

**Standard One:**

**Institutional Mission and Goals,**

**Planning, and Effectiveness**

**Mission and Goals**

The Mission of Truckee Meadows Community College is described in a statement approved by the UCCSN Board of Regents in October 2004.

**Mission Statement:**

Truckee Meadows Community College provides access for lifelong learning opportunities to improve the quality of life for our diverse community.

TMCC creates a supportive, intellectually and culturally dynamic environment by offering the following:

- General education programs
- Transfer degree programs
- Developmental education programs
- Occupational/technical degrees and programs
- Customized job training

- Continuing education and recreational programs
- Student and academic support services

The College anticipates and responds to educational needs of individuals to achieve their goals, aspirations, and dreams.

**Strategic Goals:**

**1. Academic Excellence**

To foster an institutional culture that values, demands, and supports excellence in teaching and learning.

**2. Diversity**

To foster an academic community that welcomes the opportunity to experience, examine and learn from diverse physical, cultural and ideological backgrounds while nurturing mutual respect.

**3. Facilities**

To provide effective and efficient development and use of facilities that are aesthetically pleasing, safe, environmentally friendly and enhance the learning experience.

**4. Finance and Institutional Effectiveness**

To achieve College goals through responsible human and fiscal resource development and management.

**5. Strategic Partnerships**

To expand current and to forge new, mutually beneficial partnerships, ensuring

the vitality and relevance of our curriculum and programs, distinguishing TMCC as an integral and influential member of the community.

#### **6. Technology**

To develop a technology infrastructure to provide faculty, staff and students with the best practices of the industry.

#### **7. Welcoming and Supportive Environment**

To enhance and foster a welcoming intellectual, cultural and physical environment that is open, supportive and sensitive.

### **Historical Context:**

Truckee Meadows Community College has been in a period of significant transition. Since the 1995 Self-Study, the College has experienced substantial changes in administration, an increase in student enrollment by 58% (annualized FTE from 1994-95 to 2003-04), considerable expansion of personnel, substantial transformation of facilities, and significant revisions in planning processes at every level.

In the 1995 Northwest Association of Schools and Colleges (NASC) critique of TMCC, the evaluators suggested that the College did not sufficiently link data to planning processes in a manner that would provide the institution a sense of direction or purpose. They also noted, “most employees freely admit that there is no general sense of where the institution is going or a shared vision.” In response to the NASC suggestion that the College “clearly, energetically, and collectively address this situation,” TMCC brought in consultants, held a Future Search Conference, and conducted a series of college forums.

The College engaged in new planning activities that led to a new Mission Statement and assertion of Strategic Goals. This process also led to the formulation of the College's first comprehensive *Strategic Plan* in 1997.

Following on a series of administrative changes at the presidential level, in August 2002, Dr. Philip Ringle, the current president, detailed and presented to the faculty and staff seven initiatives designed to facilitate the institution in meeting its goals over the next five years. (Fall 2002 *State of the College Address*). In November 2002, President Ringle established the Planning Council, the flagship organization at TMCC charged with the task of examining and evaluating past planning processes while establishing the trajectory for future planning efforts. The Planning Council is comprised of members from every constituency of the college community--classified personnel, tenured, tenure-track, and part-time faculty, a student representative, and members of administration (See list of Current Members of Planning Council 2005). The Planning Council set forth the following objectives: to revisit TMCC's Mission Statement, to develop Strategic Goals for each of the initiatives, to ensure communication across the college and with key stakeholders, to integrate TMCC's plans with the *UCCSN Master Plan for Higher Education*, to create and implement a system of assessment for the College in terms of meeting its stated Goals, and to enhance cooperation and mutual understanding among key constituencies (11/1/02 Presidential Memo).

**Current Situation:**

**The Mission (1.A.1).** Since the 1995 Self-Study, the institution's Mission Statement and assertion of Strategic Goals have undergone two significant

revisions. In response to the NASC evaluation of the 1995 Self-Study and after reflecting upon the needs of the College, students, and the community it serves, TMCC, with input from community leaders, adopted a new Mission Statement and set of Strategic Goals in 1997. The 1997 Mission Statement encompassed a broader perspective of the College’s roles and responsibilities than the previous Mission Statement, which had been originally defined by the UCCSN system in 1971 (See Chart 1.1 below).

**Chart 1.1. Historical Evolution of Mission Statement**

1971 Mission Statement	To provide superior, student-centered educational opportunities for the citizens of the state of Nevada within TMCC’s designated service area.
1997 Mission Statement	To develop our communities’ diverse human potential.
2004 Mission Statement	Truckee Meadows Community College provides access for lifelong learning opportunities to improve the quality of life for our diverse community.

In revising the 1997 Mission Statement, the Planning Council attempted to design a Mission that was purposeful, focused, and clear, and that provided direction and accountability for the current and future needs of the College. The Planning Council viewed the 1997 Mission Statement as overly broad, not education specific, and not well recognized by the college community; additionally, there was little institutional memory regarding the development of the 1997 Mission and Goals. The Planning Council

considered other colleges' Mission Statements and the *UCCSN Master Plan for Higher Education* (See Planning Council 1/03 minutes).

In developing the Mission Statement, the Planning Council devoted attention to functions that TMCC performs, the constituency it is trying to serve, and the methods it utilizes to fulfill these functions. Although the larger geographical community did not directly participate in the development of the Mission, they were consulted and actively participated in the development of several of the strategic goals, in particular, the Strategic Goals for Diversity and Partnership (interview with co-chair of Planning Council, 9/14/04). Although students had access to TMCC's website, where information about the development of the new Mission Statement was available, and had some representation on the Planning Council itself, students as a constituency did not have substantial input into the development of either the Mission or the Strategic Goals.

The Planning Council developed the current Mission Statement and set of Strategic Goals during the 2002-03 and 2003-04 academic years. In its February 21, 2003 meeting, the Planning Council created a draft of the Mission Statement, which was then presented to the wider college community. In its March 7, 2003 meeting, the Planning Council reviewed college community comments and created a final draft of the Mission Statement. The Planning Council then discussed adding to or changing the original seven Presidential initiatives but determined that, as written and conceived, the initiatives were comprehensive and properly focused. The Planning Council then divided into sub-groups to develop, analyze, and present Strategic Goal statements associated with these

initiatives; committee members identified objectives and activities needed to support each goal statement.

As a result of this inclusive and recursive planning and evaluation process, the Planning Council was successful in bringing about a new Mission Statement and set of Strategic Goals reflective of the broader college and its constituencies (See *Planning Council: Mission, Goals, & Priorities*). The President's Cabinet had the opportunity to provide comment and input on the new Mission and Goals, and no changes were recommended.

The UCCSN Board of Regents approved the new Mission and Strategic Goals during their October 2004 meeting, commenting favorably on the fact that TMCC's Mission and Goals support system-wide priorities and the *UCCSN Master Plan for Higher Education*.

**Publication and Awareness of the Mission (1.A.2).** The Mission Statement and Strategic Goals provide the conceptual hub from which virtually every activity and decision emanates at TMCC. As a result, the Mission is published widely and reinforced both within and outside of the college community. For example, President Ringle periodically updates the UCCSN Board of Regents on progress regarding the meeting of the Mission (August 2004 UCCSN Board Minutes). The Planning Council also posted information and minutes on its website, providing the opportunity for members of the college and wider community to participate in the process of establishing a new Mission Statement and set of Strategic Goals as well as to comment on the final product (See PCWS).

The 2004 Mission Statement appears in the *2004-05 Truckee Meadows Community College Catalog*. Printed and CD versions of the catalog are available at each

instructional site (Dandini Campus, Meadowood Center, IGT Applied Technology Center, Nell J. Redfield Foundation Performing Arts Center), and the catalog can be accessed via the TMCC website (See TMCCWS). The 2004 Mission Statement is also available on the TMCC Website, and it is printed in the class schedule (See TMCCWS). Class schedules are widely distributed at community sites, including Washoe County Libraries, Department of Motor Vehicles, Employment Security Offices, etc. Additionally, the class schedule is available on the TMCC website and is sent out via a limited postal mailing. Finally, the Mission is also published in numerous college publications (See *Faculty/Staff Handbook*, the *Part-Time Faculty Handbook*, and the *New Student Handbook*).

As evidenced in responses to the TMCC Campus Climate Survey, faculty and staff are aware of and understand the new Mission Statement. The 2004 TMCC Campus Climate Survey revealed that 89% of the faculty and staff are familiar with the college's educational Mission, a percentage commensurate with the statistic for faculty awareness of educational Mission in 2002. The survey also showed a significant improvement in the percentage of faculty and staff who felt that TMCC had both well-defined goals for the future (73% versus 39%) and a shared sense of direction (55% versus 30%). Furthermore, the 2004 TMCC Campus Climate survey notes an increased percentage of the college community is familiar with the service Mission (80% versus 77% in 2002) and believes that TMCC is making progress in meeting this Mission (70% versus 61% in 2002) (See Chart 1.2 below).

**Chart 1.2. Results of 2004 TMCC Campus Climate Survey**

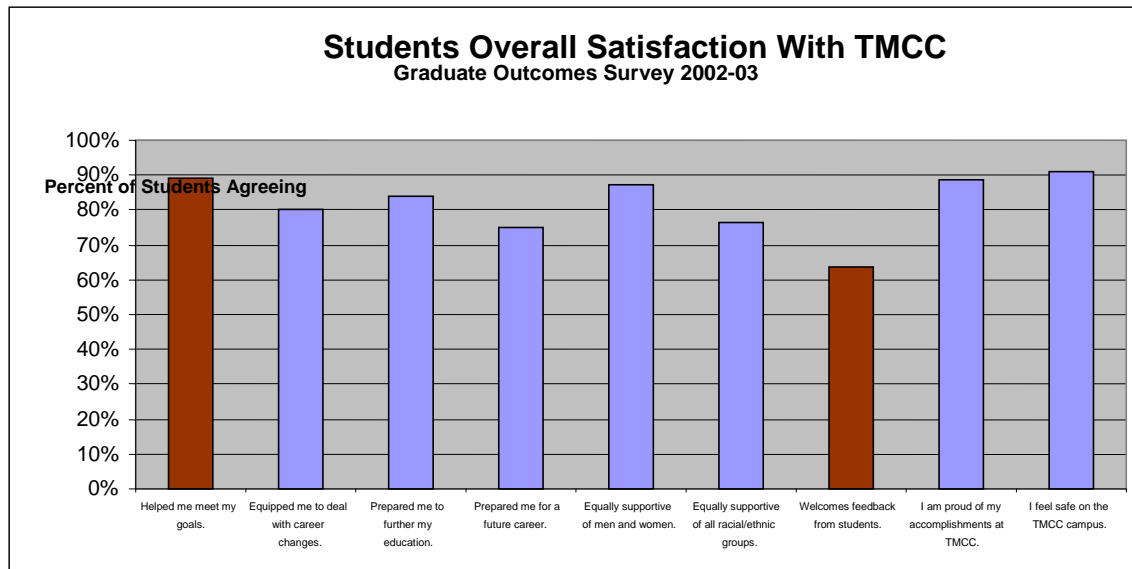
Survey Item	% Agree 02	% Agree 04	Difference
Q1. Familiar with educational mission	89*	89	0
Q2. Familiar with service mission	77	80	3
Q3. TMCC has well defined goals for the future	39	73	34
Q4. TMCC's's making progress meeting educational mission	63	80	17
Q5. TMCC's making progress meeting service mission	61	70	9
Q6. TMCC has shared sense of direction	30	55	25
Q7. TMCC's committed to assessing effectiveness of educational mission	51	74	23
Q8. TMCC's committed to assessing effectiveness of service mission	43	65	22
Q9. I am committed to institution's progress and success	97	94	-4
Q10. TMCC's atmosphere encourages open expression of ideas	48	60	12
Q11. Communication is effective between faculty and administration	27	41	14
Q12. I get ideas how to improve my work from the person(s) to whom I report	44	51	7
Q13. My supervisor clearly articulates what is expected of me	47	57	10
Q14. Information technology is a useful tool for communicating at TMCC	91	90	-1

*\*The original version of the 2002 Campus Climate Survey places this figure at 92% in error.*

However, results in the Graduate Outcomes Survey 2002-2003 suggest that students have less awareness and understanding of the college Mission, perhaps due to the fact that the survey does not contain questions about the Mission Statement comparable to those contained in the faculty and staff survey vehicle. The Graduate Outcomes Survey measures student satisfaction with TMCC's learning environment, student services, general education program, and the overall institution. At the same time, responses also indicate that TMCC is meeting many of its Strategic Goals, such as providing a welcoming and supportive environment relative to students. Student survey results also illustrate that students are pleased with the learning environment and the services at TMCC and that students enhanced their skills and furthered their goals by attending

TMCC. For example, 90% of students agree that TMCC has helped them meet their goals, and 64% agree that TMCC welcomes and uses feedback from students to improve the College (See Chart 1.3 below).

**Chart 1.3 Results of Graduation Outcomes Survey 2002-**



**Institutional Progress (1.A.3).** The Institutional Research Office documents TMCC’s progress in meeting its Mission and Strategic Goals via annual graduate outcomes surveys, annual performance indicators, the *TMCC FactBook*, and the biennial Campus Climate Survey. The performance indicators measure TMCC’s success in ensuring access/equity, employment preparation/placement, instructional effectiveness, resource effectiveness, occupational/vocational workforce training, and developmental/remedial students. In addition to providing facts about the student population at TMCC, the *FactBook* measures retention, persistence, graduation, and capture rates.

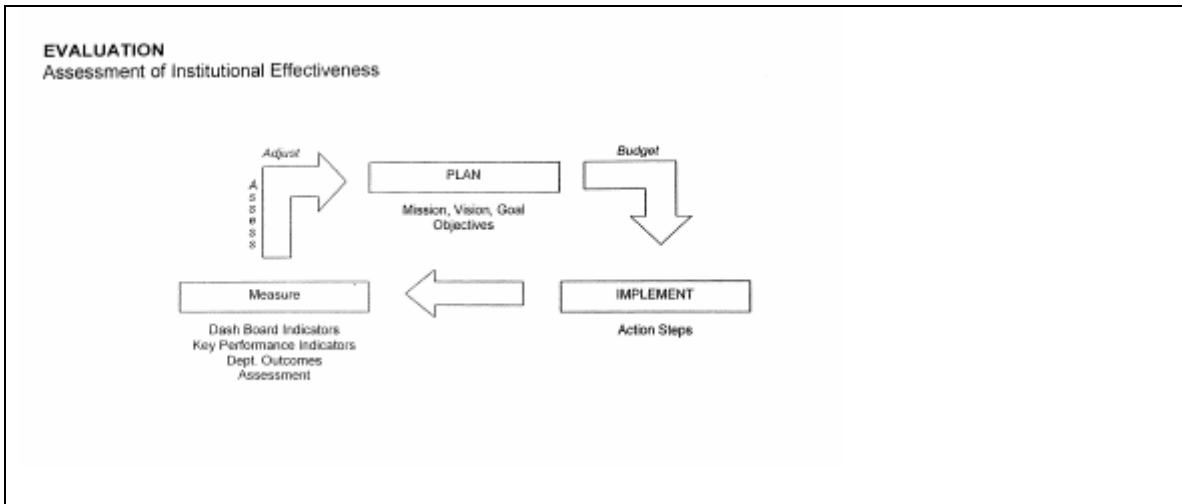
The current administration has made an extensive effort to publicize the progress that the college has made in accomplishing the new Mission and Strategic Goals to all members of the college community. At the Fall 2003 *State of the College Address*, President Ringle presented and discussed a Strategic Planning Portfolio that outlined both the new Strategic Goals and the anticipated methods of achieving them. The Planning Council March 2004 document (*Mission, Goals, and Priorities*) provided background information--facts, trends, general assumptions--for each Strategic Goal. This document also provided examples of current projects that exemplified each Goal and recommended future priorities that would allow the college to achieve effectively each Goal.

Subsequently, at the Fall 2004 *State of the College Address*, President Ringle outlined the progress that the college had made in achieving each goal and discussed future goal-related projects. At this address, a brochure titled *Strategic Planning* was distributed to the college community. This document was an extension and summary of the planning processes undertaken by the Planning Council and discussed current projects and future priorities that will allow TMCC to address successfully both its Mission and Strategic Goals. The President also communicated effectively with the Faculty Senate throughout the planning process in scheduled monthly meetings. College-wide emails from the President and the Public Information Office requested feedback and addressed progress in this area (September 2003 Presidential Memo).

To assess institutional effectiveness with regards to the Mission and Strategic Goals, the process illustrated in Chart 1.4 was developed (See below). The Assessment of Institutional Effectiveness chart demonstrates the inclusive and, at the same time,

recursive nature of TMCC’s planning and assessment process. Individual programs throughout the College engage in assessment of student outcomes to ensure that the College is meeting its educational Mission. (See Standard 1.B and Standard 2 for in-depth discussion).

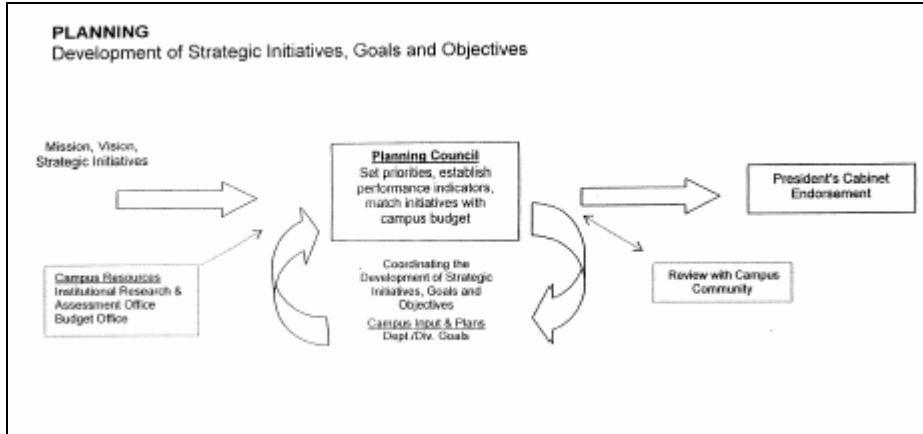
**Chart 1.4 Assessment of Institutional Effectiveness.**



(Source: 2003 Accreditation Progress Report)

**Goals (1.A.4).** TMCC’s Strategic Goals are commensurate with both the Mission Statement and available human, physical, and financial resources. As Chart 1.5 below illustrates, the process for establishing the strategic goals required an evaluation of the Mission Statement and college resources. The new Mission Statement provides a harmonious foundation that each Strategic Goal, if accomplished, should enhance.

**Chart 1.5. Development of Strategic Initiatives**



The Planning Council's *Mission, Goals, and Priorities* document examines each Goal in more detail and considers the human, physical, and financial resources available to the College. For example, to meet the Strategic Goal regarding facilities, the College engaged in a facilities master planning process to ensure that human and physical resources would be available so that the College could fulfill its Mission. As a result of a space-utilization survey that was part of this process, more classes will be offered on Fridays in the Spring 2005 Semester to maximize physical resources and to provide a greater variety of learning opportunities for students.

The College is also engaged in a variety of assessment processes to ensure consistency between its Mission and its resources. Academic leaders participate annually in planning ways to meet the Mission and Strategic Goals of the College. An *Operational Goals* document, in which objectives are established for each of the Strategic Goals and referenced back to the UCCSN goals, has been created. These same academic leaders then develop individual program goals that are linked directly to the College's Mission Statement and Strategic Goals. This process of internal linkage between tiers of

programming and assessment is meant to ensure that the Mission and the Strategic Goals of TMCC are infused at every level of the College.

Along with the above mentioned documents, the Vice President of Academic Affairs uses the *TMCC FactBook*, a text which presents data regarding the College's human, physical, and financial resources, to confirm the direction as well as validate the vision of the College's Strategic Goals (See Standard 1.B for further discussion).

**Mission-Based Planning (1.A.5).** The College has gone to great lengths to ensure that the new Mission Statement and Strategic Goals direct all of TMCC's educational activities. The freshness of the new Mission together with the fact that many members of the Planning Council are responsible for or are heavily involved in the various major planning initiatives has ensured that the Mission Statement governs the core of TMCC's educational activities.

The attention to Mission is demonstrated in TMCC's Admissions policy (See *2004-2005 TMCC Catalog* pp. 243). TMCC fulfills its Mission of access with an open-door policy whereby all adults 18 years or older, or those who are high school graduates, or the equivalent are eligible for admission. High School students and International students may also be eligible by providing additional documentation with their application.

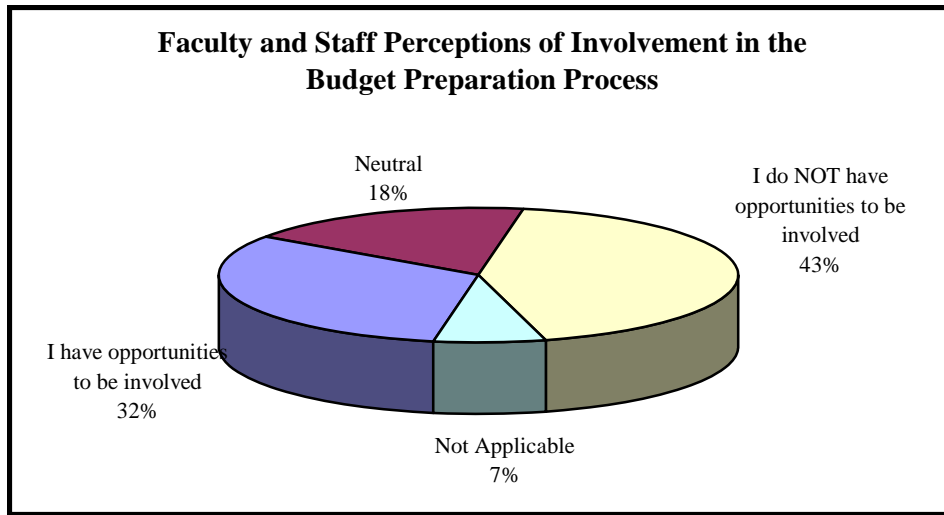
With the exception of select programs in Health Sciences such as nursing and dental hygiene, which have separate Admissions and continuation criteria, each TMCC student has access to a wide range of academic and university transfer programs, occupational

training, and career enhancement workshops and classes. Furthermore, recruitment materials for both students and faculty positions manifest Mission-specific descriptions of the College. To this end, TMCC is about to revise its Enrollment Management Planning that will guide the College's efforts in student and faculty recruitment, marketing, program development and refinement, and outreach and retention in a manner that supports the Mission Statement (Interview with Dean of Student Services and Enrollment Management, 9/13/04). This process began in the 2003-04 academic year with the formation of a committee, and has continued under the direction of the newly hired Vice-President of Student Services in fall 2004.

With regards to faculty selection, each position announcement includes that the faculty member "must perform assigned duties in a manner consistent with standards, Missions, and Goals of Truckee Meadows Community College." Faculty search committees seek out candidates with a commitment to excellent teaching as required in the Strategic Goal of Achieving Academic Excellence. Our equal opportunity and affirmative action guidelines reflect a commitment to the Strategic Goal of Diversity.

The current Vice-President of Finance and Administrative Services is in the process of creating a more open, participatory, formal, decentralized and consistent budget process as required by the Strategic Goal of Finance and Institutional Effectiveness. The 2004 Campus Climate Survey suggests that faculty and staff do not feel as if they are included in the budget process; only 32% thought they had opportunities to be involved in budget preparation whereas 43% felt they did not have such opportunities (See Chart 1.6 below).

**Chart 1.6 2004 Campus Climate Survey: Faculty and Staff Perceptions**



Previous accreditation evaluations of TMCC expressed concern regarding the lack of clearly defined and data based procedures in the areas of operational planning and resource allocation. Although there is work to accomplish in this area, the new funding processes for faculty professional development demonstrate commitment to change. This process allows each department to decide how its professional development budget will be used. This suggests that a more open, participatory, and decentralized budget process that is guided by the Mission and Strategic Goals is underway. Indeed, a more participatory budget process was presented to the Extended Cabinet in February 2004 and is targeted for implementation with the fiscal year 2006 budget process. (See Standard 7 for further discussion).

The Mission and Strategic Goals are incorporated into the official planning process. Not only do they provide background direction for strategic planning processes, participants in the planning process consult the Goals on a regular basis, the result of which are

displayed in the annual *Operational Goals*. Academic leaders of individual programs link their goals to the College's Mission, the College's Goals, and the *UCCSN Master Plan*; as a result, each division's activities are expected to be explicitly guided by the Mission (Interview with VPAA, 9/15/04).

**Public Service (1.A.6).** TMCC's Mission incorporates the importance of public service when it states that the College "provides access for lifelong learning opportunities to improve the quality of life for our diverse community." Public service as a component of the TMCC Mission can be seen in three, at times interconnected, areas: programs designed to meet the needs of the community, community events sponsored by the College, and College collaboration with business and community groups.

**Service Programs:** The Strategic Goals for Partnerships requires TMCC to "expand and forge new, mutually beneficial partnerships, ensuring the vitality and relevance of our curriculum and programs, distinguishing TMCC as an integral and influential member of the community." The College demonstrates its commitment to public service in both its academic and non-academic programs.

TMCC is involved in many levels of educational outreach to many student populations—from the recent graduate, traditional and non-traditional; to the life-long learner; to the working adult. In collaboration with the Washoe County School District, TMCC serves as a natural conduit into higher education for many of WCSD graduates. TMCC engages in K-12 outreach through the Education Collaborative of Washoe-County, WCSD High

School, and the Incline K-16 Council. At the same time, TMCC also provides access to a seamless educational system for life-long learners, those who have not attended a K-12 school system in years. In terms of meeting the educational needs of the working adult, TMCC has the American College Testing (ACT) Center, which delivers over 2900 state-of-the-art computerized courses to community businesses, professional organizations, and individuals; it also provides assessments in automotive services, social work, and dietetics.

TMCC provides degree programs that address specific needs within the greater Northern Nevada community. By providing a transferable AA with an emphasis on teaching, TMCC works with local schools to meet their increasing demand for teacher recruitment. Additionally, TMCC is involved in the Nevada Hospital Association's Nursing initiative to develop future health care professionals, another pressing need in the community.

**Cultural and Community Needs-Based Events as Public Service:** TMCC hosts public lectures, leadership lunches/breakfasts, multi-cultural festivals, and artistic events that are open to the larger community. For example, once a year, New Student Programs sponsors a breakfast for all high school counselors and career technicians. In 2003, thirty academic and student service departments were represented and nearly 70 high school counselors and career technicians attended.

Moreover, TMCC's Classified Council was part of a drive for the Northern Nevada Food Bank in December 2003, and individual classified staff are active in a variety of community service activities. The ASTM (Associated Students of Truckee Meadows) holds an annual blood drive and a holiday food drive. In fall 2004, students, faculty, and

staff participated in the New Voters Project, which increased voter registration in Nevada.

TMCC's faculty, staff, and students are committed to community service both individually and collectively. The Full Time Faculty Public Service Summary (2003/4) confirms that faculty members both participate in and have leadership roles in a variety of public service organizations. In addition, public service is part of the Annual Faculty Plan and a component of the tenure process (See *Faculty Staff Handbook*, Annual Plan/Annual Plan Instructions, and TMCC Tenure Guidelines).

**Business and Government Collaboration as Public Service:** Our community outreach and partnership programs are also extensive and include participation in the Reno-Sparks Chamber of Commerce, the Hispanic Chamber of Commerce, Nevadaworks, local chapters of APICS (The Educational Society for Resource Management) and ASTD, and the Economic Development Authority of Western Nevada.

Moreover, the Workforce Development and Continuing Education staff match TMCC resources with business and community needs; they annually serve more than 11,000 adults with basic education, certification, compliance and training programs, and community services. For example, the Institute for Business & Industry holds workshops to enhance skills and encourage new technology in a variety of industries, including graphic arts, real estate, computer instruction, and manufacturing. With some of the workforce development programs, TMCC works with state, county, and municipal governments as illustrated by TMCC's partnership with the Regional Public Safety Training Center.

Business partnerships include a full Associate Degree program with International Gaming Technology, partnerships with SBC Nevada Bell and local cable companies, plus training programs with numerous companies in the community. Additionally, TMCC's Community Services Division's Course Guide lists a range of community service classes. In fact, in 2004-05, Community Services will merge with the Institute of Business and Industry. Professional community members are invited and serve on various advisory boards for the College, including the nursing, dental hygiene, dental assisting and other health sciences programs. An annual recognition dinner in honor of this involvement is held at TMCC.

The TMCC Foundation Board provides public service via the funding of college facilities, the maintenance of TMCC's endowment, and the provision of both instructional grants and student scholarships. It also serves as a conduit between the college and community and business needs. The TMCC Foundation Board of Trustees has provided over two and a quarter million dollars in scholarships since 1990.

### **Substantive Change (1.A.7)**

Standard 1.A.7 is not currently applicable to TMCC for this accreditation cycle.

### **Analysis and Appraisal:**

During times of significant change, it is often difficult to accurately assess the effectiveness of said change. In the case of TMCC, this statement is especially true as most of the changes have either only recently been implemented, are about to be implemented, or are scheduled to be implemented in the next five years. Given this

limited time horizon, any honest self-evaluation is necessarily somewhat speculative, both in regard to strengths and weaknesses. Nonetheless, several strengths and weaknesses can be tentatively identified with regards to Standard 1.A.

The new Mission and Strategic Goals offer a clear sense of purpose that will allow the College to focus its energies. The 2004 TMCC Campus Climate Survey suggests a broad awareness of this Mission amongst staff and faculty, as well as an increasing sense amongst both constituencies that the College has a shared sense of direction. However, that optimism is tempered somewhat by the lack of formal data regarding student understandings of the Mission and Strategic Goals. To date there is no formal data indicating that students have a broader appreciation of the college Mission even as they offer positive assessment of their experiences that indicates the College is meeting many of its Strategic Goals. TMCC needs to ensure that the entire college community is aware of both the Mission and Strategic Goals of the institution. To increase visibility and awareness of the Mission amongst our students, the Mission Statement should be posted in areas where students congregate, such as the new student center.

Despite changes in leadership, personnel, enrollments, and planning, the College's programs and services appear to be meeting the essential elements of both the 1997 Mission and the 2004 Mission Statement. TMCC's work in public service continues to be vibrant and varied. Both the graduate outcomes and college climate surveys include data suggesting the College is meeting its educational Mission. Ninety-eight percent of respondents indicate that TMCC helped prepare them for their current occupation and 94% indicate that TMCC prepared them for advancing their education. A variety of

individual college programs have engaged in an assessment of student learning abilities that publicly documents TMCC's effectiveness in meeting its educational Mission (See Standard 2 for further discussion).

Both of the Planning Council documents, *Mission, Goals and Priorities* and *Strategic Planning*, illustrate the many educational and service programs that fulfill the college's Strategic Goals, and in turn, the Mission. Nonetheless, to ensure Mission fulfillment, college-wide data that documents accomplishment of the Strategic Goals and Mission is required. An effort to redress this deficiency is in development. Since previous Mission Statements and institutional assessment plans were difficult to meaningfully implement, a firm College-wide commitment to measure and document progress in meeting the new Mission and Strategic Goals is required. The steps taken thus far suggest that commitment exists.

The administration's extensive efforts to publicly disseminate the College's Mission and progress towards accomplishing the Strategic Goals are commendable and have been successful. These efforts have been extensive, regular, and broad-based. The administration apprises faculty and staff regarding the various planning processes and encourages feedback and participation from both constituencies through multiple avenues. Additionally, planning processes are in congruence with and driven by the Mission and Strategic Goals in a manner that clarifies college-wide operational procedures. Given the 1995 Self-Study evaluation regarding the lack of communication and clarity, these measures should not be undervalued. Even though noticeable progress has been made in the area of communication between faculty and administration over the

last two years, as evidenced by the 2002 and 2004 surveys, 23% of faculty still feel that there is room for improvement. Since a significant percentage of faculty and staff do not feel as if they have had opportunities to be involved with policy development, budget preparation, and planning processes, development of strategies that ensure more extensive feedback and participation from the entire college community in future efforts would be desirable. As discussed above, some of these steps are currently underway. The committee advocates the following recommendations.

### **Next Steps**

1. TMCC's 2004 Mission Statement and Strategic Goals should be posted in high traffic, high visibility areas on the college, such as the student center in order to increase student awareness by fall 2005. Additionally, the Mission Statement should be included in the summer class schedule, foldout mailers to prospective students and the public mailed out prior to each semester, and the Office of Distance Education class schedule.
2. TMCC should obtain more data from and about students in order to ensure that the College's Mission and Strategic Goals derive from and are widely understood by the entire college community. The college still has an incomplete picture regarding student understanding of the Mission. Although most members of the college community believe that we are fulfilling our Mission, without better, more conclusive and college-wide data from students that documents the achievement of the Mission regarding learning outcomes, that belief can only be inferred from the

various surveys and anecdotes and department specific programs. A process to address the issue of student learning is in place, and as a result of this committee's finding, future graduate outcome surveys will include Mission-specific questions to verify that the entire college community is aware of the Mission and Strategic Goals.

3. Future planning processes should focus on inclusiveness and participation for all of the college community. Although significant strides have been made in this area since the last Self-Study, some faculty and staff still feel excluded. This situation suggests that the administration could improve efforts in these areas by ensuring that there are multiple avenues for participation, that these avenues are widely publicized in a variety of means (college addresses, college-wide emails or newsletters, Faculty Senate, Classified Council, ASTM, Division and Department Meetings, and college forums), that innovative methods to ensure participation are explored, and that the planning processes are inclusive of the entire college community from beginning to end. Although not everyone is likely to participate in planning processes, we would like a greater percentage of the college community to feel as if they had the opportunity to participate. Specifically, the planning processes for Strategic Enrollment Management, the new procedures for budget development, and the *Academic Master Plan* should address this recommendation explicitly throughout their activities and develop strategies to increase involvement.

## **Planning and Effectiveness**

### **Historical Context:**

The 1995 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 the 1997 College Strategic Plan, and the development of a new Mission Statement and Strategic 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 leadership of the current administration.

### **Current Situation:**

The College engages in systematic annual and long-term planning, including recent *Marketing/Branding Study*, *Facilities Master Plan*, *Academic Master Plan*, *Accreditation Self-Study*, *Enrollment Management Plan*, and numerous more localized studies ranging from program reviews to faculty evaluations.

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 2004 College Mission and Strategic Goals. 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.

**Planning (1.B.1).** The institution's planning processes are clearly defined in TMCC's October 15, 2003 *Accreditation Progress Report*. Chart 1.5 illustrates how initiatives, Strategic Goals, and objectives are developed. The College's Mission and Goals govern planning processes; college resources provide data and budget information. After development by the Planning Council, coordination with strategic goals, and feedback from the college community, the President's Cabinet endorses the plan. The Planning Council's role is comprehensive, encompassing all activities at the College. Through this effort, the Mission and Goals are linked and coordinated. While currently overseeing the Self-Study, the Planning Council also provides macro-level guidance and support for all planning activities.

**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.

***Facilities Master Plan (2004).*** Under the direction of the Vice President of Finance and Administrative Services, Sasaki Associates, the master planning community, and the college community, the College developed a new *Facilities Master Plan*. This plan will consider effective space utilization on the Dandini Campus, capital improvement projects, remodeling and renovation plans, as well as traffic and a parking study. The plan was presented to the UCCSN Board of Regents in December 2004.

**Planning Processes currently in development include:**

***Academic Master Plan (2004-Present).*** Under the direction of the Vice President of Academic Affairs, Paulien and Associates, and the college 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 the Dandini Campus.

It is important to note that the institutional tasks of establishing a Facilities Master Plan and an Academic Master Plan were instigated at the same time so that the processes could inform one another. The College (via various planning mechanisms) decided that the academic planning should drive and support the physical facilities on the Dandini Campus as well as the other college sites, and the two efforts moved in a parallel fashion to create a comprehensive short- and long-term plan.

***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 affirmation of accreditation.

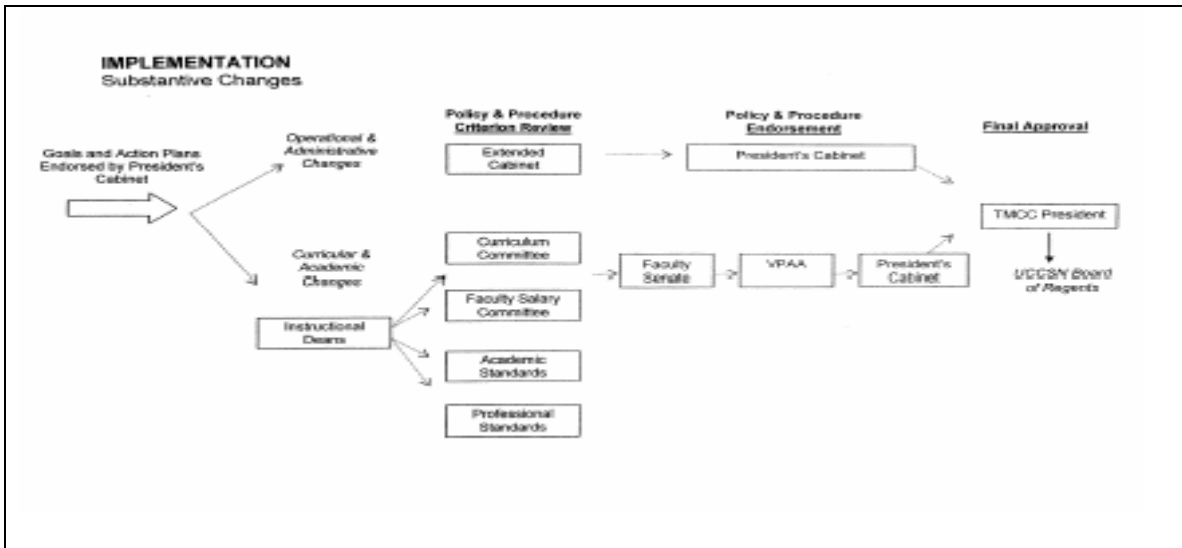
***Enrollment Management Plan (2004-Present).*** Under the direction of the newly hired Vice President of Student Services, the College will revise its *Enrollment Management Plan* that will guide the College's efforts in student and faculty recruitment, marketing, program development and refinement, outreach and retention in a manner that supports the Mission Statement.

**More Localized Planning Activities:** In addition, the College has simultaneously developed or is developing a series of academic and administrative processes that underlie the above major 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, a new project request process to determine priorities for repairs, additions, and renovations to College facilities, and several capital improvement projects, including a new student center. Additionally, TMCC is developing an Information Technology Plan that illustrates how technology will be used to implement major functions and initiatives found in the College Strategic Plan. This plan incorporates an analysis of College goals, the available internal and external resources, and student, faculty, and staff requirements.

These planning efforts have been comprehensive, participatory, data-driven, and supportive of the Mission and Strategic Goals. Thus far, throughout each planning process, the opportunity for participation, analysis, and revision have been made available to the entire college 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 college resources are efficiently distributed to ensure Mission fulfillment.

Chart 1.7 below 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 Vice-President of Academic Affairs and the President's Cabinet and given final approval by the President; again, if necessary, these changes are sent to the governing board.

### **Chart 1.7 Implementation of Planning**



Procedures by which the College assesses how the planning efforts achieve Mission fulfillment are illustrated in Chart 1.4 (See Standard 1.A. pp.12). Furthermore, 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 and links between human resources and the budgetary process.

The Office of Institutional Research also carries out a set of measures that include but are not limited to the following: development of annual performance indicator data, ongoing student satisfaction research (annual graduate outcomes and graduate follow-up surveys), student success research (retention, persistence, graduation, capture rate trends), and institutional resource effectiveness research (full-time to part-time faculty ratio, enrollment projections, workload). This data is used to assess institutional goal achievement.

**Evaluation Process 1.B.2.** TMCC engages in systematic planning for, and evaluation of, its activities, including teaching, program integrity, and public service consistent with its Mission and Strategic Goals. For example, 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 ongoing re-organization of academic affairs, the formation of a new Center for Teaching Excellence, the development of a new plan for mentoring adjunct faculty, and a renewed emphasis on program development planning.

**Evaluation of teaching.** The evaluation of teaching is equally essential to meeting the Strategic Goal of Academic Excellence at the College. TMCC teaching evaluation guidelines are outlined in the *Board of Regents Handbook*, which 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 (See Standard 4 for an in-depth discussion of the faculty evaluation process). An ad-hoc committee of the Faculty Senate has been created to revise the 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 spring 2005.

**Program Integrity.** The College has recently established a new program and discipline review process to ensure that individual instructional programs meet the College's Strategic Goal of Academic Excellence (See Standard 2 for an in-depth discussion).

A preliminary attempt to address student learning outcomes was addressed in 2000 with the creation of an Institutional Assessment Committee. Many members of this committee now serve on a Student Learning Outcomes and Assessment (SLOA) Committee. SLOA was created to serve as the institution-wide body addressing learning outcomes and assessment issues. 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.

**Evaluation of Public Service.** Although research is not an integral part of the College's Mission, public service is a significant part of TMCC's Strategic Goals. A thorough evaluation of the College's success in meeting this goal occurs as a necessary by-product of the process of assessing institutional effectiveness (See Chart 1.4, pp.12). 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 (See Standard 1.A.6. for an in-depth discussion).

**Planning Process (1.B.3).** TMCC’s planning process is participatory—inclusive in that it involves constituencies appropriate to the institution such as board members, administrators, faculty, staff, students, and other interested parties—and recursive in that the process of planning and assessment circles back through a process of ongoing consideration and reconsideration. 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 college community and other interested outside parties has emerged via college forums, college 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 college and the outside community in its initial meeting (February 20, 2004 Meeting Minutes). To ensure participation by relevant constituencies, it established its own website that includes the schedule, the goals, and the work-to-date (See FMPWS). Moreover, two college forums, widely advertised on the Facilities Master Planning website, the college calendar, and college-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 college community, were developed to provide feedback for the consultants.

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

**Planning Process and Resource Allocation (1.B.4)** A comprehensive budget development process that links operational goals and individual program goals to required resources is planned for implementation during 2005. A Budget Advisory Committee, with representatives from Faculty Senate, Classified Council, Deans, Department Chairs, and Administration has been formed to:

- Identify information needed to develop a broad-based understanding of the resources available to TMCC as budgets are developed
- Identify what is needed to increase the understanding of the budget development and resource allocation process and how to incorporate more input and dialogue in the process
- Explore and discuss new ideas and methodologies to enhance the budget process.

A Cabinet retreat in early October 2004, initiated the FY06 budget process by addressing key priorities for resource allocation and evaluating trends in available funding for initiatives. The Budget Advisory Committee began meeting in November 2004 to define a process that will lead to well-understood and used methods that link Cabinet priorities to departmental goals and budgets. The goal, still in development, is to have the College's Strategic Goals drive resource allocation decisions as budgets are developed and to have objectives that recognize and are consistent with available resources in the budget. The Budget Advisory Committee will give its first presentation to the Cabinet in March 2005.

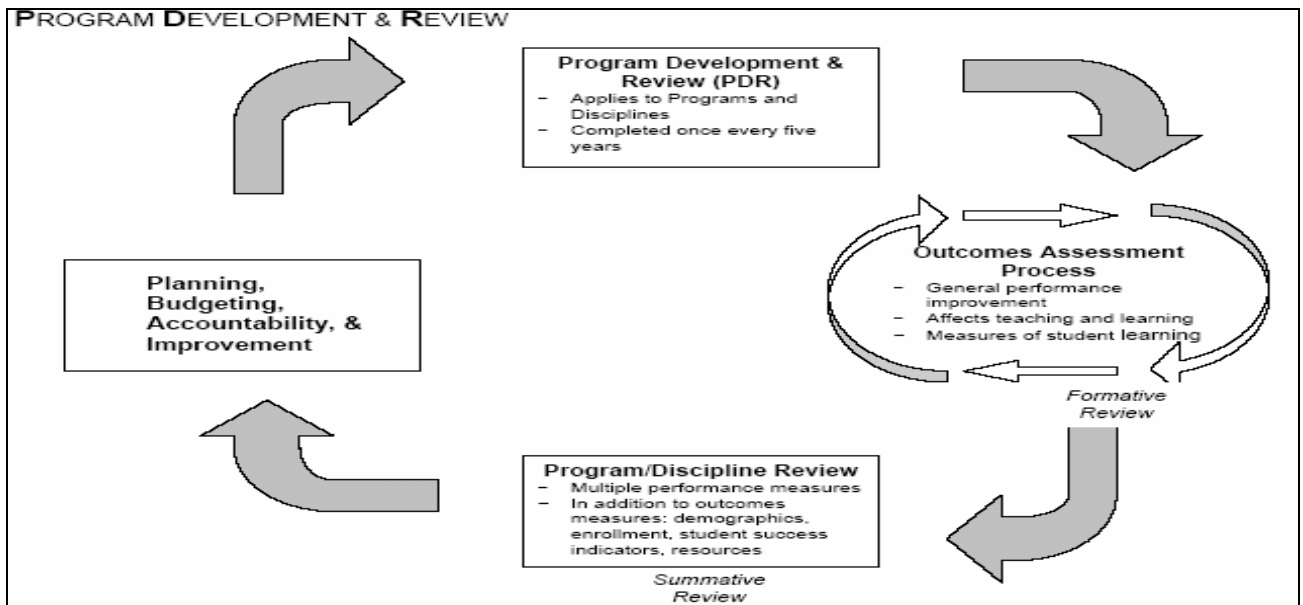
TMCC uses the results of its systematic evaluation activities and ongoing planning processes to influence and effect resource allocation at every level and, most importantly, to improve its instructional programs, institutional services, and activities. Results of planning activities and planning processes 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 Strategic Goals, department needs, and data from Institutional Research.

To fulfill the Strategic Goal of Academic Excellence and the *UCCSN Master Plan*, TMCC is attempting to improve its ratio of full-time instructors to part-time instructors. 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, the College makes

its decision to hire additional full-time faculty in a specific discipline. Thus, strategic planning, evaluation, and resource allocation are integrated in an attempt to improve instructional programs. As illustrated by Chart 1.4, TMCC’s process for assessing institutional effectiveness incorporates adjustment to ensure that evaluation results in more efficient use of resources (Standard 1.A., pp.12).

The program review process evaluates resource allocation by program and considers whether resources are indeed appropriate. As part of the program review process, assessment of the current as well as future resource needs of a program must be considered. This review process is detailed in Chart 1.8 below.

**Chart 1.8 Program Development and Review**



As a result of the recently completed strategic planning process, the college has been able to both identify future priorities with respect to resource allocation and program development in instructional programs and institutional services/activities (See *Strategic Planning* and the *Mission, Goals and Priorities*). 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. 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 processes of creating the *Academic Master Plan*, *Enrollment Management Plan*, *Comprehensive Budget Development Process*, and *Facilities Master Plan* promise to refine and shape resource allocation and improve instruction and institutional services.

**Integration of Evaluation and Planning Processes (1.B.5).** TMCC integrates its evaluation and planning processes so as to best identify institutional priorities and to improve educational activities. The Assessment of Institutional Effectiveness process (Chart 1.4) and the Program Development and Review process (Chart 1.8) integrate evaluation and planning and incorporate an adjustment process that allows for necessary changes to maximize success and improvement (See Standard 1.A, pp. 12; Standard 1.B, pp.36). Macro-level accountability for institutional effectiveness resides with each member of the President's Cabinet as well as the Planning Council; individual division

and department leaders are accountable at the micro-level of decision making. The Assessment of Institutional Effectiveness process, however, requires a more nuanced elaboration to identify more concretely the pockets of accountability and responsibility in the process of assessing and adjusting educational activities at every level of the College.

Additional evaluation and planning processes occur at lower tiers in the College-- instructional divisions, individual departments, individual disciplines, institutional services, Faculty Senate, Classified Council, and Associated Students of Truckee Meadows. 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 1.7, to ensure a high degree of communication and a sense of shared direction in implementing mission and goals between academic programs, student services, and institutional support functions at the College (See Standard 1.B, pp.30).

**Planning Resources (1.B.6).** TMCC 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 internal and external surveys, completes needs assessments for new or changed programs, and fulfills ad hoc data requests. The Office of Institutional Research produces an annual plan that identifies priorities and establishes department needs for the upcoming year. Recent re-organization within this office has resulted in the hiring of a research analyst.

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 Goals, thoughtful investment of resources and adequate staffing of the priority activities is ensured by this process.

**Institutional Research (1.B.7).** The College's research is integrated with and supportive of institutional evaluation and planning. The Institutional Research Office engages in the ongoing 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 (See IRWS).

For example, the Institutional Research Office prepared an Environmental Scan to support and assist the academic master planning process. This information provided the foundation for the *Facilities Master Plan's* space requirements, evidence of the parallel planning processes. Moreover, the Institutional Research Office has created an effective data inventory list during the Self-Study. The office can build on this contribution in the future, asking departments to define their data needs for planning and can then assist each department in refining its tracking processes to meet those needs.

Recently, a Data Integrity Committee was formed to ensure integrity, validity, consistency, and reliability of system-maintained data. The College recognized that plans

and assessments that rely on quality data are more likely to be accepted by different constituencies and, as a result, be useful in effecting necessary changes. The committee presented its recommendations to the President's Cabinet in December 2004.

**Review of Institutional Research (1.B.8).** TMCC consistently and systematically reviews its institutional research efforts, its evaluation processes, and its planning activities so as to document and consider 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 its goals and met its required activities. As with all department annual plans, the Office of Institutional Research's annual plan 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. Some (but not all) of the areas currently under review are the following: program and discipline review, faculty evaluation procedures, a process for GE assessment.

**Communication of Institutional Effectiveness (1.B.9).** Information obtained from the planning and evaluation process is shared with the college community in a variety of ways. Each planning process's website, available to the public as links on the TMCC website, provides updates of the work accomplished to date (See TMCCWS). For example, the Planning Council makes its *Strategic Planning* brochure available on its website. 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.

TMCC's Public Information Office prepares and disseminates to all media, and posts news releases online at its Web site. The Office of Institutional Research makes public the results of its research on its website. 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. The Institutional Research Office publishes a semesterly e-mail newsletter highlighting upcoming research projects and highlighting completed ones.

#### **Analysis and Appraisal:**

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 the 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 is commensurate with the College's Mission and Goals, and there is clear evidence in the college culture of a commitment to establishing accurate and informative measurement of outcomes at every level.

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 Campus Climate Survey that documented an uncertain sense of direction amongst faculty and staff, a point noted in 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 processes: 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 all educational sites; and a Self-Study leading to the affirmation of accreditation.

Throughout these planning processes, the institution has questioned, analyzed, and revised its Strategic Goals, policies, procedures, and resource allocation in almost every area of college 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 their experiences serving on different committees, and the end result of this

phenomena of shared membership on different committees: effective cross-fertilization of ideas, excellent communication of information, and ultimately the formation of solid results leading to thoughtful change.

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 Campus Climate Survey reveals a college community that feels that TMCC has both a greater sense of direction and well-defined set of future Goals.

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 1.4 documents both a planning and assessment process, but the procedures for engaging in either are underdeveloped or not refined (See Standard 1.A, pp.12). 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 college, a comprehensive process for both needs to be developed. The creation of a college-wide process will ensure that future planning will not need to re-invent the wheel before beginning its questioning, data collection, 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. As a result, the committee advocates the following recommendations.

### **Next Steps:**

1. Develop clear and specific procedures to demonstrate the entire planning process used at TMCC and link that process to all departments by spring 2006. 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, a generic guideline for planning processes could guide micro 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. By spring 2006, the College needs to document how evaluation plans are connected to Strategic Goals more clearly. 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. However, clearly delineated linkages between the evaluation and planning processes that then inform the process for assessment and adjustment would be beneficial, especially at division and department level.

- 3.** Future major, college-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 to both internal and external constituencies, while also allowing for feedback (See MPWS).