

Institutional Mission and Goals, Planning, and Effectiveness

STANDARD ONE

Mission and Goals

Truckee Meadows Community College's institutional mission 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 TMCC Accreditation Self-Study Report, TMCC has experienced substantial changes in administration, an increase in student enrollment by 58 percent (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) Evaluation Committee Report, 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. TMCC 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 Planning* document in 1997.

Following on a series of administrative changes at the presidential level, in August 2002, President Philip Ringle detailed and presented to the faculty and staff seven initiatives designed to facilitate TMCC 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 Exhibit 1.1, 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 Strategic Goals, and to enhance cooperation and mutual understanding among key constituencies (See Exhibit 1.2, 11/1/02 Presidential Memo).

Current Situation

The Mission (1.A.1)

Since the 1995 TMCC Accreditation Self-Study Report, TMCC’s Mission Statement and assertion of Strategic Goals have undergone two significant revisions. In response to the 1995 NASC Evaluation Committee Report 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 in 1971 (See Figure 1.1, Historical Evolution of Mission Statement).

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 TMCC. 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 Statement and Strategic Goals. The Planning Council considered other colleges’ mission statements and the *UCCSN Master Plan for Higher Education* (See Exhibit 1.3, Planning Council 1/03 minutes).

In developing the Mission Statement, the Planning Council devoted attention to functions that TMCC performs, the constituencies 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 Statement, they were consulted and actively participated in the development of several of the Strategic Goals, in particular, the Strategic Goals for Diversity and Strategic Partnership (interview with co-chair of Planning Council, 9/14/04). Although students had access to TMCC’s Web site, 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 Statement 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

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.

Figure 1.1 Historical Evolution of Mission Statement

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 subgroups 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 Exhibit 1.4, *Planning Council: Mission, Goals, and Priorities*). The President's Cabinet had the opportunity to provide comment and input on the new Mission Statement and Strategic Goals, and no changes were recommended.

The UCCSN Board of Regents approved the new Mission Statement and Strategic Goals during their October 2004 meeting, commenting favorably on the fact that TMCC's Mission Statement and Strategic 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 Statement 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 (See Exhibit 1.5, August 2004 UCCSN Board Minutes). The

Planning Council also posted information and minutes on its Web site, 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.

The 2004 Mission Statement appears in the *2004-05 Truckee Meadows Community College Course Catalog*. Printed and CD versions of the *TMCC Course Catalog* are available at each instructional site (Dandini Campus, Meadowood Center, IGT Applied Technology Center, Nell J. Redfield Foundation Performing Arts Center, High Tech Center at Redfield), and the course catalog can be accessed via the TMCC Web site. The 2004 Mission Statement is also available on the TMCC Web site, and it is printed in the class schedules. 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 Web site and is sent out via a limited postal mailing. Finally, the Mission Statement is also published in numerous college publications (See Exhibits 1.6, 1.7, and 1.8, *TMCC Faculty/Staff Handbook*, the *Part-time Faculty Handbook*, and the *Student Handbook*).

As evident in responses to the TMCC 2004 Survey of Campus Climate, faculty and staff are aware of and understand the new Mission Statement. The TMCC 2004 Survey of Campus Climate revealed that 89 percent 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 the UCCSN 2002 Survey on Campus Climate. 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 percent versus 39 percent) and a shared sense of direction (55 percent versus 30 percent). Furthermore, the TMCC 2004 Survey on Campus Climate notes an increased percentage of the college community

Survey Item	% Agree 2002	% Agree 2004	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 is making progress meeting educational mission	63	80	17
Q5. TMCC is making progress meeting service mission	61	70	9
Q6. TMCC has shared sense of direction	30	55	25
Q7. TMCC is committed to assessing effectiveness of educational mission	51	74	23
Q8. TMCC is 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 UCCSN 2002 Survey on Campus Climate places this figure at 92 percent in error.

Figure 1.2 Results of TMCC 2004 Survey on Campus Climate

is familiar with the service mission (80 percent versus 77 percent in 2002) and believes that TMCC is making progress in meeting this mission (70 percent versus 61 percent in 2002) (See Figure 1.2, Results of TMCC 2004 Survey on Campus Climate).

However, results in the Graduate Outcomes Survey 2002-2003 suggest that students have less awareness and understanding of TMCC's Mission Statement, 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 percent of students agree that TMCC has helped them meet their goals, and 64 percent agree that TMCC welcomes and uses feedback from students to improve the College (See Figure 1.3, Students Overall Satisfaction with TMCC).

Institutional Progress (1.A.3)

The Institutional Research Office documents TMCC's progress in meeting its Mission Statement and Strategic

Goals via annual graduate outcomes surveys, annual performance indicators, the *TMCC FactBook*, and the biennial Survey on Campus Climate. 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 *TMCC 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 Statement 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 Strategic Goal and recommended future priorities that would allow TMCC to achieve each Strategic Goal.

Subsequently, at the fall 2004 State of the College Address, President Ringle outlined the progress that the College had made in achieving each Strategic Goal and discussed future goal-related projects. At this address, a document titled *Strategic Planning* was distributed to the college



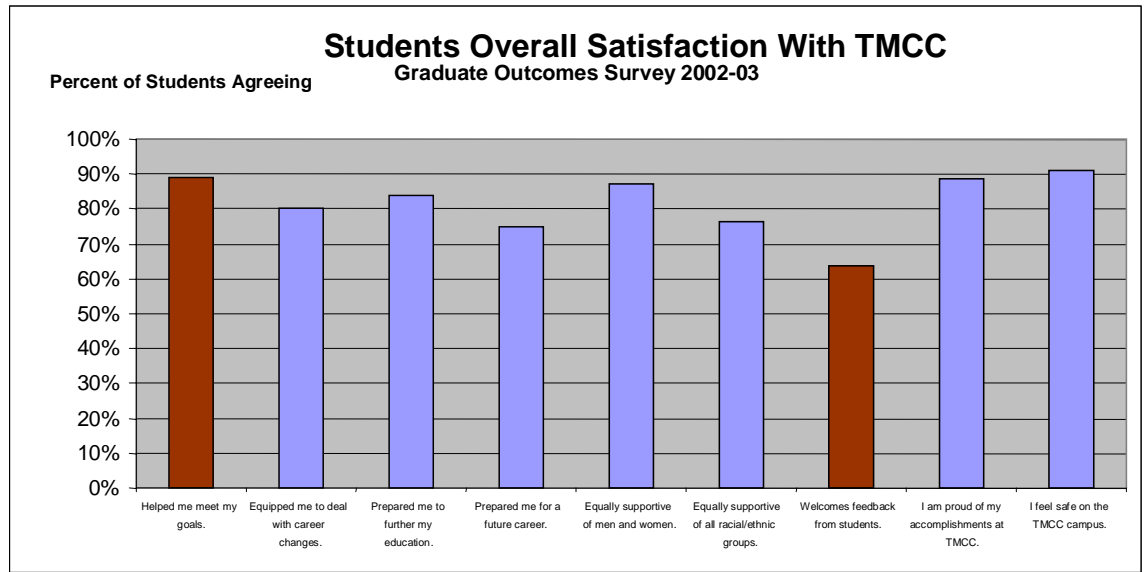
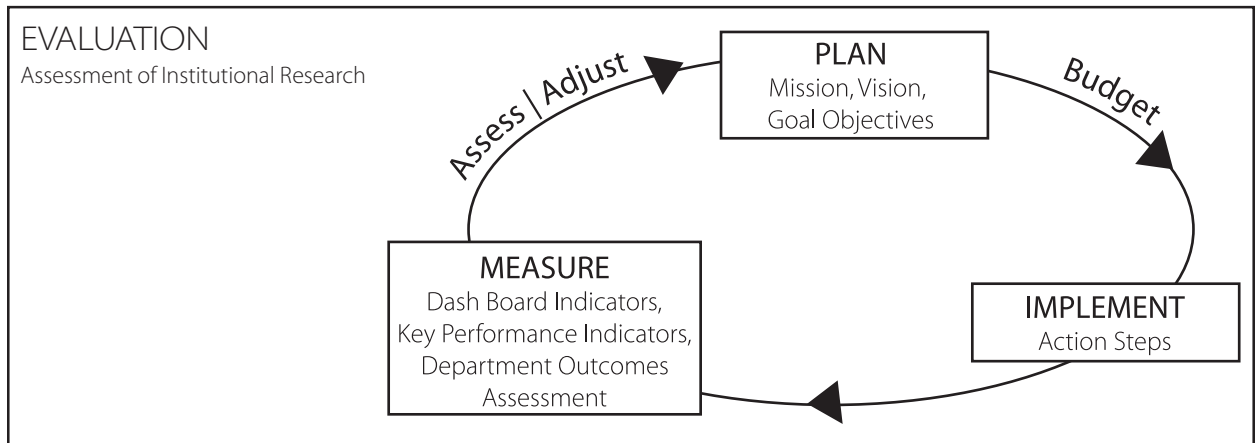
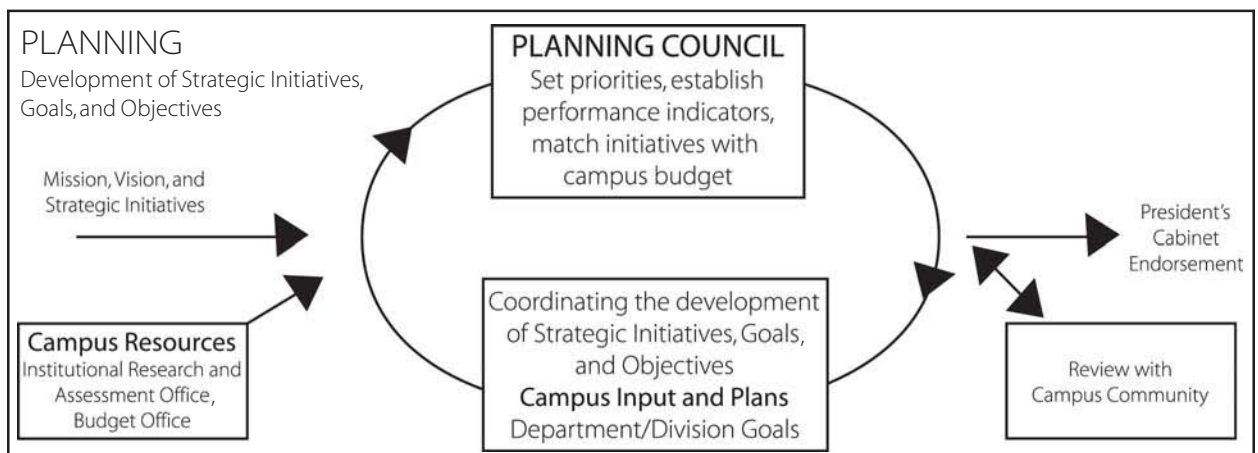


Figure 1.3 Students Overall Satisfaction With TMCC



(Source: 2003 Accreditation Progress Report)

Figure 1.4 Assessment of Institutional Effectiveness



(Source: 2003 Accreditation Progress Report)

Figure 1.5 Development of Strategic Initiatives

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 Statement and Strategic Goals. The President also communicated effectively with the Faculty Senate throughout the planning process in scheduled monthly meetings. College-wide e-mails from the President and the Public Information Office requested feedback and addressed progress in this area (See Exhibit 1.9, September 2003 Presidential Memo).

To assess institutional effectiveness with regards to the Mission Statement and Strategic Goals, the process illustrated in Figure 1.4 was developed. The Assessment of Institutional Effectiveness figure 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 TMCC is meeting its educational mission. (See Standard 1.B and Standard 2 for in-depth discussion of program assessment).

Goals (1.A.4)

TMCC's Strategic Goals are commensurate with the Mission Statement and available human, physical, and financial resources. As Figure 1.5 illustrates, the process for establishing the Strategic Goals required an evaluation of the Mission Statement and TMCC resources. The new Mission Statement provides a harmonious foundation that each Strategic Goal, if accomplished, should enhance.

The Planning Council's *Mission, Goals, and Priorities* document examines each Strategic Goal in more detail and considers the human, physical, and financial resources available to TMCC. For example, to meet the Strategic Goal for 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 Statement. 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.

TMCC is also engaged in a variety of assessment processes to ensure consistency between its educational mission and its resources. Academic leaders participate annually in planning ways to meet the Mission Statement 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 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 Statement and the Strategic Goals of TMCC are infused at every level.

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)

TMCC 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 Statement 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 educational mission is demonstrated in TMCC's admissions policy (See *2004-2005 TMCC Course Catalog*, p. 243). TMCC fulfills its educational 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.

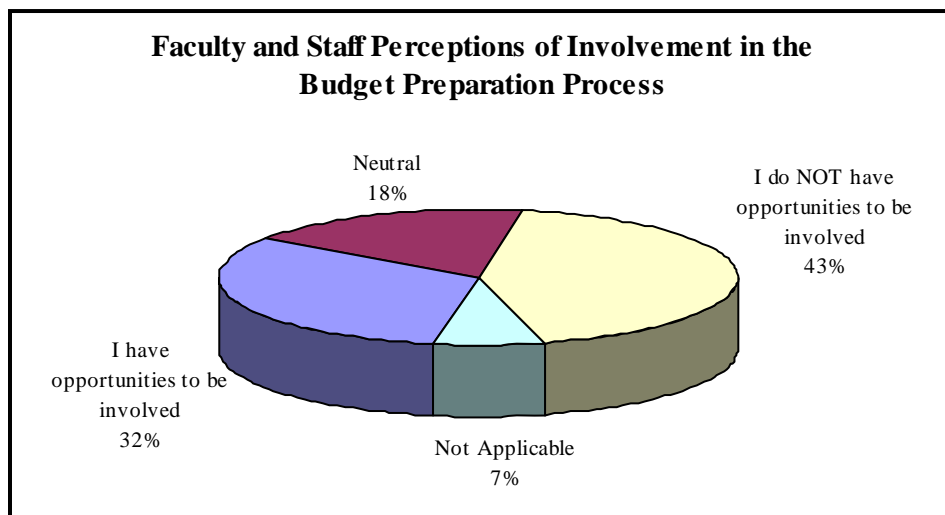


Figure 1.6 Faculty and Staff Perceptions

With regards to faculty selection, each position announcement includes that the faculty member “must perform assigned duties in a manner consistent with the standards, missions, and goals of Truckee Meadows Community College.” Faculty search committees seek out candidates with a commitment to excellent teaching as required by the Strategic Goal for Achieving Academic Excellence. TMCC’s 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 TMCC 2004 Survey on Campus Climate suggests that faculty and staff do not feel as if they are included in the budget process; only 32 percent thought they had opportunities to be involved in budget preparation whereas 43 percent felt they did not have such opportunities (See Figure 1.6, 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 process for faculty professional development demonstrates TMCC’s 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 Statement 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 Statement 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 Strategic 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 TMCC’s Mission Statement, its Strategic Goals, and the *UCGSN Master Plan for Higher Education*; as a result, each division’s activities are expected to be explicitly guided by the Mission Statement (Interview with VPAA, 9/15/04).

Public Service (1.A.6)

TMCC’s Mission Statement 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 TMCC’s education and service missions can be seen in three, at times interconnected, areas: programs designed to meet the needs of the community, community events sponsored by TMCC, and collaboration with business and community groups.

Service Programs: The Strategic Goal 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.” TMCC 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, TMCC 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 associate of arts 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, multicultural 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, 30 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 Associated Students of Truckee Meadows (ASTM) 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 Faculty Annual

Plan and a component of the tenure process (See Exhibits 1.6, 1.10, and 1.11, *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 continuing education courses. For example, the Workforce Development and Continuing Education Division 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, the Workforce Development and Continuing Education Course Guide lists a range of continuing education classes. Professional community members are invited and serve on various advisory boards for TMCC, 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 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 TMCC 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 (1.A)

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 terms of strengths and weaknesses. Nonetheless, several strengths and weaknesses can be tentatively identified with regards to Standard 1.A.

The new Mission Statement and Strategic Goals offer a clear sense of purpose that will allow TMCC to focus its energies. The TMCC 2004 Survey on Campus Climate suggests a broad awareness of this Mission Statement 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 Statement and Strategic Goals. To date there is no formal data indicating that students have a broader appreciation of TMCC's Mission Statement 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 Statement and Strategic Goals of the institution. To increase visibility and awareness of the Mission Statement amongst our students, the Mission Statement should be posted in areas where students congregate, such as the new V. James Eardley Student Services Center.

Despite changes in leadership, personnel, enrollments, and planning, TMCC's programs and services appear to be meeting the essential elements of both the 1997 and the 2004 Mission Statements. TMCC's work in public service continues to be vibrant and varied. Both the graduate outcomes and campus climate surveys include data suggesting TMCC is meeting its educational mission. Ninety-eight percent of respondents indicate that TMCC helped prepare them for their current occupation and 94 percent 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 TMCC's Strategic Goals, and in turn, its Mission Statement. Nonetheless, to ensure mission fulfillment, college-wide data that documents the accomplishment of the Strategic Goals and Mission Statement is required. An effort to redress this deficiency is in development. Since previous Mission Statements and institutional assessment plans were difficult to implement, a firm college-wide commitment to measure and document progress in meeting the new Mission Statement and Strategic Goals is required. The steps taken thus far suggest that commitment exists.

The administration's extensive efforts to publicly disseminate TMCC's Mission Statement 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 Statement and Strategic Goals in a manner that clarifies college-wide operational procedures. Given the 1995 NASC Evaluation Committee Report critique of TMCC's lack of communication between constituencies, 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 UCCSN 2002 and TMCC 2004 Campus Climate Surveys, 23 percent 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, some of these steps are currently underway. The Self-Study Standard 1 Committee advocates the following recommendations.

Next Steps (1.A)

- TMCC's 2004 Mission Statement and Strategic Goals should be posted in high traffic, high visibility areas, such as the V. James Eardley Student Services Center in order to increase student awareness by fall 2005. Additionally, the Mission Statement should be included in the direct mail brochure mailed to Washoe County residents, the e-Learning class schedule, and Workforce Development and Continuing Education course guide.
- TMCC should obtain more data from and about students in order to ensure that the College's Mission Statement and Strategic Goals derive from and are widely understood by the entire college community. TMCC still has an incomplete picture regarding student understanding of the Mission Statement. Although most members of the college community believe that TMCC is fulfilling its educational mission, without better, more conclusive, and college-wide data from students that documents the achievement of the Mission Statement using learning outcomes, that belief can only be inferred from the various surveys and anecdotes about 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 Statement and Strategic Goals.
- 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 1995 TMCC Accreditation Self-Study Report, 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 e-mails 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, the Self-Study Standard 1 Committee 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 (1.B)

Historical Context

The 1995 NASC 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, TMCC 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 Accreditation 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

TMCC engages in systematic annual and long-term planning, including a 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 TMCC Mission Statement and Strategic Goals. Additionally, the College has identified new priorities and operational activities that will ensure goal fulfillment. These are outlined in the Planning Council’s *Strategic Planning* document.

Planning (1.B.1)

TMCC’s planning processes are clearly defined in TMCC’s October 15, 2003 Accreditation Progress Report. Figure 1.5 illustrates how initiatives, Strategic Goals, and objectives are developed. The College’s Mission Statement and Strategic 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 TMCC. Through this effort, the Mission Statement and Strategic 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

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, TMCC developed a new *Facilities Master Plan*. This plan considers effective space utilization on the Dandini Campus, capital improvement projects, remodeling and renovation plans, as well as traffic and a

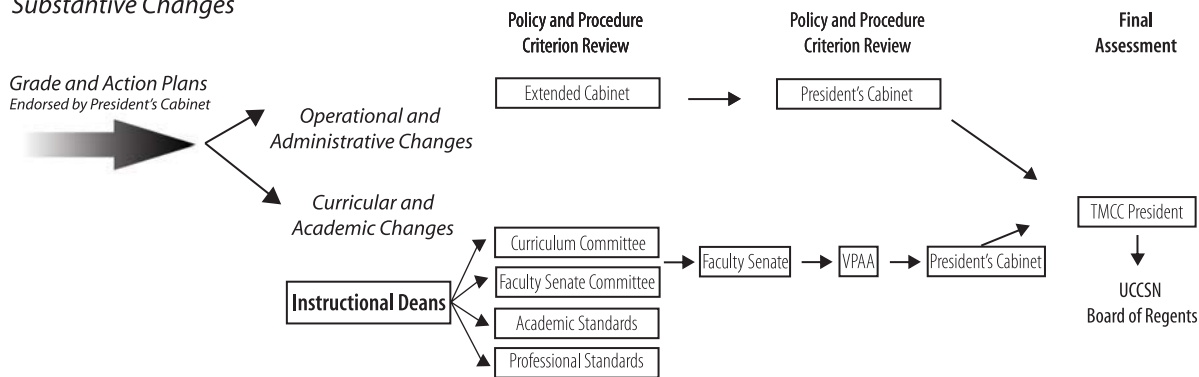
IMPLEMENTATION*Substantive Changes*

Figure 1.7 Implementation

parking study. The plan was presented to the Board of Regents in December 2004.

Planning processes currently in development

Academic Master Plan (2004-Present): Under the direction of the Vice President of Academic Affairs, Paulien and Associates, and the college community, TMCC has recently collected data 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. Leadership (via various planning mechanisms) decided that 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, TMCC is creating the 2005 TMCC Accreditation Self-Study Report for affirmation of accreditation.

Enrollment Management Plan (2004-Present): Under the direction of the newly hired Vice President of Student Services, TMCC 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, TMCC 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 TMCC's *Strategic Planning* document. This plan incorporates an analysis of Strategic Goals, 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 Statement 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, the intent is to ensure that college resources are efficiently distributed to ensure educational mission fulfillment.

Figure 1.7 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.

Procedures by which TMCC assesses how the planning efforts achieve mission fulfillment are illustrated in Figure 1.4. 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 Statement and Strategic Goals, as well as the *UCCSN Master Plan for Higher Education*. Individual program goals are then included in academic leaders' annual evaluations, thus ensuring accountability and links between human resources and the budgetary process.

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). TMCC uses this data 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 Statement and Strategic Goals. For example, TMCC's Strategic Goal of Academic Excellence requires that TMCC 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's 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 were reported to Faculty Senate in spring 2005.

Program Integrity: TMCC 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 the 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 TMCC's educational 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 Figure 1.4, Assessment of Institutional Effectiveness). Both the Planning Council's *Mission, Goals, and Priorities* and *Strategic Planning* documents articulate 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

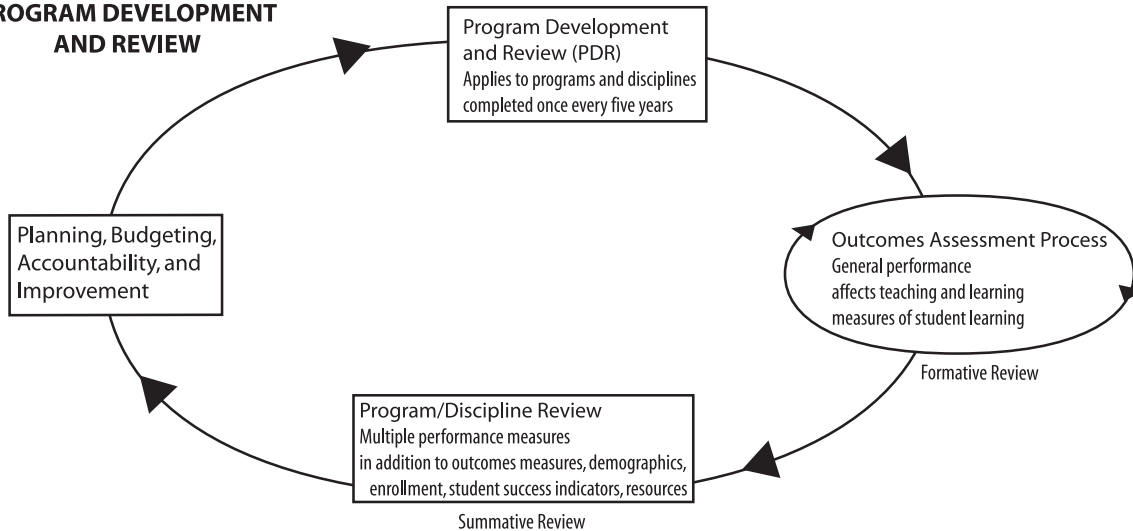
PROGRAM DEVELOPMENT
AND REVIEW

Figure 1.8 Program Development and Review

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, the President’s Cabinet, and the Extended Cabinet. 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, feedback from the college community and other interested outside parties has emerged via college forums, college newsletters, and Web sites 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 (See Exhibit 1.12, February 20, 2004 meeting minutes). To ensure participation by relevant constituencies, the committee established its own Web site that includes the schedule, the goals, and the work-to-date. Moreover, two college forums, widely advertised on the facilities master planning Web site, the college calendar, and college-wide e-mail, 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 consultant who performed 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 Web site feedback were advertised via college e-mail, and the forum was listed on TMCC’s 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. The 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 President’s 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 President’s 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 gave its first presentation to the President's 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 for Higher Education*, 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, TMCC considers the following data—current ratios, the number of attempted registrations for individual classes, and specific department needs. Based on this data, leadership 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 Figure 1.4, TMCC's process for assessing institutional effectiveness incorporates adjustments to ensure that evaluation results in more efficient use of resources.

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 Figure 1.8.

As a result of the recently completed strategic planning process, TMCC has been able to both identify future priorities with respect to resource allocation and program development in instructional programs and institutional services/activities (See the *Strategic Planning* document and *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, 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 *TMCC FactBook* is widely used to validate and determine strategic goal priorities (Interview with VPAA, 9/15/04).

The processes that created 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 (Figure 1.4) and the program development and review process (Figure 1.8) integrate evaluation and planning and incorporate an adjustment process that allows for necessary changes to maximize success and improvement. 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 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 Figure 1.7, to ensure a high degree of communication and a sense of shared direction in implementing TMCC's Mission Statement and Strategic Goals between academic programs, student services, and institutional support functions at TMCC.

Planning Resources (1.B.6)

TMCC provides the necessary resources for effective evaluation and planning processes. Institutional Research functions as a data repository and produces the external reports necessary for the UCCSN. In addition, Institutional Research conducts internal and external surveys, completes needs assessments for new or changed programs, and

fulfills ad hoc data requests. Institutional Research produces an annual plan that identifies priorities and establishes department needs for the upcoming year. Recent re-organization within Institutional Research 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 TMCC. 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)

TMCC's research is integrated with and supportive of institutional evaluation and planning. Institutional Research engages in the ongoing collection, analysis, and dissemination of data for institutional decision-making and strategic planning. Institutional Research makes the data collected available on the Institutional Research Web site and provides it to key constituents involved in institutional evaluation and planning.

For example, Institutional Research 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, Institutional Research has created an effective data inventory list during the Self-Study. Institutional Research 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, the Data Integrity Committee was formed to ensure the integrity, validity, consistency, and reliability of system-maintained data. TMCC 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 Data Integrity 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. 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, Institutional Research's annual plan is linked to TMCC'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 general education 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 Web site, available to the public as links on the TMCC Web site, provides updates of the work accomplished to date. For example, the Planning Council makes its *Strategic Planning* document available on its Web site. The President updates the Board of Regents regarding TMCC's planning processes and progress with institutional effectiveness. As required by state law, Board of Regents meetings are open to the public.

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

Analysis and Appraisal (1.B)

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 TMCC's Mission Statement and Strategic 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 TMCC served the community well, it needed a clearer sense of educational mission, more defined academic and administrative procedures to help the College fulfill its Mission Statement, and better data to guide both planning and evaluation with respect to educational mission fulfillment. This sentiment is evident in the UCCSN 2002 Survey on Campus Climate that documented an uncertain sense of direction amongst faculty and staff, a point noted in the 1995 and 2000 NASC Evaluation Committee Reports. As a result, with the guidance of the current administration, TMCC has either recently completed or will soon complete five major planning processes: strategic planning that resulted in a new Mission Statement and Strategic Goals; a Marketing/Branding Campaign that resulted in 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 process leading to the affirmation of accreditation.

Throughout these planning processes, TMCC 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; 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 Statement and Strategic Goals ensures that those who were engaged in this planning process never lost sight of the Strategic Goals. Not surprisingly, the TMCC 2004 Survey on Campus Climate reveals a college community that feels TMCC has both a greater sense of direction and well-defined future.

That said, TMCC 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. Figure 1.4 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 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 Self-Study Standard 1 Committee advocates the following recommendations.

Next Steps (1.B)

- 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 TMCC clearly documents that major planning efforts at the macro level are linked to both the Strategic Goals and the *UCCSN Master Plan for Higher Education*, 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 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 with 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.
- By spring 2006, TMCC 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 the division and department level.
- Future major college-wide planning processes should use the master planning Web site 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.