. Not surprisingly, the 2004 Climate Survey reveals a campus community that feels that TMCC has both a greater sense of direction and well-defined set of future

goals

(http://www.tmcc.edu/inst_research/selfstudy/Standard1/BBCAdvertisingSurvey.pdf).

That said, the college still requires a more defined process that guides all planning processes not just those under the purview of the Planning Council. Although one was developed in the 1997 College Strategic Plan, it does not appear to have guided recent planning processes. Chart 1.B.3 documents both a planning and assessment process, but the procedures for engaging in either are underdeveloped or not refined. Individual planning processes have developed their own operating procedures, as evidenced by the new program review guidelines, but in order to ensure consistency of both planning and evaluation throughout the campus, a comprehensive process for both needs to be developed. The creation of a campus-wide process will ensure that future planning will not need to re-invent the wheel before beginning its questioning, data collection and analysis, and revision. The development of such a process, if followed, would ensure that the results of evaluation and planning activities would guide resource allocation to ensure mission fulfillment on a consistent basis that is not subject to the discretion of individual constituencies.

4. Recommendations with timelines

1. Develop clear and specific procedures to demonstrate the entire planning process used at TMCC and link that to all departments. Although the college clearly documents that major planning efforts at the macro level are linked to both the strategic goals and the system plan, and outlines the procedures for implementing the results of planning initiatives, it lacks a generic planning process that could guide individual planning efforts. An outline of such a process would ensure that each planning effort engages in the same procedures that are already in place. Those processes will ensure that internal and external environmental scanning, congruence with strategic goals, consideration of the impact on resources, determination of critical issues, review of best practices, and participation by and communication to both internal and external constituencies are part of any proposed change. This will also create a process for necessary assessments and future adjustments for any proposed change.
2. Document how evaluation plans are connected to strategic goals more clearly. Although accountability for implementation, assessment, and adjustment of planning

will exist with each member of the president's cabinet, the Planning Council, and individual division and department leaders, clearly delineated linkages between evaluation and planning that elaborate upon the process for assessment and adjustment would be beneficial, especially at division and department level.

3. Future major, campus-wide planning processes should use the Master Planning Website as a model, so that they effectively and clearly communicate the goals, the process, and the outcomes of planning, while also allowing for feedback, to both internal and external constituencies.