

Standard 1-Institutional Mission and Goals, Planning, and Effectiveness.**Section #1 Executive Summary**

Since the last self-study, Truckee Meadows Community College has twice revised both its mission and the college planning processes. These revisions have attempted to address the recommendations of the last self-study, reflect extensive changes in personnel, facilities, and student enrollment, and provide a firm foundation for future college growth.

With respect to the mission, the 1995 Northwest Association of Schools and Colleges (NASC) evaluation suggested that the college did not link planning to the mission and that the college lacked a shared sense of direction. To address this situation, the college developed a new mission and strategic goals as well as the college's first comprehensive strategic plan in 1997. After a series of administrative changes between 1997 and 2002, in Fall 2002, the current President, Dr. Philip Ringle, outlined strategic initiatives to guide future college activities and established a Planning Council to examine and update TMCC's mission and strategic initiatives. The Planning Council, with extensive input from internal and external constituents, developed a new mission statement and strategic goals during the 2002-03 and 2003-04 academic years. The Board of Regents reviewed and approved the new mission and strategic goals at its October 2004 meeting. An annual internal process exists that links the mission and strategic goals to operational goals and required activities. In the future, the committee believes that TMCC should try to increase the mission statement's visibility, especially amongst students and obtain more data about student understandings of the mission.

With respect to planning, the last NASC evaluation report suggested that TMCC prioritize and establish clearly defined, measurable, communicated, stable, and understandable operating procedures, 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 creation of the 1997 College Strategic Plan, and the development of a new mission and goals. The October 2000 Evaluation of TMCC's interim report noted that planning, assessment, participation, and communication had improved in the

instructional area but needed redress with respect to administration. In response, TMCC revised its planning processes, as outlined in October 15, 2003 Accreditation Program Report, and began several major planning efforts under the leadership of the current administration. TMCC recently completed a Marketing/Branding Study as well as a new Facilities Master Plan. It is developing an Academic Master Plan, an Accreditation Self-Study, and a new Enrollment Management Plan. In addition, the college has simultaneously developed or is developing a series of academic and administrative processes that underlie these planning efforts. These planning efforts have been comprehensive, participatory, data-driven, and supportive of the mission and goals. Thus far, throughout each planning process, the opportunity for participation, analysis, and revision have been made available to the entire campus community. Given that most of the efforts are still in development, it is unclear what impact these planning processes will have on future resource allocation but the intent is efficient distribution of resources to ensure mission fulfillment. However, the committee believes that planning and evaluation at the division and department level could follow a more specified procedure and could be more clearly linked the strategic goals.

Section #2 Planning Council Reports

A. Standard 1.A – Mission and Goals

The institution's mission and goals define the institution, including its educational activities, its student body, and its role within the higher education community. The evaluation proceeds from the institution's own definition of its mission and goals. Such evaluation is to determine the extent to which the mission and goals are achieved and are consistent with the Commission's [Eligibility Requirements](#) and standards for accreditation.

B. Descriptive Summary of Findings

Truckee Meadows Community College is in a period of transition. Since the last self-study, there have been changes to administrative leadership, student enrollment has increased by 58% (annualized FTE from 1994-95 to 2003-04), the college's personnel and facilities have undergone considerable expansion and transformation, and planning processes at every level of the college have undergone significant revisions.

The 1995 Northwest Association of Schools and Colleges (NASC) evaluation suggested that the college did not link data to planning processes in a manner that would provide the institution a sense of direction or purpose. It 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 campus forums. The college engaged in new planning activities that led to a new mission and strategic college goals as well as the college’s first comprehensive strategic plan, all developed in 1997. A series of changes occurred to the administration between 1997 and 2002

In August 2002, after an analysis of the state of the college, the current President, Dr. Philip Ringle, presented seven initiatives required to advance the institution over the next five years to the faculty and staff (Fall 2002 State of the college address). In November 2002, President Ringle established a Planning Council. The Planning Council charges were to examine and update TMCC’s mission statement, review prior plans, develop goal statements for each of the strategic initiatives, ensure communication across the campus and with key stakeholders, integrate TMCC’s plans with the UCCSN Master Plan for Higher Education, create and implement a system to assess college progress and goal achievement, and enhance cooperation and mutual understanding among key constituencies (Memo to Invitees from President Ringle, 11/1/02).

Truckee Meadows Community College’s Planning Council developed a new mission statement and strategic goals during the 2002-03 and 2003-04 academic years. In its February 21, 2003 meeting, the Planning Council created a draft mission statement, which was then presented to the campus community. In its March 7, 2003 meeting, the council reviewed community comments and created a final draft of the mission statement. The Planning Council then discussed adding to or changing the original seven initiatives but determined that they were comprehensive and properly focused. The council divided into sub-groups to develop, analyze, and present strategic goal statements associated with these initiatives; objectives and activities were identified

to support each goal statement. Overall, the strategic planning process was inclusive and collaborative.

After corrections and revisions by the Planning Council, the strategic goals and the associated priorities were finalized in March 2004 and presented in a document titled 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 new mission and strategic goals are listed below.

Mission

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 enhances 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

President Ringle periodically updates the UCCSN Board of Regents on progress regarding the mission (August 2004 UCCSN Board Minutes). The Board of Regents has reviewed and approved TMCC's new mission and strategic goals at its October 2004 meeting. As described in section 1.A.5, the mission and strategic goals link to operational goals and college activities.

C. Self-Evaluation with reference to specific sub-standards

Standard 1.A.1. The institution's mission and goals derive from, or are widely understood by, the campus community, are adopted by the governing board, and are periodically reexamined.

Since the 1995 Self-Study, the institution's mission and goals have undergone two significant revisions. In response to the last evaluation critique 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 and 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.

Chart 1.1. Mission Statements since the 1995 Self-Study

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.

The Planning Council examined and revised the 1997 Mission Statement in 2002-03. Representation on the Planning Council was drawn from most areas of the college and included classified personnel, tenured, tenure-track, and part-time faculty, a student representative, and members of administration (a list of current members can be found at <http://www.tmcc.edu/planningcouncil/members.asp>). Members of the broader community did not directly participate in council meetings that concerned the development of the mission and goals.

The Planning Council distributed its goals and minutes via its website <http://www.tmcc.edu/planningcouncil/>. The website also provided the opportunity for members of the campus community to comment on the activities of the Planning Council (<http://www.tmcc.edu/planningcouncil/contact.asp>).

In revising the 1997 Mission Statement, the Planning Council attempted to design a mission that was purposeful, focused, clear, and 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 campus community; additionally, there was little institutional memory regarding the development of the 1997 Mission and Goals. The Planning Council considered other college mission statements and the UCCSN Master Plan for Education (Planning Council 1/03 minutes, <http://www.tmcc.edu/planningcouncil/pdf/minutes/MinJan2003.pdf>). In developing the mission statement, the Planning Council devoted attention to functions that TMCC performs, the audience it is trying to serve, and the methods it utilizes to fulfill these functions.

There is a wide understanding of the new mission statement amongst faculty and staff. The 2004 TMCC Campus Climate Survey (http://www.tmcc.edu/inst_research/ir/Climate) revealed that 89% of the faculty and staff are familiar with the campus's educational mission, a slight decrease from the 92% that were familiar with the campus's 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%).

There is less evidence that students understand the campus mission. Responses to the Graduate Outcomes Survey indicate that TMCC is meeting its strategic goal of providing a welcoming and supportive environment relative to students. These surveys 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 (http://www.tmcc.edu/inst_research/ir/Survey/Graduate_Outcomes_Results_02-03.pdf). To date there is no formal data indicating that students have a broader appreciation of the campus mission. This suggests TMCC needs to ensure that the entire campus community is aware of both the mission and goals of the institution.

The UCCSN Board of Regents approved the new mission and 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 goals. The current and future needs of the community that TMCC serves were the basis for the 2004 Mission Statement; the development of the mission and goals was inclusive of a majority of the campus and involved the larger community. Although the larger 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 Diversity and Strategic Partnership goals (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, students did not have substantial input into the development of either the mission or the strategic goals.

1.A.2 The mission, as adopted by the governing board, appears in appropriate institutional publications, including the catalog.

The 2004 Mission Statement is available on the TMCC Website (<http://www.tmcc.edu/about/mission.asp>) and it is printed in the class schedule. It also appears in the 2004-05 Truckee Meadows Community College Catalog. The class schedule is widely distributed throughout the campus, is available on the TMCC website (<http://www.tmcc.edu/admissions/schedule>), and is sent out via a limited postal mailing. Printed and CD versions of the catalog are available at each instructional site (Dandini, Edison, and Meadowood campuses). The catalog is also on the TMCC website at <http://www.tmcc.edu/admissions/catalog/index.asp>. The mission is also published in the Faculty/Staff Handbook, the Part-Time Faculty Handbook, and the New Student Handbook. Previous mission statements were also published in the catalog and the class schedule. To increase visibility and awareness of the mission amongst our students, the mission should be posted in areas where students congregate, such as the new student center.

1.A.3 Progress in accomplishing the institution's mission and goals is documented and made public.

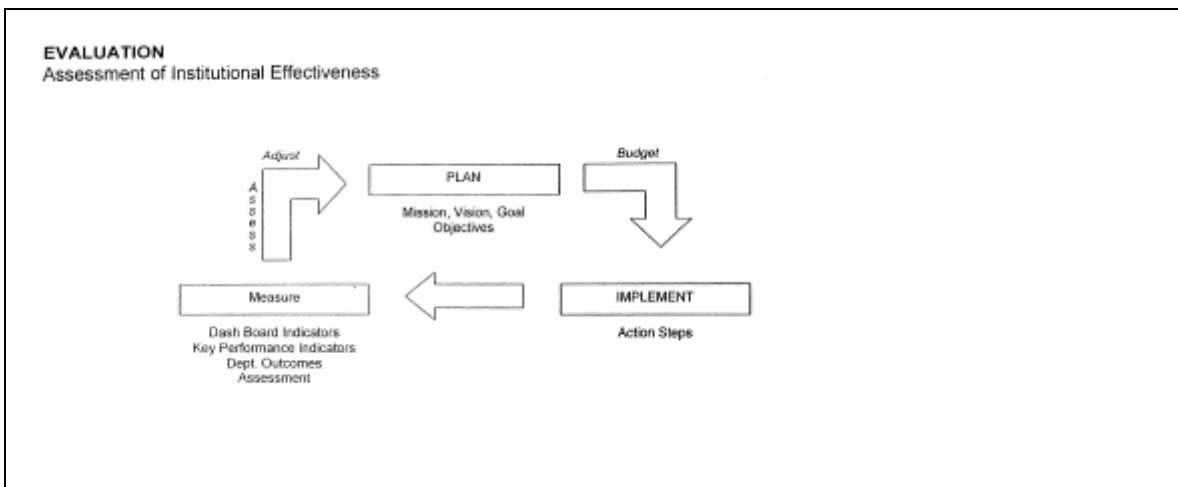
The current administration has made an extensive effort to publicize the progress that the campus has made in accomplishing the new mission and goals. At the Fall 2003 State of the College Address, the president presented and discussed a Strategic Planning Portfolio that outlined both the new strategic goals and the anticipated methods of achieving those goals. A Planning Council March 2004 document, titled Mission, Goals, and Priorities, provided background information (facts, trends, general assumptions) for each strategic goal. It also provided examples of current projects that exemplified each goal and recommended future priorities that would allow the campus to more effectively achieve each goal.

At the Fall 2004 State of the College Address, the president outlined the progress that the campus had made in achieving each goal and discussed future goal-related projects. At this address, a brochure titled Strategic Planning was distributed to the campus community. This brochure is available on TMCC's website at <http://www.tmcc.edu/planningcouncil/pdf/brochure.pdf>. This brochure also discussed current projects and future priorities that will allow TMCC to effectively address both its

mission and strategic goals. The president also appraised Faculty Senate throughout the planning process. Campus-wide emails from the president and the Public Information Office requested feedback and addressed progress in this area (September 2003 campus-wide email from the president).

To assess institutional effectiveness with regards to the mission and strategic goals, the process illustrated in Chart 1.2 was developed. Individual programs throughout the college engage in assessment of student outcomes to ensure that the college is meeting its educational mission. These programs will be discussed in more detail in Standard 1.B and Standard 2.

Chart 1.2. Assessment of Institutional Effectiveness.



(Source: 2003 Accreditation Progress Report, <http://www.tmcc.edu/selfstudy/pdf/DOC020.PDF>)

The Institutional Research Office documents TMCC's progress in meeting its mission and goals via annual graduate outcomes surveys, annual performance indicators, the TMCC FactBook, and the biennial Climate Survey. Each of these products is available on the Institutional Research Office's website (http://www.tmcc.edu/inst_research/index.asp). The graduate outcomes survey measures student satisfaction with TMCC's learning environment, student services, general education program, and the overall institution (http://www.tmcc.edu/inst_research/ir/Survey/index.asp). 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

(http://www.tmcc.edu/inst_research/ir/PerformanceInd/index.asp). In addition to providing facts about the student population at TMCC, the FactBook measures retention, persistence, graduation, and capture rates

(http://www.tmcc.edu/inst_research/ir/FactBook_2004.pdf).

1.A.4 Goals are determined consistent with the institution's mission and its resources - human, physical, and financial.

As Chart 1.3 illustrates, the process for establishing the strategic goals required an evaluation of the mission statement and campus resources. The new mission statement provides a harmonious foundation that each strategic goal, if accomplished, should enhance.

The previously cited 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 will be available so that the college can fulfill its mission (<http://www.tmcc.edu/masterplan/>). As a result of a space-utilization survey that was part of facilities master planning process, more classes will be offered on Fridays in the Spring 2005 Semester to maximize physical resources and provide a greater variety learning opportunities for students.

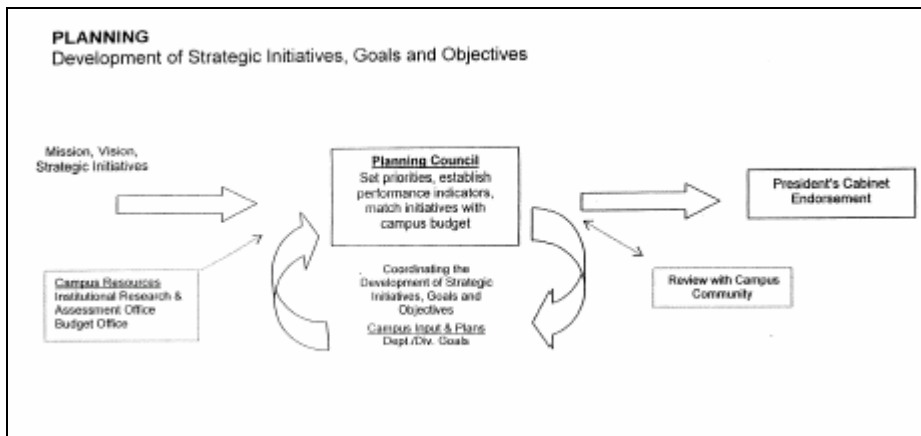
The college is also engaged in a variety of assessment processes to ensure consistency between mission and resources. Academic leaders participate annually in planning broad goals based on the mission and strategic goals of the college. An Operational Goals document, in which goals are established for each of the strategic goals and referenced back to the UCCSN goals, is created. These same leaders then develop individual program goals that are linked to the mission and goals and included in their annual evaluations.

The TMCC FactBook, which presents data regarding the college's human, physical, and financial resources, is used to validate that the focus of the strategic goals is where it should be and to display appropriate data that supports those goals (Interview with VPAA, 9/15/04). These measures will be discussed in more detail in Standard 1.B.

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
- To 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 goals drive resource allocation decisions as budgets are developed and to have goals that recognize and are consistent with available resources in the budget.

Chart 1.3. Development of Strategic Initiatives

(Source: 2003 Accreditation Progress Report, <http://www.tmcc.edu/selfstudy/pdf/DOC020.PDF>)

1. A.5 The institution's mission and goals give direction to all its educational activities, to its admission policies, selection of faculty, allocation of resources, and to planning.

The college has gone to great lengths to ensure that the new mission and strategic initiatives direct all of TMCC's education activities. The Planning Council developed the new mission and goals to guide the plethora of planning processes that are currently underway. Charts 1.2 and 1.3 illustrate this planning process. 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 governs many of TMCC's activities.

The attention to mission is demonstrated in TMCC's admissions policy as outlined on page 243 of the 2004/2005 TMCC Catalog. 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, career enhancement workshops and classes. 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, 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, but was restarted under the direction of the current 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 achieving academic excellence goal. Search committee guidelines, established to ensure that candidates are selected who meet our standards, are available at <http://www.tmcc.edu/hrs/forms/Search/SearchCommitteeManual.pdf>. 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 (Question 31, http://www.tmcc.edu/inst_research/IR/Survey/TMCC_2004_ClimateSurvey.pdf). Previous accreditation evaluations of TMCC express 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 demonstrates 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 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 which will begin in October

2004 with the President's Cabinet retreat. This process will be discussed in more detail in Standard 7.

The mission and strategic initiatives 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. This is displayed by the annual Operational Goals document. 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). This is discussed more fully in Standard 1.B.

1. A.6 Public service is consistent with the educational mission and goals of the institution.

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". The Strategic Partnerships Goal 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. The 2004 Campus Climate survey notes an increased percentage of the campus 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).

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.

In the larger community, TMCC and Washoe County School District provides access to a seamless education system for life-long learners. TMCC engages in K-12 outreach through the Education Collaborative of Washoe-County, WCSD High School,

the Incline K-16 Council, and the American College Testing (ACT) Center. For example, our ACT Center 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. Also, 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. 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. 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. For more information see <http://www.rpstc-reno.com/>. 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 catalog lists a range of community service classes (In 2004-05, Community Services will merge with the Institute). 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.

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 (http://www.tmcc.edu/inst_research/selfstudy/Standard4/AY03-04). In addition, public service is part of the Annual Faculty Plan and a component of the tenure process (Faculty Staff Handbook, Annual Plan/Annual Plan Instructions, TMCC Tenure Guidelines). 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 assisted the New Voters Project, which increased voter registration in Nevada.

The TMCC Foundation Board provides public service via the funding of campus facilities, the maintenance of TMCC's endowment, and the provision of both instructional grants and student scholarships. The TMCC Foundation Board of Trustees has provided over two and a quarter million dollars in scholarships since 1990.

D. Strengths, Weaknesses, Future Recommendations and Timelines

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 most recent Faculty 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. Through the Institutional Research Office, TMCC will run a modified pilot survey of its Summer 2004 graduating class in October 2004. As a result of this committee's recommendations, the new version of the Graduate Outcome Survey will include a series of questions aimed at assessing the degree to which students are familiar with TMCC's mission and how well the college is accomplishing it.

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. TMCC's work in public service continues to be vibrant and varied. Both the graduate outcomes and campus climate surveys include data suggesting the college is meeting its educational mission. 98% 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 programs on campus, discussed in more detail in Standard 2, have engaged in an assessment of student learning abilities that publicly documents TMCC's effectiveness in meeting its educational mission. Both of the Planning Council documents, Mission, Goals and Priorities and Strategic Planning, illustrate the many educational and service programs that fulfill the campus's strategic goals, and in turn, the mission. Nonetheless, to ensure mission fulfillment, campus-wide data, that documents accomplishment of the strategic goals and mission, is required. An effort to redress this deficiency is in development and will be discussed in more detail in Standard 2. 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 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 goals in a manner that clarifies campus-wide operational procedures. Given the previous self-study evaluations 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 campus community in future efforts would be desirable. As discussed above, some of these steps are currently underway. The committee advocates the following recommendations.

1. TMCC's 2004 Mission Statement and Strategic Goals should be posted in high traffic, high visibility areas on campus, 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 catalog.
2. Obtain more data from and about students in order to ensure that the college's mission and goals derive from and are widely understood by the entire campus community. The campus still has incomplete picture regarding student understanding of the mission. Although most members of the campus community believe that we are fulfilling our mission, without better, more conclusive and campus-wide data from students that documents the achievement of the mission regarding learning outcomes, that belief is grounded in 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 campus community is aware of the mission and strategic goals.
3. Future planning processes should focus on inclusiveness and participation for all of the campus community, internal and external. Although significant strides have been made in this area since the last self-study, some faculty and staff still feel excluded. This suggests that the administration still 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 (Campus addresses, campus-wide emails or newsletters, Faculty Senate, Classified Council, ASTM, Division and Department Meetings, and Campus Forums), that innovative methods to

ensure participation are explored, and that the planning processes are inclusive of the entire campus community from beginning to end. Although not everyone is likely to participate in planning processes, we would like a greater percentage of campus 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.

E. List of Documents

1. UCCSN Master Plan for Higher Education, April, 2002
2. Board of Regents Reference Documents (Dr. Ringle report on TMCC progress 8/19/2004)
3. Memo inviting members of the Planning Council (A. L Bennett) dated 11/1/02. List of members of Planning Council. Task List for Planning Council
4. Document—Planning Council Mission Goals and Priorities, March, 2004
5. Memo outlining development of Planning Council Mission and Division to Self-Study Standard One Committee from Georgia Pullen, 9/7/04
6. TMCC Strategic Plan, 1997-2004
7. Graduate Follow-Up Survey, 2002-2003
8. Strategic Plan Portfolio, 2003
9. Strategic Plan Brochure, 2004
10. TMCC Factbook 2003, 2004
11. Space Utilization Survey, Ad-hoc Faculty survey 2/2003
12. TMCC Operational Goals, 2004 (overall)
13. TMCC Operational Goals, 2005 (Financial Administration Services)
14. Budget Development Process and Calendar
15. ACT Program Brochure
16. Workforce Development & Continuing Education Brochure

The following documents are available on the Web

- All Planning Council Minutes
- Minutes from the UCCSN Board approving Mission & Goals
- Climate Survey, 2002, 2004
- Graduate Follow-up Survey, 2002-2003
- College Catalog
- Class Schedule
- Faculty/Staff Handbook
- Part Time Handbook
- New Student Handbook
- Continuing Education schedule
- Faculty Senate Minutes
- All Newsletters from President, PIO regarding the strategic plan
- TMCC Fact Book, 2003, 2004

- Performance Indicators from Institutional Research
- Space Utilization Survey from Paulien & Assoc., 5/2004
- Facilities Master Plan, 11/2004
- All Enrollment Management Plan documents—committee minutes, PowerPoint presentation from 8/23/2004
- Blank position announcement (agreement to support the mission & goals section)
- EEO statement/policy
- Affirmative Action policy/goals
- Extended Cabinet minutes about the budget, 2/23/04
- Descriptions about K-12 Outreach
 - i. Education Collaborative
 - ii. WCSD High school
 - iii. Incline K-16 Council
- Full time faculty public service summary, 2003, 2004
- Sample Annual Plan (faculty) and instructions
- Tenure Instructions and sample
- Classified Council Meeting Minutes
- ASTM Meeting Minutes
- TMCC Foundation—Annual report of activities (scholarship & funding)

Standard 1.B Report-Planning and Effectiveness

A. Standard 1.B

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

B. Descriptive Summary

The last NASC evaluation report suggested that TMCC prioritize and establish an “organizational structure and accompanying operating procedures which are clearly defined and understandable; allow for responsible participation in decision making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for effective communication throughout the institution” particularly in the instructional area. In response, the college engaged in a series of planning efforts that included the development of an assessment plan, the hiring of a vice- president of planning and development, the creation of the 1997 College Strategic Plan, and the development of a new mission and goals. The October 2000 Evaluation of TMCC’s interim report noted that planning, assessment, participation, and communication had improved in the instructional area but needed redress with respect to administration. Currently, TMCC is engaged in both a revision of its planning processes and several major planning efforts under the leadership of the current administration.

The revision of the planning process was outlined in the TMCC’s October 15, 2003 Accreditation Progress Report, and is depicted in Charts 1.2, 1.3, and 1.4. This process allows for responsible participation and communication throughout the institution, with the level of participation understandably varying depending on the involved constituencies. The Planning Council plays a key role in reviewing and developing planning processes that are governed by the mission and strategic goals.

Many planning efforts have either just been completed, are underway, or are scheduled to begin in the 2004-05 academic year. Central to all of these efforts is the 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 (<http://www.tmcc.edu/planningcouncil/pdf/brochure.pdf>).

Recently completed planning processes include:

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

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

Planning Processes currently in development include:

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

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

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

In addition, the college has simultaneously developed or is developing a series of academic and administrative processes that underlie these planning efforts. These include a new program review process, a new process for faculty evaluations, a method

of assessing general education outcomes, a new budget process, 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. A draft of this plan can be found at

<http://www.tmcc.edu/ito/Documents/TMCC%20TECHNOLOGY%20PLAN%2006282004%20DRAFT.DOC>.

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

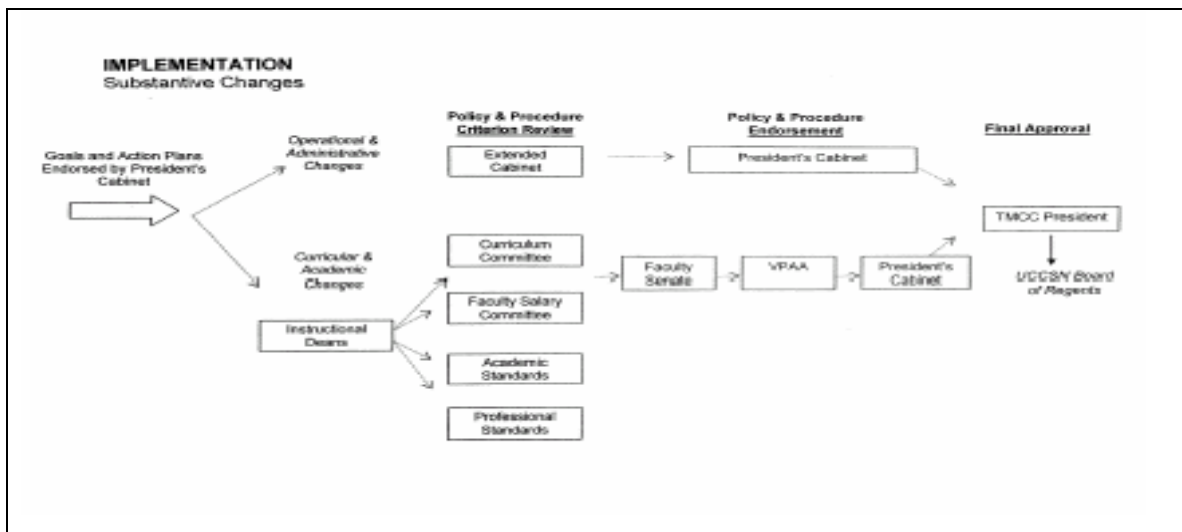
C. Analysis with respect to specific substandards

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

The institution's planning processes are defined in TMCC's October 15, 2003 Accreditation Progress Report. Chart 1.3 illustrates how strategic initiatives, goals and objectives are developed. The college's mission and goals govern planning processes; campus resources provide data and budget information. After development by the Planning Council, coordination with strategic goals, and feedback from the campus community, the President's Cabinet endorses the plan. The Planning Council's role is comprehensive, encompassing all activities at the college. Through this effort, the mission and goals are linked and coordinated. Although currently overseeing the self-study, the Planning Council will provide macro-level guidance and support for all planning activities.

Chart 1.4 illustrates that once substantive changes have received endorsement by the President's Cabinet, operational and administrative changes are reviewed by the extended cabinet, re-evaluated by the President's Cabinet, approved by the president, and if necessary, sent to the governing board. Curricular and academic changes are developed in Faculty Senate committees, approved by Faculty Senate, endorsed by the VPAA and the President's Cabinet and given final approval by the president; again, if necessary, these changes are sent to the governing board.

Chart 1.4-Implementation of Planning



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

Procedures by which the college assesses how the planning efforts achieve mission fulfillment are illustrated in Chart 1.2.

The 2003 Climate Survey revealed that nearly three-fourths of the respondents agree that TMCC is committed to evaluating its effectiveness at achieving the college's educational mission

(http://www.tmcc.edu/inst_research/IR/Survey/TMCC_2004_ClimateSurvey.pdf). In order to accomplish this, an evaluation process is needed. Each administrative and academic unit develops operational goals. In this way academic leaders and department chairs of individual programs engage their staff and link their activities to the college's

mission and goals, as well as the UCCSN Master Plan. Individual program goals are then included in academic leaders' annual evaluations, thus ensuring accountability 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). All are used to assess institutional goal achievement.

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

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

Evaluation of teaching is essential to further the strategic goal of academic excellence at the college. TMCC teaching evaluation guidelines are outlined in the Board of Regents Handbook that mandates annual evaluation of each faculty member. Each full-time faculty member must fulfill a series of responsibilities drawn from an annual plan menu. This annual plan as well as other data, including student, peer, and administrative teaching evaluations, is used by the faculty member's supervisor to give the faculty member one of four ratings: excellent, commendable, satisfactory, or unsatisfactory. In addition to their supervisor, tenure committees evaluate non-tenured faculty. Faculty evaluation is discussed in more detail in Standard 4. An ad-hoc committee of the Faculty Senate has been created to revise 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 the Spring 2005.

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

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

Although the college does not have a research mission, public service is part of the strategic partnership goals. A thorough evaluation of the college's success in meeting this goal will occur when the assessment of institutional effectiveness is implemented (Chart 1.2). However, both the Planning Council's Mission, Goals and Priorities and Strategic Planning brochures document the various projects that TMCC is engaged in to meet this goal. These projects are discussed in more detail in Standard 1.A.6.

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

Each planning process conducted under the current administration has incorporated all appropriate constituencies. According to the October 2003 Accreditation Progress Report, "several mechanisms are used to invite and involve constituents in decision making: surveys of all College personnel, involvement of the Faculty Senate, the Academic Deans' meetings, the Classified Council, the Associated Students of Truckee Meadows (ASTM), the President's Cabinet (PC), and the Extended Cabinet (EC). In addition to widely broadcasting pending decisions, issues are discussed within these

various groups, based on their interests. It is then the responsibility of the representatives to discuss the issues further with their constituents and seek feedback”.

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

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

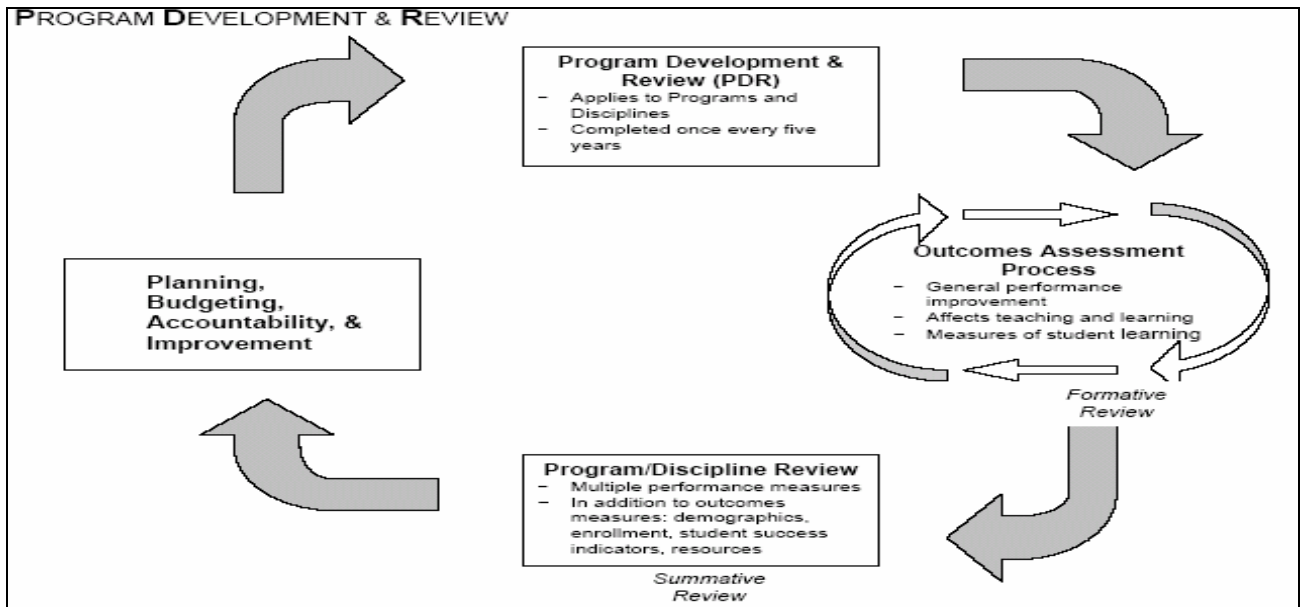
1.B.4 The institution uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities.

Results of planning activities and planning processes are shared with appropriate constituencies to ensure efficient allocation of resources and to improve instructional

programs and institutional services. For example, the hiring of full-time faculty incorporates an analysis of strategic goals, department needs, and data from institutional research. To fulfill the goal of academic excellence and the system master plan, TMCC is attempting to improve its ratio of full-time instructors to part-time instructors. For example, to evaluate the ratio of full-time to part-time instructors for a particular discipline, the following data is analyzed--current ratios, the number of attempted registrations for individual classes and specific department needs. Based on this data, a decision to hire additional full-time faculty in a specific discipline is made. Thus, strategic planning, evaluation, and resource allocation are integrated in an attempt to improve instructional programs. As illustrated by Chart 1.2, TMCC's process for assessing institutional effectiveness incorporates adjustment to ensure that evaluation results in more efficient use of resources.

The program review process utilizes evaluation to reconsider resource allocation, and in turn, improve instruction programs on campus. As part of the program review process, assessment of the current and potential future resource needs must be considered. That process is detailed in Chart 1.5 and explained in the program review document available at <http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf>.

Chart 1.5 Program Development and Review



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

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

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

The Assessing Institutional Effectiveness Process (Chart 1.2) and the Program Review Process (Chart 1.5) integrate evaluation and planning and incorporate an adjustment process that allows for changes necessary for improvement. Macro-level accountability for institutional effectiveness will lay with each member of the President's Cabinet as well the Planning Council; individual division and department leaders will be responsible for micro-level accountability. However, the Assessing Institutional Effectiveness process requires elaboration to identify more concretely the assessment and adjustment procedures that the campus intends to engage in.

Additional evaluation and planning processes occur at lower levels in the college (Instructional Divisions, Individual Departments, Individual Disciplines, Institutional Services, Faculty Senate, Classified Council, and Associated Students). When appropriate, decision-making with respect to institutional priorities remains at these lower levels. Otherwise, approval by the President's Cabinet is required as shown in Chart 1.4, to ensure high-level communication among academia, student services, and institutional support functions at the college. All future division and department planning should be explicitly linked to strategic goals and outcomes to ensure mission fulfillment at each level of the college.

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

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

Plans are currently underway to conduct the Community College Survey of Student Engagement based on a need to improve student feedback to the college. All of the current assessment and planning processes are funded. Since college-wide planning endeavors are linked back to the strategic objectives, thoughtful investment of resources and adequate staffing of the priority activities is ensured by this process.

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

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

For example, the Institutional Research Office prepared an Environmental Scan to support and assist the academic master planning process; that scan is available at <http://www.tmcc.edu/masterplan/documents/TMCCEnvironmentalScan2004.pdf>. This information provided the foundation for the Facilities Master Plan's space requirements.

Recently a Data Integrity Committee was formed to ensure integrity, validity, consistency, and reliability of system-maintained data. Plans and assessments that rely on quality data are more likely to be accepted and influential for any necessary changes. The committee presented its recommendations to the President's Cabinet in December 2004. The Institutional Research Office has led an effective data inventory process during the self-study. The office can build on this contribution in the future, asking departments to define their data needs for planning and assisting and then refining its tracking processes to meet those needs.

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

A survey of community perceptions by BBC Advertising was utilized in the Marketing/Brand planning process (http://www.tmcc.edu/inst_research/selfstudy/Standard1/BBCAdvertisingSurvey.pdf).

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

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

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

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

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

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

regarding TMCC's progress in the area of institutional effectiveness. For example, President Ringle informed TMCC's Foundation Board of every major planning effort and progress in achieving the institution's strategic goals during the academic year 2004-05 in a Fall 2004 memo. The Institutional Research Office publishes a semesterly e-mail newsletter highlighting upcoming research projects and highlighting completed ones.

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

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

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

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

goals

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

That said, the college still requires a more defined process that guides all planning processes not just those under the purview of the Planning Council. Although one was developed in the 1997 College Strategic Plan, it does not appear to have guided recent planning processes. Chart 1.2 documents both a planning and assessment process, but the procedures for engaging in either are underdeveloped or not refined. Individual planning processes have developed their own operating procedures, as evidenced by the new program review guidelines, but in order to ensure consistency of both planning and evaluation throughout the campus, a comprehensive process for both needs to be developed. The creation of a campus-wide process will ensure that future planning will not need to re-invent the wheel before beginning its questioning, data collection and analysis, and revision. The development of such a process, if followed, would ensure that the results of evaluation and planning activities would guide resource allocation to ensure mission fulfillment on a consistent basis that is not subject to the discretion of individual constituencies. As a result, the committee advocates the following recommendations.

1. Develop clear and specific procedures to demonstrate the entire planning process used at TMCC and link that 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 individual planning efforts.

An outline of such a process would ensure that each planning effort engages in the same procedures that are already in place. Those processes will ensure that internal and external environmental scanning, congruence with strategic goals, consideration of the impact on resources, determination of critical issues, review of best practices, and participation by and communication to both internal and external constituencies are part of any proposed change. This will also create a process for necessary assessments and future adjustments for any proposed change.

2. By Spring 2006, document how evaluation plans are connected to strategic goals more clearly. Although accountability for implementation, assessment, and adjustment of planning will exist with each member of the President's Cabinet, the Planning Council, and individual division and department leaders, clearly delineated linkages between evaluation and planning that

elaborate upon the process for assessment and adjustment would be beneficial, especially at division and department level.

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

E. List of Documents

1. Planning Council's Strategic Planning brochure (<http://www.tmcc.edu/planningcouncil/pdf/brochure.pdf>).
2. Marketing/Branding Study
3. Academic Master Plan at www.tmcc.edu/masterplan
4. Facilities Master Plan
5. Enrollment Management Plan
6. 2004 Climate Survey
http://www.tmcc.edu/inst_research/IR/Survey/TMCC_2004_ClimateSurvey.pdf
7. UCCSN Master Plan
8. Program and Discipline Review Process
<http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf>
9. General Education Learning Outcomes
http://www.tmcc.edu/inst_research/assessment/ProgramOutcomes/PlansReports/index.asp
10. Facilities Master Planning Committee, February 20, 2004 Meeting Minutes website
<http://www.tmcc.edu/masterplan/>
11. List of resource group members <http://www.tmcc.edu/masterplan/directory.html>
12. Office of Institutional Research Performance Indicators
http://www.tmcc.edu/inst_research/ir/PerformanceInd/index.asp
13. TMCC FactBook
14. Documentation of Interview with VPAA, 9/15/04 by Self-Study Standard One Co-chairs.
15. Environmental Scan
<http://www.tmcc.edu/masterplan/documents/TMCCEnvironmentalScan2004.pdf>
16. Survey of community perceptions by BBC Advertising
(http://www.tmcc.edu/inst_research/selfstudy/Standard1/BBCAdvertisingSurvey.pdf)

Section #3 Closing Statement

TMCC has made good progress in establishing mission and goals that define the institution, and has done so in a participatory, inclusive manner. Multiple planning activities are in place to accomplish these goals. Evaluation procedures have been established and processes have been and are being established to provide a continuous cycle of evaluation and re-planning to determine if the goals and mission are being achieved and make adjustments if not. All of these activities are data-driven and involve

the appropriate constituents. Some of the plans and activities are not yet fully implemented.

When implemented, the recommendations made during the process of the Self-Study will ensure that opportunities for constituents to be involved are available. The processes for asking questions, seeking answers, performing analyses, and revising goals, policies, procedures and resource allocation will be firmly established and an everyday event. The future should see a continuous cycle of planning whereby the entire college is engaged in activities that support the mission and goals.