

# MEETING MINUTES

Monday, March 26, 2018

## TMCC Tobacco Free Committee Resolution

Hallie Madole, TMCC Tobacco Free Committee Chair, presented the Resolution to Support a Smoke and Tobacco-Free Campus to the Council. The Council held discussion regarding designated smoking areas and phase-out plans. The Council decided to table the discussion until the tobacco-free campus survey results can be reviewed. The survey will close Friday, March 30. Results will be provided to Planning Council at a future meeting.

## “Guide to the Strategic Master Plan” Introduction

Associate Dean of Assessment and Planning, Dr. Melissa Deadmond, presented the Guide to the Strategic Master Plan document to the Council and provided an overview of work completed by the Accreditation Committee. The Council discussed proposed changes to Objective 1 of the Strategic Master Plan related to items 1.1.4, 1.2.3 and 1.3.4. The next Planning Council meeting, April 16, will be fully dedicated to additional review and revisions of the SMP.

## Planning Council Committee Updates

- **Academic and Student Services Committee**

Dr. Jill Channing, Dean of Liberal Arts, reported to the Council of a proposal to utilize Deans & Directors as a problem solving group. Initially, the group would be small and would grow as needed depending on the project. The group would take on 1-2 issues per sequence. Results would be shared with Vice Presidents and reported to the Planning Council.

- **Accreditation Committee**

The committee reported that Brad Summerhill will serve as editor to Fall reports.

- **Budget Committee**

Craig Scott, Director of Budget and Planning, reported that the committee is currently going through FY19 Resource Allocation Process (RAP) requests. The committee has received 64 requests totaling \$1.2 million.

- **Diversity Committee**

YeVonne Allen, Program Manager of Equity and Inclusion, reported the committee is working on the Faculty Diversity initiative. There will be a diversity tree planting April 26.

- **Enrollment Management Committee**

Associate Vice President, Elena Bubnova, reported that the committee has wrapped up reviewing enrollment steps and recommended changes including ensuring enrollment steps online are accurate and consistent.

- **Facilities Committee**

Dave Roberts, Executive Director of Facilities Operations and Capital Planning, provided updates on projects including Applied Tech Phase III, Vista boiler replacements, Learning Commons Phase II and upgrades to the Sierra Lobby.

- **Technology Committee**

Thomas Dobbert, Director of Information Technology, reported that committee will be meeting the following day and the topic will be lifecycle replacements.

## **TMCC Bylaws, Policies and Procedures**

### **Policy: Student Publication Definition**

A first draft of the Student Publication definition was provided to the Council. Kimberly Tran, Student Government Association President, and Randall Hudson, Student Government Association Vice President, will take back for discussion at a regular SGA meeting and bring back feedback to a future Planning Council meeting.

### **NSHE Government Affairs Reporting Requirements**

For awareness and coordination of activities related to government relations by NSHE and its institutions, the Chancellor's Office has requested the following from each institution:

All meetings with elected officials (local, state, federal) must be reported to the system office monthly. All trips to Washington, D.C. that may include meetings with elected officials and/or their staff members must be reported in advance of the trip.

The system has provided a mechanism for monthly reporting that the President's Office will facilitate. Please communicate meetings/visits/trips to Dr. Kyle Dalpe and/or the President's Office for inclusion in the report. Information should include: date of visit, attendees, and topics discussed. You may submit this by email.

### **Update on use of Host Funds**

Craig Scott, Director of Budget and Planning, reported to the Council an adhoc committee has been working on improving our host processes and procedures in response to audit violations. Efforts include removing lengthy procedures from the TMCC website which were not in compliance with NSHE requirements. New guidelines have been created and a new online host approval form will assist with understanding what qualifies as a valid host charge.

### **New Business / Future Agenda Items**

- Enrollment Management Committee report on changes to enrollment steps
- Student Government Associate to report back on Student Publication definition
- Campus Utilization



## **Truckee Meadows Community College**

### **Resolution to Support a Smoke and Tobacco-Free Campus**

The Nevada Clean Indoor Air Act (NRS 202.2483) prohibits smoking in government buildings and public places, and permits organizations to voluntarily create non-smoking areas.

TMCC is committed to promoting a healthy campus community by supporting a smoke-free and tobacco-free environment to protect the health and safety of students, faculty, staff, and visitors.

TMCC acknowledges the established risks associated with tobacco use, smoking and secondhand smoke exposure. It is our goal to promote a productive environment, and encourage health and wellness for our entire constituency.

Students, staff, faculty, and visitors are asked not to use tobacco products including cigarettes, cigars, pipes, hookah, e-cigarettes, and smokeless tobacco products at any of TMCC's sites.

## Guide to Strategic Master Plan Review

### Why Review the Strategic Master Plan (SMP)?

The Strategic Master Plan should align to our mission and serve as the College's guiding document. It's a compendium of goals and strategies that the College sets for itself and against which it measures its progress. Reviewing our progress periodically informs how we might re-strategize and direct resources to fulfill our mission. This process of self-assessment addresses NWCCU Standards 4 (Effectiveness and Improvement) and 5 (Mission Fulfillment, Adaptation, and Sustainability).

### General Guiding Questions

- The SMP cycle indicated on the cover page is 2017-2022, which is primarily based on TMCC's 7-year accreditation cycle. Do we want to use a shorter cycle?
- Which indicators most directly apply to your department/area? Please review these through your specialty lenses and be prepared to give the Council your insight.
- Compared to SMPs at other campuses, ours is rather "comprehensive." Do we want to remove some indicators and streamline? Is a particular indicator still important or appropriate?
- Are there cases where we may want to eliminate or modify an Objective, not just the indicators?
- The number of strategies in our SMP is also rather "comprehensive" in some areas, yet nonexistent in other areas. Do we want to limit to a finite number of "key strategies" from each of the appropriate departments/areas? Do we want to require that departments/areas submit key strategies where appropriate?
- According to the Year 1 Report that we submitted to NWCCU, we indicated that we would score our progress on indicators as: "Not Achieved, Approaching Achievement, Achieved, or Exemplary Achievement." The Accreditation Committee agreed that the last category was unnecessary and recommended the color-coded symbols to represent the first three categories of progress. How do we want to distinguish "Not Achieved" from "Approaching Achievement," and "Approaching Achievement" from "Achieved"? How close is close enough? Is there a range we want to adopt?
- Are target values still appropriate? What new targets should we set if targets have already been achieved? Are there legitimate circumstances where we would lower a target?
- Format – Check boxes instead of stars for strategies? Boxes checked when a strategy is complete?

### Changes since the plan was first published in October 2017 (a few executive decisions made by Melissa Deadmond after consulting with IR and/or appropriate constituencies)

- Tentatively set plan cycle from 2017-2022.
- Added TMCC's Vision, Mission, and Values per the request of the President's Office (and because we should have done so from the beginning).
- Indicators were numbered for easier tracking of updated data. E.g. 1.1.1 for the first indicator under Objective 1 of Core Theme I: Student Success.
- Indicator language was changed to clarify or simplify reporting, but the indicator meaning essentially remained the same:
  - 1.2.4 – Removed "compared to students who do not have an advising session" and reported values as (vs. % unadvised).
  - 2.3.1 – Changed from "Percentage of *underrepresented* . . ." to "Percentage of *minority* students enrolled by term." because "underrepresented" is a complex term and can have a number of meanings.

- 2.3.2 - Changed Number of degrees and certificates of achievement awarded to *minority* and Pell-eligible students.” In order to match performance pool benchmarks.
- 4.1.4 and 4.1.5 – Added other sites besides Dandini campus in baseline data.
- Baseline data were revised for accuracy if IR was unable to replicate previous values or sustain the indicator:
  - 1.1.1 – Original baseline data could not be replicated.
  - 1.2.3 – Changed from “at least 20” to “at least 15 unduplicated students” in order to include ANTH and NURS courses.
  - 1.3.3 – Recalculated baseline values after non-respondents were removed from the calculation.
  - 1.3.4 – Recalculated baseline values to exclude student 2013 CCSSE responses of “sometimes” and “plan to” because “sometimes” and “plan to” were not part of the 2017 CCSSE response choices. Targets adjusted accordingly.
  - 1.3.4 (10c) – Changed to “% participating” instead of “% reporting none” to simplify interpretation. Target adjusted accordingly.
  - 2.3.2 – Recalculated baseline values after adjusting to how Pell-eligible data are reported.
  - 2.3.3 – Added “2 or more races” to baseline after confirming that these were unduplicated.
  - 4.1.3 – Recalculated baseline values after indicator definition was clarified to 1) exclude TMCC HS, and 2) include high school students taking college classes, not just college classes taught at high schools. Target adjusted accordingly.
  - 4.2.1 – Baseline data updated to reflect appropriate self-supporting programs identified by Craig Scott in Budgeting (excludes self-support like lab fees).
- A shorter version of the plan without the indicators and data is being created as a communication piece for community stakeholders per the request of the President’s Office.

**Proposed Changes for Consideration by the Planning Council (shown in gray on the SMP .pdf)**

The following changes are being proposed for consideration by the Planning Council as a result of updating data for the SMP review:

Core Theme I – Student Success, Objective 1: Improve successful completion of students’ educational goals, including graduation, transfer, and CTE completion.	
<b>Proposed Indicator Change</b>	<b>Rationale</b>
Eliminate 1.1.4. IPEDS transfer out rate – students transitioning to another institution (did not graduate) without persisting or earning degree and subsequent enrollment at another institution.	No commitment was ever made to a target. If IPEDS transfer increases, completion decreases, which is not what we want. May not reflect “students’ educational goals” for the Objective.
Eliminate 1.1.5. Number of transfer students to UNR/UNLV with $\geq 24$ credits and a GPA of $\geq 2.5$ .	No commitment was ever made to a target. May not reflect “students’ educational goals” for the Objective.
Replace 1.1.4 and 1.1.5 with the following indicator: Percent of students who indicated an educational goal of “transfer” and who transferred to another college or university within 2 semesters.	Measurable by IR and reflects “students’ educational goal” of “transfer” for the Objective.
Core Theme I – Student Success, Objective 2: Provide high-quality support through library resources, tutoring, advising, and information services.	
<b>Proposed Indicator Change</b>	<b>Rationale</b>

<p>Revise 1.2.3 to include only Math and English Courses. Course completion rate of students utilizing the Tutoring &amp; Learning Center compared to completion rate of students not utilizing tutoring services in matched courses.</p> <p>Use “at least 20 unduplicated students” instead of “at least 15 unduplicated students” in baseline/updated values.</p>	<p>The criterion of a course having at least 20 unduplicated students was already changed to 15 to capture HUM, ANTH, and NURS courses for AY 2015-16, but these courses did not have at least 15 unduplicated students in AY 2016-17. The only classes with sustainable numbers of tutored students are in Math and English.</p>
<p><b>Core Theme I – Student Success, Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.</b></p>	
<p><b>Proposed Indicator Change</b></p>	<p><b>Rationale</b></p>
<p>Eliminate 1.3.4 (4t.) or incorporate into Graduate Outcomes Survey and continue to follow – Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.</p>	<p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSSE so cannot follow longitudinally.</p>
<p>Eliminate 1.3.4 (12j. – 12m.) or incorporate into Graduate Outcomes Survey and continue to follow. % of students reporting “Quite a bit” or “very much” to “How much has your experience at TMCC contributed to our knowledge, skills, and personal development in the following areas? 12j. Understanding yourself 12k. Understanding people of other racial and ethnic backgrounds 12l. Developing a personal code of values and ethics. 12m. Contributing to the welfare of your community.</p>	<p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSSE so cannot follow longitudinally.</p> <p>Note: “intrapersonal” in the Objective would not be addressed if these were eliminated.</p>
<p>Eliminate 1.3.5 or establish someone to oversee. Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys.</p>	<p>No commitment was made to develop a plan for collecting employers names and addresses. IR has indicated they would help develop the survey if we still want this indicator.</p>
<p><b>Core Theme II – Academic Excellence, Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.</b></p>	
<p><b>Proposed Indicator Change</b></p>	<p><b>Rationale</b></p>
<p>Eliminate 2.2.3. Number of students completing classes to upgrade current job skills, maintain certification and/or credentials, or improve job prospects through their identified educational goal(s).</p>	<p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSSE so cannot follow longitudinally. Also does not address “programs” in the Objective.</p>
<p><b>Core Theme II - Academic Excellence, Objective 3: Create a learning environment that promotes academic growth for a diverse student population.</b></p>	
<p><b>Proposed Indicator Change</b></p>	<p><b>Rationale</b></p>

Eliminate 2.3.5. Percentage of classrooms that provide white board walls, modular furniture, and technology to encourage active learning.	No response or commitment to this indicator.
Revise 2.3.6 or utilize a tool different from CCSSE. Percentage of students involved in project-based learning, student research projects, or internships, supported by qualitative interviews.	2017 CCSSE question differs from 2013 version and only defines internships, field experiences, co-op experiences, and clinical assignments. No commitment to tracking qualitative interviews.
Eliminate 2.3.7 (11b. – 11c. and 12g.). 11b. Percent of students who say that instructors at TMCC are “Available, helpful, sympathetic.” 11c. Percent of students who say administrative personnel and offices are “Helpful, considerate, flexible.” 12g. Percent of students who answered “Quite a bit” or “Very Much” to whether their experience at TMCC contributed to the knowledge, skills, or personal development with computing technology.	Baseline values are from 2013 CCSSE. Questions not asked in 2017 CCSSE so cannot follow longitudinally.
Eliminate 2.3.7 (13.2h). Percent of students who were “very” satisfied with Computer Lab services.	Also asked in Graduate Outcomes survey, so redundant.
<b>Core Theme III - Access to Lifelong Learning, Objective 1: Function as an Open Access institution.</b>	
<b>Proposed Indicator Change</b>	<b>Rationale</b>
Revise 3.1.2. to the following:  Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE, as well as other stand-alone programs (emissions, LTAP, custom training, CPR, fire fighting).  Baseline 2016: 18,544 Update 2017: 18, 436	IR has worked with stakeholders to define programs and standardize reporting.
<b>Core Theme III - Access to Lifelong Learning, Objective 2: Cultivate a welcoming, safe, and inclusive environment.</b>	
<b>Proposed Indicator Change</b>	<b>Rationale</b>
Revise 3.2.2. to the following:  Duplicated headcount of individuals served by TMCC cultural activities (includes performing arts, Art Gallery, Distinguished Speaker Series, Equity and Inclusion Speakers and events, and Constitution Day Forum)  Baseline AY 2015-16: 16,244 Update AY 2016-17: 18,718	Utilize similar NCCBP metric of “Market Penetration: Community Participation,” which is already being reported for another purpose.
<b>Core Theme IV – Stewardship of Resources, Objective 1: Optimize state-funded revenues.</b>	
<b>Proposed Indicator Change</b>	<b>Rationale</b>

Revise 4.1.2. Capture rate of WCSD students that matches graduation growth rates to just "Capture rate of WCSD students."	Simplification of measure. Capture rate should still reflect a targeted percentage of graduating WCSD seniors regardless of their graduation rates.
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