

MEETING MINUTES

Tuesday, February 19, 2019

9:00 am

RDMT 256

In attendance: Dr. Ana Douglass, Brandy Scarnati, Elena Bubnova, Estela Gutierrez, Gwendolyn Clancy, Helen Scott, Jim New, Dr. Joan Steinman, Cheryl Woehr, Dr. Julie Ellsworth, Dr. Karin Hilgersom, Dr. Marie Murgolo, Dr. Melissa Deadmond, Mike Holmes, Randall Hudson, Rachel Holderread, Roni Fox, Sharon Wurm, Thomas Dobbert, Tina Ruff, YeVonne Allen, Jody Covert, Dr. Ayodele Akinola, Olga Mesina

President's Update

Meeting Schedule Revised:

- President Hilgersom announced to the Council that the March 4 and March 18 meetings have been cancelled. A new date, March 11, has been added to the schedule.

Planning Council Membership & Rotations:

- In an effort to prevent duplicate meetings being attended by the same administrators, hearing the same topics repeatedly, Leadership agreed that it would be acceptable for administrators to rotate as needed. Administrators can meet with their Vice President to discuss an agreed upon schedule for future meetings.

Second Nature Climate Leadership Summit:

- TMCC received honorable mention in the Student Preparedness Awards. Dr. Hilgersom and YeVonne Allen gave a summary of the Summit. Topics discussed included endowments, carbon capture, women's education and rights, responsible innovation and resilience.

NSHE Success Summit:

- TMCC participated in the NSHE Success Summit held January 17. President Hilgersom provided an overview of the summit and the materials submitted by TMCC including an Action Plan and Targets. See attached.

Reducing Strategic Master Plan Indicators

The Council reviewed indicators of Core Theme 2, Objective 3 through Core Theme 3, Objective 3 to determine which may be eliminated or relocated to other plans. Please reference the included SMP Progress Report for full indicator details. The following revisions were approved by the Council:

- Indicators to be eliminated – 2.3.2, 2i of 2.3.7, 3.1.1, 3.1.3, 3.1.3, 3.2.2, 3.3.1, 3.3.2.
- Indicator 2.3.1 to be moved to Facilities.
- Indicator 2.3.5 to be moved to WebCollege.
- Indicator 2.3.6 to be moved to Instructional Plan.
- Indicator 2.3.7 may require a wording/wording order change to put learning environment first. 2i was removed from this indicator as it is part of the Informational Technology Plan.
- Indicator 3.1.4 – Discussion was held on possibility of keeping indicator with a new goal and moving to an output.
- Indicator 3.2.1 – Discussion was held on limiting to the three Graduation Outcome Survey questions (4e-4g) and whether it may be necessary to streamline as individual indicators.

Additionally, through the Council's continued review it has become apparent that revisions must be made to the SMP objectives. Dr. Melissa Deadmond, Associate Dean of Assessment and Planning, will put together an ad hoc task force to work on this project.

Math Skills Center Presentation

Dr. Julie Ellsworth, Dean of Science Division, gave a presentation highlighting the Math Skills Center purpose, goals, and achievements. See attached.

Starfish Update

Olga Mesina, Disability Resource Center, presented an update of the Starfish Early Alerts system. Increases were made in every area from Spring 2018 to Fall 2018. See attached.

Planning Council Committee Updates

- Academic and Student Services Committee**

Vice President of Student Services and Diversity, Estela Gutierrez, reported that Jumpstart is a main focus. The committee is looking to add more components to Jumpstart for enrollment increase. Dr. Marie Murgolo, Vice President of Academic Affairs, reported that Dean of Business, Amy Williams is working with other department

Deans on a creating a comprehensive schedule for Meadowood Center. Also, pilot testing for block scheduling is occurring at the William N. Pennington Applied Technology Center.

- **Accreditation Committee**

Dr. Melissa Deadmond reported that the committee's last meeting was December 2018. The three reports submitted to the Northwest Commission on Colleges and Universities (NWCCU) in Fall 2018 were accepted. Also, NWCCU has released a draft of new standards for feedback. The new standards should be implemented by 2020. Depending on where an institution is within their review cycle, they may finish with old standards or start with the new standards.

- **Budget Committee**

Jim New, Vice President of Finance and Administrative Services, reviewed FY19 mid-year and FY20 RAP requests. The requests had been reviewed and forwarded by the Budget Committee and the Leadership Team to Cabinet for final approval. The Budget Committee will meet at the end of March 2019. RAP requests for FY2020 will reopen March 2019.

- **Diversity Committee**

YeVonne Allen, Program Manager of Equity and Inclusion, provided information on the following events/programs:

- The Northern Nevada Diversity Summit will be held April 11.
- The HSI Task Force is currently looking at a system level summit for August or October, depending on legislative schedule.
- The NSHE Achievement Gap Summit will take place April 12.
- The Faculty of Color Coalition met February 12 discussing bylaws and community projects.
- The Sustainability Committee is looking into sustainable swag.
- Thomas Kerns with the ADA Committee will be hosting monthly webinars. The first will be March 6. Yevonne and Jay Jorgenson, Disability Resource Specialist, will give a presentation on the committee to Planning Council later this semester.

- **Enrollment Management Committee**

Elena Bubnova, Associate Vice President of Institutional Research, Marketing and Web Services, reported enrollment was up due to the Nevada Promise Scholarship program and continuing student growth. She anticipates a 4-5% increase for Spring 2019, resulting in an approximate 3% increase for the academic year. Elena also reminded the Council that TMCC Day at the Legislature is coming up March 4. Please be sure to notify her of any interactions with legislators.

- **Facilities Committee**

Dr. Ayodele Akinola, Assistant Director of Facilities Operations, provided an update of projects that are currently taking place including Learning Commons signage, Sports and Health Complex progress, and the Dandini pavement project. Also, maintenance projects will be scheduled for Summer 2019.

- **Technology Committee**

Chief Technology Officer, Thomas Dobbert, reported that the committee will meeting tomorrow, February 20 with life cycle replacements being the main topic of discussion.

Constituency Update

- **Student Government Association**

SGA Officer Randall Hudson and SGA Senator Rachel Holderread provided an update of current SGA projects and events:

- Senators are working on recycling, compost and gardening projects. The Gardening Club is also talking to the café about collaborating with composting.
 - A Kindness project focusing on inclusiveness and interactions is in the works.
 - The SGA election process has begun.
 - A Blood Drive will be held this Wednesday and Thursday in the Student Center.
 - Pasta with the President will be this Thursday in RDMT 256.
 - Club involvement is being encouraged. A list of clubs will be brought to the next Planning Council meeting for further discussion.
- **Classified Council**
No report at this time.
 - **Faculty Senate**
Faculty Senate Chair, Mike Holmes, noted that the next Faculty Senate meeting will be held at the William N. Pennington Applied Technology Center. Demonstrations and tours will take place prior to the meeting.

Next Meeting – Monday, March 11, 2019



TMCC Action Plan Achieving Student Success Goals January 2019

Identify Bottleneck Courses

There are a number of factors that may create “bottlenecks” at the course level which affect degree completion; the most prevalent is a lack of academic confidence that can lead a student to failure. Many students fear a specific course and motivating them through confidence building is key. Committing to college in the first place can also be a motivational barrier to students who test below remedial level - not just because of fear, but because of the overwhelming conclusion that the educational road ahead will be a very long one. With step-by-step instruction, students can build success, confidence, foundational skills, and the knowledge that they need to get through. Moreover, great teaching through continuous quality improvements to pedagogy enhances student motivation and thus retention, persistence, and success.

For many students, their greatest fear is college level math. A TMCC study reveals that 92% of certificate-seeking students (n=224) who drop out after accumulating two-thirds or more of the required credits did not attempt or complete the math requirement. A similar study reveals that 58% of students pursuing a two-year degree (n=3183) who drop out after accumulating two-thirds or more of the required credits did not attempt or complete the math requirement. These results suggest that math remains a significant obstacle on the path to graduation.

The strategies and actions described below emphasize the math challenge for community college students, and also identify the need to scale-up advising, outreach, intervention and we must also hone in on excellent pedagogy. The total amount of new resources based upon recent estimates is \$691,204 annually, of which \$541,204 would come from the state and \$150,000 from HSI focused grants. An example of a resource map is included in attachment A.

STRATEGY 1: REMEDIAL FAST LANES

<i>Action Item:</i>	<p>Alternate Math Pathways <i>Timeframe:</i> On-going</p> <ol style="list-style-type: none"> 1. Many students who place into the Math Skills Center (SKC) experience anxiety which may hinder their progress. Recent changes to the basic SKC module have accelerated completion and lowered the cost to students. 2. Drillz and Skillz, an inexpensive review workshop, offered through Workforce Development and Community Education (WDCE), helps students prepare for math placement tests and places them into college-level courses from the outset. 3. The Math Department has taken many steps to create accelerated options, including “stretch” courses and mini-sessions. Embedded tutoring and Supplemental Instruction sessions provide additional support.
<i>Outcome:</i>	Increase percentage of students who attempt and successfully complete required math courses.

STRATEGY 2: OVERCOMING MATH ANXIETY

<i>Action Item:</i>	<p>Provide Overcoming Math Anxiety Workshops <i>Timeframe:</i> 2020-21</p> <p>As it appears that many students have a lack of confidence, sometimes even fear, when it comes to math. Overcoming Math Anxiety workshops will be offered at no cost to students.</p>
<i>Outcome:</i>	Increase percentage of students who attempt and successfully complete required math courses.

STRATEGY 3: GATEWAY MATTERS

<i>Action Item:</i>	<p>Mandatory Math Enrollment <i>Timeframe:</i> 2018-21</p> <p>Beginning Fall Term 2018, students could not withdraw without permission in ENG 101 and the following math courses: MATH 95, MATH 96, MATH 120, and MATH 126. This mandate is referred to as Gateway "Drop-Hold." This effort targeted all students, including part-time students. Considering the large number of part-time students, the following changes had to occur: 1) Piloted part-time student mentor model (7 mentors) and hired an advisor to oversee mentors; 2) Completed calls to all part-time students in August 2018 to encourage registration in Gateway courses; 3) Contacted students again to encourage Spring registration (high touch outreach); 4) Created a targeted marketing campaign specifically for part-time students.</p>
<i>Outcome:</i>	Achievement of NSHE Gateway benchmarks.

STRATEGY 4: HIGH IMPACT PRACTICES TASKFORCE

<i>Action Item:</i>	<p>Pedagogy is a Motivational Magnet <i>Timeframe:</i> 2020-21</p> <p>The most effective faculty will share teaching philosophies and High Impact Practices (HIPs) they use to increase student success. The goal is to ensure that successful practices are scaled up to affect the greatest number of students as possible.</p>
<i>Outcome:</i>	Overall increase in student retention and persistence.

STRATEGY 5: ACUE FACULTY CERTIFICATION

<i>Action Item:</i>	<p>TMCC Faculty Must be Highly Effective <i>Timeframe:</i> Ongoing</p> <p>The Association of College and University Educators (ACUE) offers comprehensive courses that prepare, support, and provide a credential to faculty who incorporate practices that improve student achievement. TMCC's first cohort of 47 full and part-time faculty are halfway through ACUE certification training and are on-track to complete.</p>
<i>Outcome:</i>	Improve student outcomes as well as faculty and student satisfaction.

Interventions and Support Services for At-Risk Students

As an institution, based on our data, our most at-risk population is the part-time student.

STRATEGY 1: USE STARFISH TO ENHANCE SERVICES

<i>Action Item:</i>	<p>Fully Implement Retention Solutions Software (Starfish) <i>Timeframe:</i> 2020-21</p> <p>Training is offered to faculty to use Starfish which can identify, track and engage at-risk students. Students can connect with resources in a timely basis to ensure success.</p>
<i>Outcome:</i>	Students identified through early alert will improve GPAs and course completion rates.

STRATEGY 2: IMPROVE EXISTING SERVICES FOR PART-TIME STUDENTS

<i>Action Item:</i>	Encourage Part-Time Students to Take an Additional Class <i>Timeframe:</i> 2019-2020 TMCC provides personalized attention that encourages students to decrease their time to degree, and communicates the myriad of class offerings (evening, 7 week, and late start classes).
<i>Outcome:</i>	Increase percentages of students enrolled in 8-11 and 12+ credits.
<i>Action Item:</i>	Analyze Course Sequencing <i>Timeframe:</i> 2020-2021 Existing course sequencing is based on full-time enrollment. We will revise these sequences to include alternative timelines for part-time students and further expand weekend offerings.
<i>Outcome:</i>	Increase graduation rates for part-time students.
<i>Action Item:</i>	Hire a Concierge for Part-Time Students <i>Timeframe:</i> 2022-2023 Hire a dedicated full-time concierge who can identify barriers to enrollment and completion for part-time students, connect with students at critical points along their college journey, and serve as a single point of contact for students.
<i>Outcome:</i>	Increase course completion and persistence for part-time students.

STRATEGY 3: SCALE-UP ACCESS TO INNOVATIVE PROGRAMS

<i>Action Item:</i>	Re-Entry Program & Getting Ahead Workshops <i>Timeframe:</i> Ongoing Increase workshop capacity through the Re-Entry Program, including Getting Ahead workshops and workforce training programs to justice-involved individuals.
<i>Outcome:</i>	Students participating in workshops will demonstrate increases in completion rates. Former inmates will obtain employment, reducing recidivism.
<i>Action Item:</i>	Revamp the Academic Success Course <i>Timeframe:</i> Ongoing Transition existing EPY 101 into a one credit academic success course designed to ease transition during the first semester.
<i>Outcome:</i>	Increase persistence of students who complete the course.
<i>Action Item:</i>	Expansion of Men of Color Program <i>Timeframe:</i> Ongoing Men of Color program will be available to all male students of color in the WCSD.
<i>Outcome:</i>	Increase access and enrollment of minority students.

Action Item: Creation of Student Success Center *Timeframe:* Ongoing

The Student Success Center will focus on implementation and maintenance of a TMCC LifeMap system, as well as coordination of retention activities.

Outcome: Increase persistence and completion rates.

Advising and Student Outreach Plan

STRATEGY 1: INCREASE ADVISEMENT CAPACITY

Action Item: Creation of Pilot Advising Model *Timeframe:* 2019-2022

Pilot an advising model that will lead the country in community college advising. This model will need to include teaching faculty as part of the model in order to radically lower the ratio of student to advisor. The current ratio is approximately 1,000 students for every full-time advisor. The advising department will pilot an innovative model and we will seek adjustments to faculty workloads in the upcoming collective bargaining negotiations. This shift in TMCC advising includes the following activities:

1. All advisors and select faculty will be trained in academic advisement and policies/practices at TMCC.
2. Using a new product called Appointment Manager starting Spring 2019, students will be able to schedule their own academic advisement meetings with both full-time academic advisors and faculty advisors.
3. Increase capacity of academic advisement; create a student bulletin (similar to Valencia College LifeMap).
4. The model will create a sense of belonging for students, enhance personalized attention, and improve persistence. Student connections to academic faculty will be strengthened through frequent advising interactions and tools.
5. Classroom visits are available to all faculty who wish to have an advisor come and review services provided in a 15-20 minute presentation. This action item would target specific first-year classes to encourage faculty participation.

Outcome: Scalable gains in degree and certificate completion rates.

STRATEGY 2: AT-RISK PLANS & PREDICTIVE ANALYTICS STUDY

Action Item: Review and Assess the Academic Probation Practices for Areas in Need of Improvement
Timeframe: Ongoing

After a student meets with their counselor, require that academic success plans are forwarded to the student's Academic Advisor.

Outcome: Improve retention of students who earn a GPA of 2.0 or below.

<i>Action Item:</i>	Perform a Predictive Analytics Study <i>Timeframe:</i> Ongoing Extract and review list of first year students who are not retained by the College. Provide analysis of data gained on this population via Institutional Research with student information including declared major, credits earned/attempted, and Gateway course enrollment/completion. In collaboration with Academic Divisions, generate strategies to improve retention.
<i>Outcome:</i>	Improve retention of first year students.

STRATEGY 3: NEW STUDENT EXPERIENCE

<i>Action Item:</i>	Scale Up Existing Successful Programs <i>Timeframe:</i> 2019-2023 Assign a dedicated position to oversee the Success First program and increase operating budget accordingly. Expand Men of Color (MOC) Program to all WCCS high schools by adding a MOC full time staff member and increasing operating budget.
<i>Outcome:</i>	Increase enrollment and completions of minority students.

STRATEGY 4: JUMP START DUAL CREDIT EXPANSION

<i>Action Item:</i>	Increase Dual Enrollment Participation and Offerings <i>Timeframe:</i> 2019-2023 Expand dual enrollment offerings by creating a robust Jump Start Dual Credit Office at TMCC with a Director, additional dual enrollment Recruiter, existing recruiter and academic coordinator, Administrative Assistant, and dedicated Faculty.
<i>Outcome:</i>	Quadruple enrollment of dual credit students by 2025.

Data Benchmarks

There are a number of new analytical tools that could assist with substantial improvements to student completions, beyond the regular NSHE data tools. Due to limited resources TMCC barely scratches the surface of what we could employ. However, we have recently purchased several products that can provide additional data. We are working on maximizing these new tools.

1. In addition to current Gateway student data tracking, we will track the students who engage in new strategies with the hope that positive correlations linking strategy and success can be identified and verified.
2. Proactive advising focused on part-time, at-risk, first-generation, and low income students will lead to multiple interactions between college advisors (including faculty) and students. For example, Starfish and Appointment Manager can help identify and verify important correlations between new interventions and student success.

ATTACHMENT A

Resource Mapping

ACTION STEPS

Strategy 1: Remedial Fast Lane

RESOURCE	Skill Level or Material Quality	Associated Task(s)	Duration Required	Available Time Period	Cost	Unit of Cost	State Funding Source
Stipends	Faculty from Math, SKC, and CTM	Create exit exam for SKC and CTM courses (an exit exam would be better than re-taking the Accuplacer)	Summer 2019	Develop tests in Summer 2019 and pilot with students in Fall 2019	Four 2-credit stipends, \$6800 total	\$1700	YES
Software for administering SKC and CTM exit exam	To be determined during test development	Figure out most efficient way, probably through ALEKS or MyMathLab (pay for pilot students, then build into cost of course)	Summer 2019	Develop tests in Summer 2019 and pilot with students in Fall 2019	To pilot with all SKC and CTM Fall 2019 students \$6400	\$40 per 6 weeks of ALEKS, for CTM students (n=160)	YES
Marketing	Promotional materials plus staff time	Increase profile of Drillz & skills workshop – which is prep for math Accuplacer	Ongoing	December and July, ahead of January and August workshops	\$500.00	Non itemized	YES

NSHE STUDENT SUCCESS GOALS

DIRECTIONS

Each institution must indicate a respective goal for each metric below and submit to the Chancellor **no later than January 3, 2019**. Please carbon copy Vice Chancellor Crystal Abba when submitting your goals. This template will be presented and discussed by the Board at its January 17-18, 2019, special meeting.

TARGET TEMPLATE -- GRADUATION RATES

Definition: undergraduate, first-time, full-time, degree-seeking students who complete their program within 150% of normal time. Source: IPEDS

GRS cohort						fall 14	fall 12	fall 13	fall 14	fall 15	fall 16	lg SB cohort	NVP
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
TMCC	15.8%	21.0%	27.9%	30.4%	30.6%	28.4%	30.4%	30.6%	30.7%	30.8%	30.9%	31.2%	31.5%

TARGET TEMPLATE -- NUMBER OF STUDENTS CONFERRED AWARDS

Definition: Number of students conferred an award includes certificates of less than 30 credits, certificates of at least 30 credits, associate's, bachelor's, master's and doctor's awards; students earning multiple awards are only counted once. Source: IPEDS

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
TMCC	1,082	1,480	1,980	2,045	2,148	2,028	2,039	2059	2080	2101	2122	2143	2164

TARGET TEMPLATE -- PERSISTENCE RATES

Definition: The percent of first-time, full-time (12 or more credits) freshman that persist to the following fall semester. Persistence rates are calculated systemwide and include a student who starts at one NSHE institution and enrolls at any NSHE institution the following fall.

Source: NSHE SA

	Fall 2012, Returned Fall 2013	Fall 2013, Returned Fall 2014	Fall 2014, Returned Fall 2015	Fall 2015, Returned Fall 2016	Fall 2016, Returned Fall 2017	Fall 2017, Returned Fall 2018	Fall 2018, Returned Fall 2019	Fall 2019, Returned Fall 2020	Fall 2020, Returned Fall 2021	Fall 2021, Returned Fall 2022	Fall 2022, Returned Fall 2023	Fall 2023, Returned Fall 2024	Fall 2024, Returned Fall 2025
TMCC	56.9%	52.3%	57.9%	57.5%	64.1%	64.8%	65.5%	66.2%	67.0%	67.7%	68.4%	69.2%	70.0%



TMCC STUDENT SUCCESS

2018-2025 Action Plan

Guiding Principles, Strategy, Vision for Improving Student Success

- Excellence
- Strategy through planning (SMP, Division Plans, RAP)
- Innovation - Graduation rates comparatively high
- Significant resources needed to scale up
- Vision Impressive improvements to completion rates.



We want to see all students graduate, but without resources we anticipate achieving 3% improvement by 2025.

Key Actions and Results

- **Summer Bridge Program** 150 participants (100 Summer Bridge and 50 Math Wizards); grad rate for Summer Bridge completers is 52%
- **Financial Aid** (Flames, Access dollars for 15-to-Finish)
Fall 2014 IPEDS GRS Cohort grad rate:
Access \$ Recipients: 55%
Non-Recipients: 18.8%
- **Learning Commons** including redesigned Tutoring Services: 59% increase in number of appointments between fall 16 and fall 17
- **Mandatory Advising** First-time, Full-time students. GRS cohort rate: From Fall 2010 to Fall 2014 cohorts: 21%, 28%, 30%, 31%, 28%
- **Gateway Cohort** work. Math: up to 77%, English: up to 84% in 2017-18
- **Home away from home** (sticky campus via Creation of Disco, SGA, Student Jobs, Health & Fitness, Soccer program)

TMCC Action Plan

The following plan is not the entire plan, but illustrates key initiatives most of which are in progress

ACTION STEPS

Strategy 1: Remedial Fast Lane

Strategy 2: Overcoming Math Anxiety

Strategy 3: Gateway Matters

Strategy 4: High Impact Practices Taskforce

Strategy 5: ACUE Faculty Certification



TMCC Action Plan

INTERVENTIONS AND SUPPORT SERVICES FOR AT-RISK STUDENTS

Strategy 1: Starfish students - identify, intervene, track

Strategy 2: Part-time students matter

Strategy 3: Scale-up great programs – Success First, HSI, Men of Color, JIVE



TMCC Action Plan

ADVISING AND STUDENT OUTREACH ENHANCEMENT PLAN

- Strategy 1: Increase Advisement Capacity
- Strategy 2: At-Risk Outreach and Intervention
- Strategy 3: New Student Experience
- Strategy 4: Jump Start Dual Credit Expansion



What would it cost to scale up our actions?

Student Services (new resources)	
Part-time Student Concierge	65,202
Special Pop. Programs Re-Entry, MOC	150,000
Faculty Advising Model Supervisor	65,202
Operating Expenses	20,000
	300,404
Instruction (new resources)	
Remedial Add-ons	19,300
Gateway Advising & Intervention	176,100
High Impact Pedagogy	45,400
	240,800
Total	541,204
HIS Grants	150,000
	691,204



Refer to Action Plan for example of Resource Mapping

TMCC Targets

GRADUATION RATES

YEAR	RATE
2012	15.8%
2013	21%
2014	27.9%
2015	30.4%
2016	30.6%
2017	28.4%
2018	30.4%
2019	30.6%
2020	30.7%
2021	30.8%
2022	30.9%
2023	31.2%
2024	31.5%
2025	33.3%



TMCC Targets

STUDENTS CONFERRED AWARDS

COHORT	NUMBER
2012	1,082
2013	1,480
2014	1,980
2015	2,045
2016	2,148
2017	2,028
2018	2,039
2019	2,059
2020	2,080
2021	2,101
2022	2,122
2023	2,143
2024	2,164
2025	2,243



TMCC Targets

PERSISTENCE RATES (Fall to Fall)

FALL COHORT	PERCENT
2012	56.9%
2013	52.3%
2014	57.9%
2015	57.5%
2016	64.1%
2017	64.8%
2018	65.5%
2019	66.2%
2020	67.0%
2021	67.7%
2022	68.4%
2023	69.2%
2024	70.0%
2025	70.7%



Questions?



The College for the **New Nevada**





TMCC

STRATEGIC MASTER PLAN

Progress Report 2017-2018



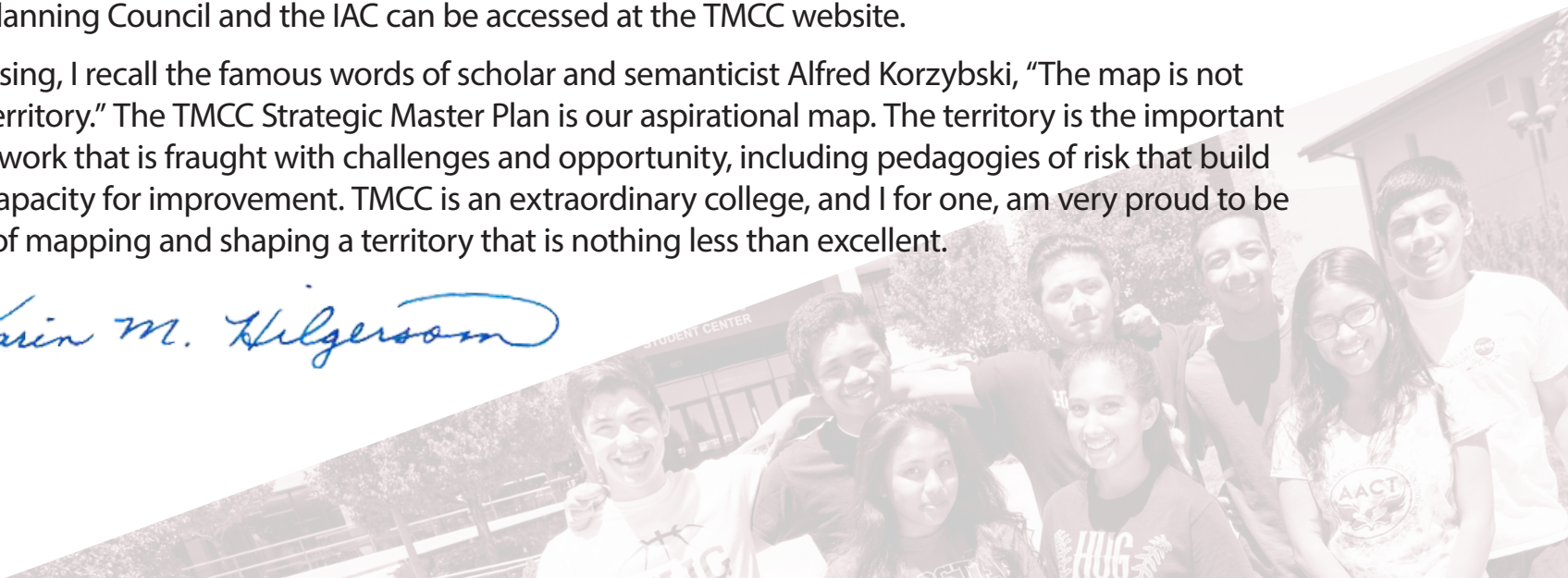
PREAMBLE

Speaking on behalf of campus leadership, faculty, and staff, I am delighted to share the 2017-2022 Truckee Meadows Community College (TMCC) Strategic Master Plan. This plan is a result of much collaboration, and a “can do” campus culture that engages in continuous quality improvement. We are proud of our strategic directions, some old and some new. We are equally proud of the initiatives that are in various stages of implementation that breathe real life into the TMCC Strategic Master Plan. Ultimately this plan also provides the framework that helps us conduct institutional assessment to determine how well we are doing toward fulfilling the TMCC mission.

Each year the TMCC Planning Council will revisit the plan for two purposes. One, to verify that we are making progress toward meeting or exceeding our benchmarks and aspirational targets that measure various endeavors related to student success. Two, to modify the plan as needed based upon what we learn from new strategies and adjusting these strategies accordingly. I am grateful to the TMCC Planning Council, a council comprised of faculty, staff, management, and student leaders, for overseeing this work in the spirit of shared governance. I am also grateful for the direction and support that TMCC receives from our Institutional Advisory Council (IAC). Current membership on the Planning Council and the IAC can be accessed at the TMCC website.

In closing, I recall the famous words of scholar and semanticist Alfred Korzybski, “The map is not the territory.” The TMCC Strategic Master Plan is our aspirational map. The territory is the important daily work that is fraught with challenges and opportunity, including pedagogies of risk that build our capacity for improvement. TMCC is an extraordinary college, and I for one, am very proud to be part of mapping and shaping a territory that is nothing less than excellent.

Karin M. Hilgersom



VISION

| Truckee Meadows Community College creates the future by changing lives.

MISSION

| Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

VALUES

| The values upon which Truckee Meadows Community College bases its mission and vision statements are the principles, standards and qualities the College considers worthwhile and desirable.

Truckee Meadows Community College is committed to:

- 5 5 Student access and success
- 5 5 Excellence in teaching and learning
- 5 5 Evidence of student progress through assessment of student outcomes
- 5 5 Fostering a climate of innovative and creative thought
- 5 5 Collaborative decision making
- 5 5 Community development through partnerships and services
- 5 5 Ethical practices and integrity
- 5 5 Respect, compassion, and equality for all persons
- 5 5 Responsible and sustainable use of resources
- 5 5 Fostering attitudes that exemplify responsible participation in a democratic society
- 5 5 A healthy environment and a healthy college community



CORE THEME 1: STUDENT SUCCESS

Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.

■ STRATEGIES

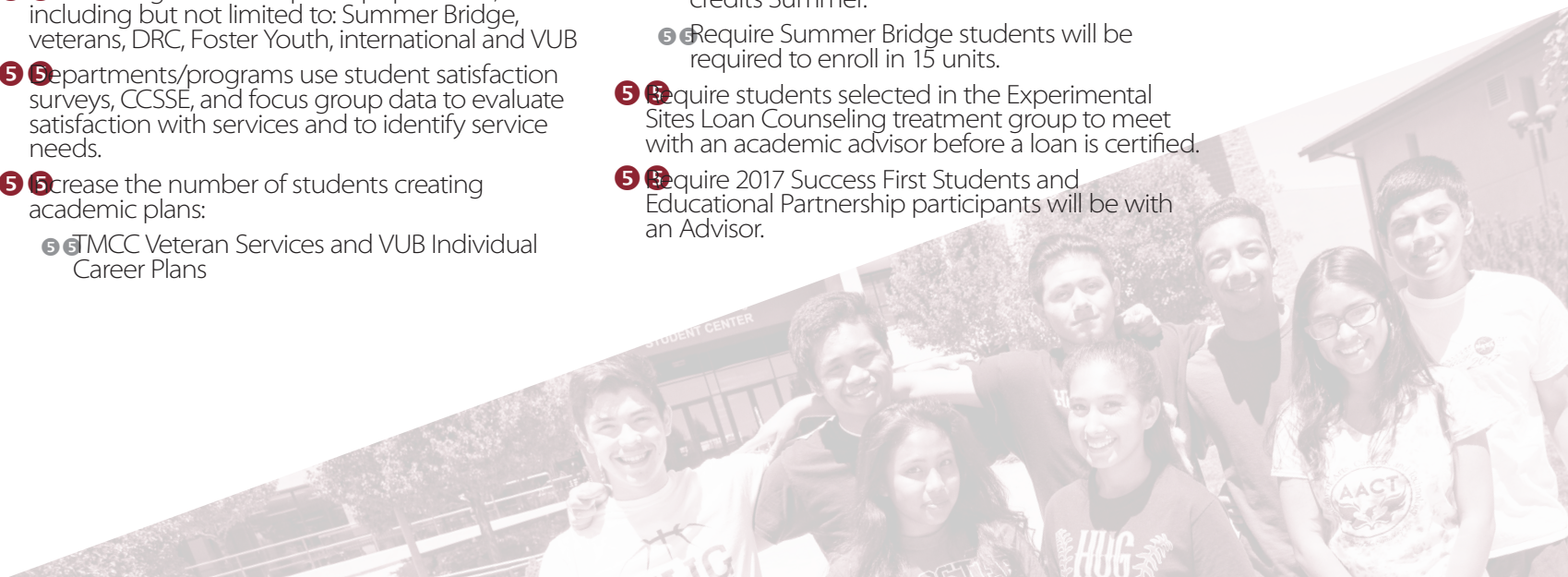
Academics

- 5 5 Increase the fall-to-fall persistence rate to match the fall-to-spring persistence rate.
- 5 5 Conduct a Gateway course completion campaign.
- 5 5 Implement a part-time faculty mentor program for Gateway students.
- 5 5 Implement registration and drop holds on Gateway cohort.
- 5 5 Increase faculty professional development and training.
- 5 5 Enhance embedded tutoring and supplemental instruction programs.
- 5 5 Modify Skills Center requirements and math courses.
- 5 5 Provide additional training for Developmental Math Instructors.
- 5 5 Hold a registration promotion event each semester.
- 5 5 Implement Learning Commons model to increase utilization of academic support services.
- 5 5 Offer stackable certificates and degrees.
- 5 5 Provide and market clear articulation agreements, especially with UNR.
- 5 5 Schedule courses in an effective, student-centered, and completion-oriented manner
- 5 5 Ensure that a full complement of GE courses is available each semester.






Student Services

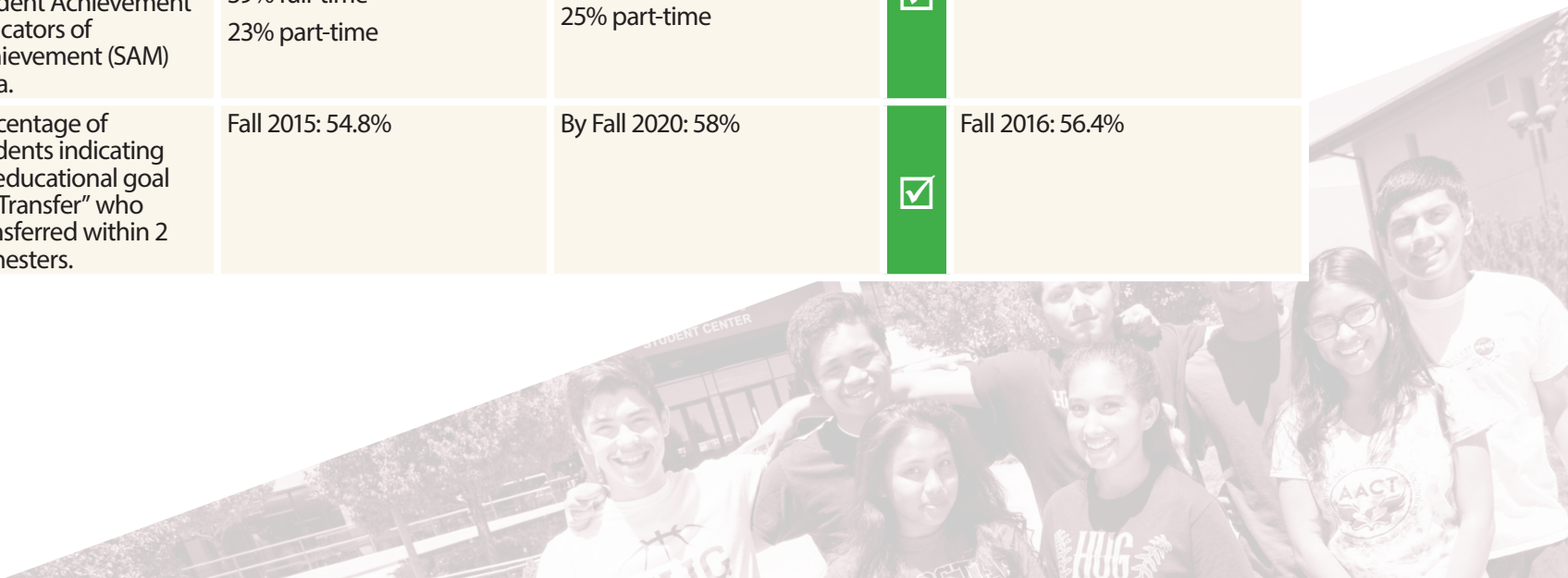
- 5 5 Offer On Track to Graduate workshops.
- 5 5 Provide graduation incentives grants.
- 5 5 Develop support for degree-seeking undecided majors.
- 5 5 Provide more incentive grants and scholarships and discounted tuition.
- 5 5 Continue First Year Experience programming for Undecided and Success First Students.
- 5 5 Address financial barriers that interfere with student persistence: FLAMES, Wizards' Warehouse, emergency scholarship workshops; student employment; paid internships
- 5 5 Use technology to effectively manage communications and services that support enrolled students' success and completion (CRM, People Soft, Canvas, social media, texting, veterans' listserv etc.). Including:
 - 5 5 Starfish use (Early Alerts; Kudos; Progress Reports; Student Success Plans)
 - 5 5 Audit process
 - 5 5 Strategic use and management of holds including drop holds for targeted populations
 - 5 5 Invite continuing students to apply for financial aid, including addition of To-Do list item for non-FAFSA degree seeking students
- 5 5 Provide faculty training on how to use the Starfish Early Alert System.

- 5 5 Require participants in specific programs to meet regularly with their support team: Peer and Faculty Mentors/Advisors, Specialists, Counselors, and Success Coaches.
- 5 5 Utilize the Veteran Services Pre-Admission Associate, Student Veteran Mentor Program, and Veteran Leadership Academy (VLA) to provide one on one service to our veterans.
- 5 5 Continue VUB pre-college academic support and referrals to other student services.
- 5 5 Continue to review GRS cohort to identify eligible students for Freshmen Incentive Grants and TMCC Incentive Grants
- 5 5 Allow eligible students who received financial aid in Spring and enroll in summer classes to receive a summer grant if funding is available.
- 5 5 Continue workshops and events to promote use of services e.g.: Student Success Fair, On Track, ASK, Transfer Fair, Fastober, Veteran focused outreach.
- 5 5 Promote Freshman Incentive Grants and TMCC Incentive Grants.
- 5 5 Advise students: A&R final semester contact and automatic degree awarding
- 5 5 Case Management for special populations, including but not limited to: Summer Bridge, veterans, DRC, Foster Youth, international and VUB
- 5 5 Departments/programs use student satisfaction surveys, CCSSE, and focus group data to evaluate satisfaction with services and to identify service needs.
- 5 5 Increase the number of students creating academic plans:
 - 5 5 TMCC Veteran Services and VUB Individual Career Plans
 - 5 5 Academic plans in On Track workshops
 - 5 5 Services for special populations
- 5 5 Incorporate FLAME\$ peer mentors into program participation for special populations
- 5 5 Require new international students to complete international workshop series
- 5 5 Continue with SOAR 1 & 2.
- 5 5 Continue advising holds on Summer Bridge, GRS cohort and International students.
- 5 5 Continue required advising for targeted populations (CareerConnect, Re-Entry, students on Academic Probation, VUB participants, Veterans).
- 5 5 Continue to offer Quick Advisement.
- 5 5 Continue to have Advising department liaisons to academic departments.
- 5 5 Promote 15-to-Finish:
 - 5 5 Create and distribute 15 to Finish promotional materials in SOAR and On-Track.
 - 5 5 Offer additional grant funding for students receiving Freshman Incentive Grant, TMCC Incentive Grant, and Graduation Incentive Grant, if they enroll in 15 credits Fall/Spring or 6 credits Summer.
 - 5 5 Require Summer Bridge students will be required to enroll in 15 units.
- 5 5 Require students selected in the Experimental Sites Loan Counseling treatment group to meet with an academic advisor before a loan is certified.
- 5 5 Require 2017 Success First Students and Educational Partnership participants will be with an Advisor.



Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.

Indicator	Baseline	Target		Progress
1.1.1 Successful (C or better) completion rate in gateway math (MATH 120, 126) and English (ENG 101, 113) courses.	Average of Fall 2012-15 English: 71% Math: 54%	English: 74% by Fall 2019 Math: 57% by Fall 2019		Fall 2016 English: 71% Math: 48%
1.1.2 Student persistence from fall to spring and fall to fall.	Enrollment Management Plan Fall 15 to Spring 16 = 69% Fall 14 to Fall 15 = 54%	5% increase by 2020		Fall 2016 - Spring 17: 69% Fall 2016 - Fall 2017: 53%
1.1.3 Graduation rates of degree/certificate-seeking students according to Integrated Postsecondary Education Data System (IPEDS) and Student Achievement Indicators of Achievement (SAM) data.	IPEDS Fall 2012 Cohort: 30%	IPEDS Fall 2016 Cohort: 35% (by 2019)		IPEDS Fall 2013 Cohort: 31%
	SAM (starting Fall 2010; within 6 years): 39% full-time 23% part-time	SAM for Fall 2016 cohort (by 2022): 41% full-time 25% part-time		SAM Fall 2011 FT: 39% PT: 24%
1.1.4 Percentage of students indicating an educational goal of "Transfer" who transferred within 2 semesters.	Fall 2015: 54.8%	By Fall 2020: 58%		Fall 2016: 56.4%



Indicator	Baseline	Target		Progress
1.1.5 Course completion rate of students who declare "upgrade current job skills."	Percent of Courses Passed in "job upgrade" vs. degree-seekers (Fall): 2016: 86% vs. 75% 2015: 91% vs. 79% 2014: 86% vs. 76% 2013: 83% vs. 77% 2012: 85% vs. 75% Average: 86% vs. 76%	Maintain at > 10% higher than degree-seekers.	✓	2017: 87% vs. 76%
1.1.6 Student satisfaction rates of educational goal completion and expectations according to the Graduate Outcomes Survey and Community College Survey of Student Engagement (CCSSE).	AY 2015-16 Graduate Outcomes Survey: "TMCC has helped me meet the goals I expected to achieve." 96% agree	Maintain 96% "agree" on Graduate Outcomes Survey	✓	AY16-17: 96%
	2013 CCSSE: "How much does this college emphasize each of the following?" 9b. Providing the support you need to help you succeed at this college. "quite a bit or very much" 74.1%	76%	✓	2017 CCSSE: 75.9%



Objective 2: Provide high-quality student support through library resources, tutoring, advising, and information services.

■ STRATEGIES

Academics

5 5 Implement a Learning Commons model to increase utilization of academic support services.

5 5 Increase faculty mentoring of students.

Indicator	Baseline	Target		Progress
1.2.1 Number of library database accesses and book loans per FTE.	AY 2016-17 as of June 7, 2017 Database Accesses: 223,261 accesses 19.2 accesses per FTE eBooks & Videos: 14,551 accesses 1.3 accesses per FTE Hard Copy Circulation: 6,819 accesses 0.6 accesses per FTE Total electronic & hard copy: 244,631 accesses 21.1 accesses per FTE	2% increase		As of end-of-term Fall 2017 Database Accesses: 80,556 accesses 13.5 accesses per FTE eBooks & Videos: 5,616 accesses 0.9 accesses per FTE Hard Copy Circulation: 3045 accesses 0.51 accesses per FTE Total electronic & hard copy: 89,217 accesses 14.9 accesses per FTE
1.2.2 Graduation rate of students with at least 1 Tutoring & Learning Center (TLC) visit.	Graduation rate (2013 GRS cohort) At least 1 TLC visit: 41.4% No TLC visits: 24.2%	Maintain a graduation rate that is 15% higher than students without a TLC visit	✓	Graduation rate (2014 GRS cohort) At least 1 TLC visit: 40.8% No TLC visits: 19.6%
1.2.3 Course completion rate of students not utilizing the TLC compared to completion rate of students utilizing the TLC in matched courses.	AY 2015-16: ENG 098: 73% vs. 89% ENG 101: 73% vs. 88% ENG 102: 75% vs. 85% ENG 113: 91% vs. 100% ENG 114: 94% vs. 85% MATH 096: 67% vs. 60% MATH 126: 59% vs. 61%	2% improvement in 2 years in each course with less than 85% retention with tutoring. Maintain retention in other courses with tutoring.	✓	AY 2016-17: ENG 098: 73% vs. 90% ENG 101: 73% vs. 93% ENG 102: 73% vs. 92% ENG 113: 89% vs. 97% ENG 114: 85% vs. 100% MATH 096: 63% vs. 65% MATH 126: 60% vs. 66%

Indicator	Baseline	Target		Progress
1.2.4 Course retention and persistence of students who have at least one Academic Advising session.	Fall 2016 Course Retention: Advised 83% (vs. 77% Unadvised) Persistence to Fall 2016: Advised: 58% (vs. 34% Unadvised)	Maintain course retention and persistence rates of advised students at 83% and 58%, respectively.	↗	Fall 2017 Course Retention 82% (v. 76%)
			✓	Persistence to Fall 2017 60% (v. 33%)
1.2.5 Percent achievement of Information Technology (IT) computer lifecycle target (including projectors, etc.).	Applicable classroom equipment is being refreshed on a 4-5 year life cycle replacement	Maintain 95% within scheduled 4-5 year life cycle replacement.	✓	100%



Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.

■ STRATEGIES

Academics

5 5 Increase the number of trained peer mentors.

5 5 Promote out-of-class learning opportunities such as work experiences, volunteer opportunities, and student leadership.

Indicator	Baseline	Target		Progress
1.3.1 Number of: Career Center workshops Counseling Center workshops FLAMES workshops Financial Aid workshops SGA events/activities SGA-recognized clubs	AY 2015-16: Career Center workshops: 93 Counseling workshops: 36 FLAMES workshops: 53 Financial Aid workshops: 27 SGA events/activities: 55 SGA-recognized clubs: 22	Maintain quantity through 2019	✓	AY 2016-17: Career Center workshops: 96 Counseling workshops: 96 FLAMES workshops: 133 Financial Aid workshops: 62 SGA events/activities: 75 SGA-recognized clubs: 27
1.3.2 Total Graduated, Transferred or Still Enrolled for students participating in engagement activities	AY 2015-16: All Students 65% Students engaged in: Advising 72% Career Center 74% Counseling 68% SGA 76%	By 2019: All Students 67% Students engaged in: Advising 74% Career Center 76% Counseling 70% SGA 78%	↗	AY 2016-17 All Students 65% Students engaged in: Advising 72% Career Center 74% Counseling 66% SGA 78%
1.3.3 Rate of student satisfaction with co-curricular activities, extracurricular activities, and resources according to the Graduate Outcomes Survey.	AY 2015-16 Graduate Outcomes Survey: "While attending TMCC were you satisfied with the following: 2m. Campus social & cultural activities AY 2015-16 "yes" 92%	By 2019 94%	✓	2016-17 95%

Indicator	Baseline	Target		Progress
1.3.4 Percentile of students indicating they participated in activities that developed or reflect application of interpersonal, intrapersonal or practical skills.	CCSSE 2013 Benchmark Scores Student/Faculty interaction: 47.9 Support for learners: 46.5	CCSSE 2021 Benchmark Scores Student/Faculty interaction: 50 Support for learners: 50	➔	CCSSE 2017 Benchmark Scores Student/Faculty interaction: 48.1 Support for learners: 45.5
1.3.5 Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys.	Need to develop Employer Satisfaction Survey	Dependent on Employer Satisfaction Survey	➔	Initial planning stages for survey are underway.



CORE THEME 2: ACADEMIC EXCELLENCE

Objective 1: Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.

STRATEGIES

Academics

- 5 5 Hold regular assessment trainings
- 5 5 Host Assessment Day to “close the loop.”
- 5 5 Encourage continued dialog about assessment results at each department meeting.
- 5 5 Create and display visual communications/reminders of when courses are scheduled for assessment.
- 5 5 Revamp the assessment website to make more of a resource.
- 5 5 Establish closer ties between PUR/APR recommendations and budget/resource allocation.
- 5 5 Implement a comprehensive and annual assessment process linking assessment to planning and evaluating student development/learning outcomes.

Indicator	Baseline	Target		Progress
2.1.1 Course assessment reports (CARs) with action plans for improving teaching and learning	(Qualitative Measure)	Suggested recommendations are being acted upon	✓	(Qualitative Measure)
2.1.2 General Education Assessment Reports (GEARs) showing percentage of students scoring “Proficient” or above each of the on General Education Competency rubrics for Communications, Critical Thinking, Information Literacy, People & Cultural Awareness, and Quantitative Reasoning.	Spring 2017: Communications: 67.6% Critical Thinking: 66.1% Information Literacy: 57.4% People & Cultural Awareness: 70.7% Quantitative Reasoning: 61.2%	70% for all competency areas	↗	Fall 2017: Communications: 67.6% Critical Thinking: 66.3% Information Literacy: 57.4% People & Cultural Awareness: 70.6% Quantitative Reasoning: 61.2%

Indicator	Baseline	Target		Progress
2.1.3 Program/unit reviews (PUR) findings and recommendations.	Programs reviewed 2016-17: Culinary Arts Dental Hygiene Entrepreneurship Sociology Veterinary Technology	Suggested recommendations are being acted upon	✓	Programs reviewed 2017-18: Foreign Languages & Communications Radiologic Technology Computer Technology Construction Technologies Psychology Logistics Management
2.1.4 Annual progress reports (APRs) on program/unit review findings and recommendations.	(Qualitative Measure)	Suggested recommendations are being acted upon	✓	(Qualitative Measure)



Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.

STRATEGIES

Academics

- 5 5 Work with TMCC Foundation scholarships to students who are minorities in particular programs.
 - 5 5 Increase faculty diversity in workforce-related programs.
 - 5 5 Work with marketing and recruitment on career messaging targeting different populations.
 - 5 5 Explore Health Science Center and allied health facilities expansion options.
 - 5 5 Ensure degrees and certificates to meet employer needs.
 - 5 5 Develop employer-defined pathways:
- 5 5 P3
 - 5 5 T3
 - 5 5 CNA apprenticeship project
 - 5 5 LEAP
 - 5 5 Continue to work closely with employers and advisory boards to identify new opportunities for student training
 - 5 5 State and federal support for programs
 - 5 5 Seek grants and continue partnerships with agencies that have educational funding.
 - 5 5 Continue environmental scanning to identify opportunities for new trainings.
 - 5 5 Schedule programs efficiently to accommodate working students.

Marketing

- 5 5 Promote Bachelor of Applied Science Programs.

Indicator	Baseline	Target	Progress
2.2.1 Students enrolled in workforce programs that reflect the diverse demographics of our enrolled students.	AY 2014-15 Perkins cell 1P1 % minority in CTE programs: 32.6% % minority all TMCC students: 37.0%	By 2019 % minority in CTE programs: 35.0% % minority all TMCC students: 39.0%	AY 2015-16 % minority in CTE programs: 33.2% % minority all TMCC students: 39.0%

Indicator	Baseline	Target		Progress
2.2.2 Number of BAS, AAS, Certificate, Skills Certificate and Allied Health graduates.	AY 2014-15 (duplicate) BAS: 0 (implemented 2017-2018) AAS: 273 CT: 277 SkCt: 904 Allied Health: 744 Total: 2198	Aggregate 6% increase in the number of graduates in these areas by 2022 (132) Total: 2330	↗	AY 2015-16 BAS: 0 AAS: 257 CT: 199 SkCt: 899 Allied Health: 752 Total: 2107
2.2.3 Number of students completing self-supporting workforce programs.	FY 2016: 3077	10% increase by 2019	✓	FY 2017: 3800
2.2.4 Documented evidence (minutes) of AAS/CTE programs incorporating advice from the programmatic advisory boards and programmatic accreditors for continual program improvement.	Timely minutes posted to website: cte.tmcc.edu	(Qualitative measure – maintain updated website)	✓	(Qualitative measure – maintain updated website)



Objective 3: Create a learning environment that promotes academic growth for a diverse student population.

■ STRATEGIES

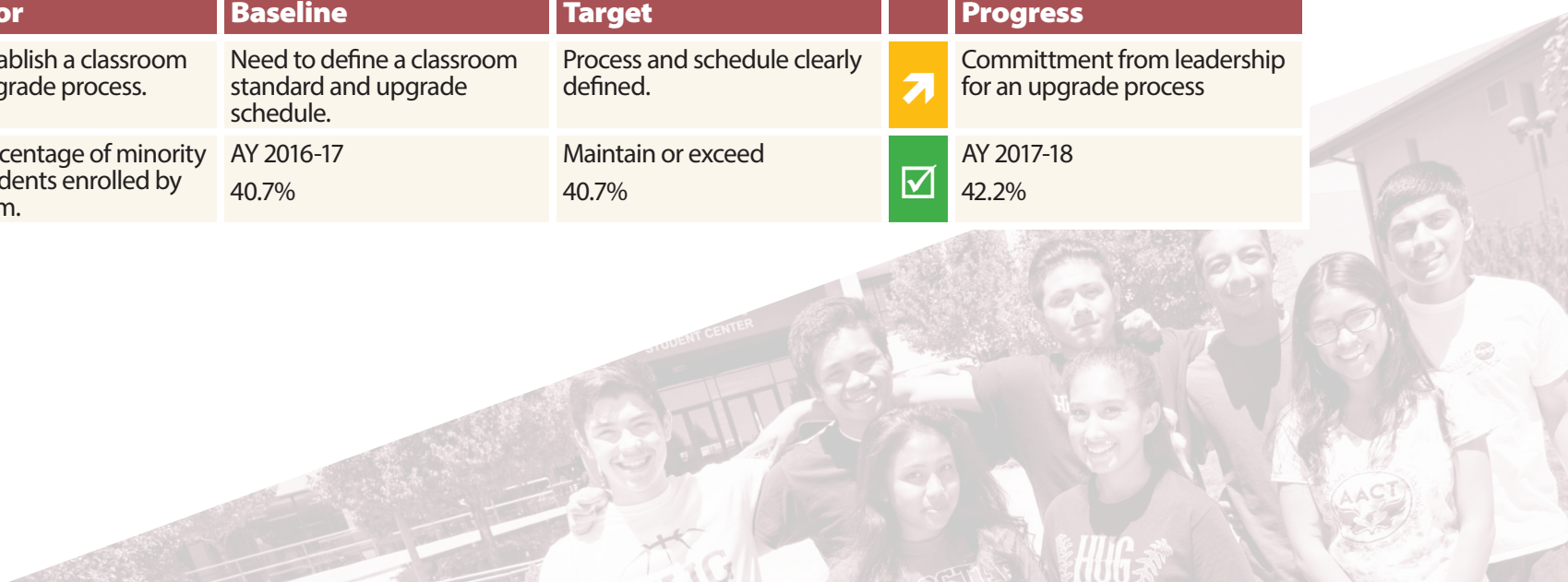
Academics

- 5 Develop and implement faculty diversity and bias awareness training.
- 5 Develop hiring committee and hiring committee chair training to support the recruitment of diverse faculty.
- 5 Modify job announcements to be more welcoming to diverse faculty.
- 5 Incentivize training by offering stipends to faculty.
- 5 Create a Canvas course template with starting features of Quality Matters.
- 5 Include new classroom technology options during planning stages.
- 5 Provide professional development opportunities to encourage the use of innovative pedagogies and teaching spaces.
- 5 Maintain paid internships with industry partners.
- 5 Implement a Learning Commons model to increase utilization of academic support services.

Student Services

- 5 Expand events on campus to attract specific demographic groups: Over age 24, international students, and underrepresented student populations.

Indicator	Baseline	Target		Progress
2.3.1 Establish a classroom upgrade process.	Need to define a classroom standard and upgrade schedule.	Process and schedule clearly defined.	↗	Commitment from leadership for an upgrade process
2.3.2 Percentage of minority students enrolled by term.	AY 2016-17 40.7%	Maintain or exceed 40.7%	✓	AY 2017-18 42.2%



Indicator	Baseline	Target		Progress
2.3.3 Number of degrees and certificates of achievement awarded to minority and Pell-eligible students.	AY 2014-15 Minority students Associate degrees: 404 Certificates of achievement: 121 Pell-eligible (non-minority) students Associate degrees: 423 Certificates of achievement: 93	Maintain or exceed baseline values	✓	AY 2017-18 Minority students Associate degrees: 482 Certificates of achievement: 63 Pell-eligible (non-minority) students Associate degrees: 448 Certificates of achievement: 71
2.3.4 Percent of ethnically diverse faculty and staff (5-year average).	Fall 2011-15 (2016 FactBook, CR-3): African American: 1% (n=6) Asian: 4% (n=17) Hawaiian/PI: 0.5% (n=2) Hispanic: 11% (n=50) Native American: 2% (n=7) Two or More Races: 1% (n=6) Total: 20% n=83	22% via new hires by 2020	↗	Fall 2012-2016 African American: 2% (n=7) Asian: 4% (n=17) Hawaiian/PI: 0.5% (n=2) Hispanic: 12% (n=52) Native American: 1% (n=5) Two or More Races: 1% (n=5) Total: 20% n=88
2.3.5 Number of instructors completing the Quality Matters "Applying the QM Rubric" training and number of online courses and Quality Matters certified.	2014-16 91 instructors have completed "Applying the QM Rubric" training 15 QM certified course sections since 2013 out of 1089 assist and web hybrid sections	111 instructors completing "Applying the QM Rubric" training by 2019 25 courses QM certified by 2019	↗	111 instructors have completed "Applying the QM Rubric" training by February 2018 21 courses QM certified by February 2018
2.3.6 Percentage of students involved in project-based learning, student research projects, service learning projects or internships, supported by qualitative interviews.	2013 CCSSE 8a. Which of the following have you done or are doing while attending this college? 15.9%	2021 CCSSE Large College Cohort 8a. 16%	↗	2017 CCSSE Large College Cohort 8a. 15%

Indicator	Baseline	Target		Progress
2.3.7 Student satisfaction rate with the learning environment, teacher/student interaction, and use of technology.	2013 CCSSE Benchmark Scores Report	By 2021		2017 CCSSE
	Student/Faculty Interaction Score: 47.9	Student/Faculty Interaction Score: 50.0	✓	Student/Faculty Interaction Score: 48.1
	Active and Collaborative Learning Score: 48.8	Active and Collaborative Learning Score: 50.0	✓	Active and Collaborative Learning Score: 50.1
	Academic Challenge Score: 52.1	Academic Challenge Learning Score: 54.0	↗	Academic Challenge Learning Score: 52.0
	Course Evaluations			
	Percent of students who say that instructors at TMCC are "Available and helpful." 91% (Fall 2016)	Maintain >= 90%	✓	Fall 2017 91%
	Learning environment: (2015-16 Grad Outcomes Survey)			2016-17 Grad Outcomes Survey
	2i. While attending TMCC were you satisfied with the following: Computer Labs? Percent who answered "Yes." 89%	2i. 90% by 2021	✗	2i. 86%
	3c. I found the courses to be intellectually stimulating. Percent of students who answered "Yes." 97%	3c. Maintain or exceed 97% through 2021	✓	3c. 97%
	3e. I was satisfied with the quality of instruction. Percentage of students who answered "Yes." 96%	3e. Maintain or exceed 96% through 2021	✓	3e. 97%

Objective 4: Nurture and celebrate a culture of intellectual and professional growth among faculty and staff.

Indicator	Baseline	Target		Progress
2.4.1 Number of professional development and other training opportunities dedicated to improving student success, teaching, and learning.	AY 2015-16: 61 (duplicated) workshops with 463 participants.	Maintain or exceed 61 workshops with 463 participants through 2019	↗	55 workshops with 980 attendees
2.4.2 Amount of travel funds awarded to attend disciplinary conferences or conferences focused on improving student success, teaching and learning.	FY 2016 \$94,855.19 awarded in travel funds to attend 229 seminars or conferences	2% increase for FY 2019 Funds: \$97,000.00 Seminars: 233	✓	FY 2017 \$97,569 awarded for 215 conferences
2.4.3 Dollar amount of Innovation grants awarded to support new classroom or program innovations.	AY 2016 \$17,000 worth of Innovation Grants funded	AY 2017: \$17,850 AY 2018: \$18,743 AY 2019: \$19,680	✓	\$18,686
2.4.4 Recognition of faculty and staff research, publications, and community involvement via Marketing & Communications articles, in-house presentations and recognition at Convocation.	AY 2015-16: 68 recognitions of faculty and staff research, publications, and community involvement activities	Maintain or exceed 68 through 2022	↗	From July 2017-Feb 2018: 35 recognitions of faculty and staff research, publications, and community involvement activities

CORE THEME 3: ACCESS TO LIFELONG LEARNING

I Objective 1: Serve as an Open Access institution.

■ STRATEGIES

Academics

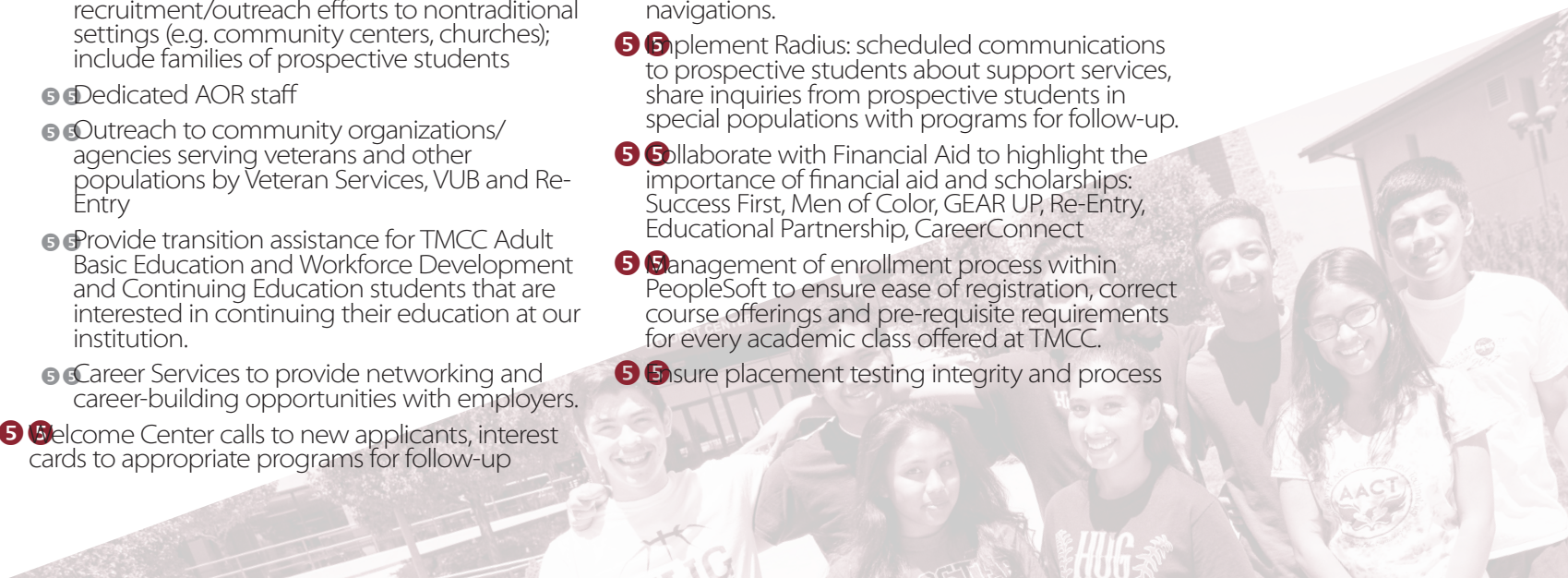
- 5 5 design developmental English, Reading, and ESL curricula and sequencing.
- 5 5 design the Math Skills Center curriculum.
- 5 5 implement at part-time faculty mentoring program for part-time Gateway students.
- 5 5 increase the number of late-start math and English courses.

Foundation

- 5 5 With the addition of a Development Officer position, we will be soliciting more donations, including funding for scholarships. In addition, the Foundation has increased efforts toward further cultivating existing scholarship donors and identifying additional donors.

Student Services

- 5 5 Hire a recruiter for the College to focus on non-traditional populations and adults (25+)
- 5 5 Coordination of adult (age 25+) recruitment efforts:
 - 5 5 College to Career presentations and other recruitment/outreach efforts to nontraditional settings (e.g. community centers, churches); include families of prospective students
 - 5 5 Dedicated AOR staff
 - 5 5 Outreach to community organizations/agencies serving veterans and other populations by Veteran Services, VUB and Re-Entry
 - 5 5 Provide transition assistance for TMCC Adult Basic Education and Workforce Development and Continuing Education students that are interested in continuing their education at our institution.
 - 5 5 Career Services to provide networking and career-building opportunities with employers.
- 5 5 Welcome Center calls to new applicants, interest cards to appropriate programs for follow-up
- 5 5 Summer Transition Programs (Bridge, DRC)
- 5 5 Diversity and International Student Center space and programming
- 5 5 SAR updates and manages admissions application to ensure accurate program offerings and ease of navigations.
- 5 5 Implement Radius: scheduled communications to prospective students about support services, share inquiries from prospective students in special populations with programs for follow-up.
- 5 5 Collaborate with Financial Aid to highlight the importance of financial aid and scholarships: Success First, Men of Color, GEAR UP, Re-Entry, Educational Partnership, CareerConnect
- 5 5 Management of enrollment process within PeopleSoft to ensure ease of registration, correct course offerings and pre-requisite requirements for every academic class offered at TMCC.
- 5 5 Ensure placement testing integrity and process



I Objective 1: Serve as an Open Access institution.

Indicator	Baseline	Target		Progress
3.1.1 Successful enrollment in developmental math and English Courses and subsequent enrollment in Gateway courses within 3 semesters for degree-seeking students.	Fall 2015 new student, degree-seeking cohort: 166/442 = 37.6% of the cohort needed English remediation, took and passed ENG 098 and enrolled in college ENG within their first 3 semesters 182/939 = 19.4% needed math remediation, took and passed MATH 096 and enrolled in college MATH within their first 3 semesters.	2% annual increase in number of students needing remediation, taking and passing ENG 098, and enrolling in college ENG within their first 3 semesters 2% annual increase in number of students needing remediation, taking and passing MATH 096, and enrolling in college ENG within their first 3 semesters	✓	Fall 2016 ENG 166/413 = 40.2% MATH 163/722 = 22.6%
3.1.2 Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE as well as other standalone programs (Emissions, LTAP, Custom Training, CPR, Firefighting):	FY 2016 15,636	7% increase by FY 2019	✓	FY 2017 17,195
3.1.3 Annual number of Joint Services Transcript (JST) and Community College of the Air Force (CCAF) courses accepted for credit.	31 JST and 5 CCAF courses approved in AY 2016-17	Maintain or exceed number of approved courses by 2019	✓	AY 2016-17 50 Military Courses 173 Credits 53 Courses per degree requirements
3.1.4 Dollar amount and number of students awarded scholarships	AY 2015-16: \$533,965 to 461 students AY 2016-17: \$636,191 to 464 students	AY 2017-18: \$668,000 to 487 students AY 2018-19: \$701,400 to 511 students AY 2019-20: \$736,470 to 536 students	✓	AY 2017-18 \$734,886 to 556 students

I Objective 2: Cultivate a welcoming, safe, and inclusive environment.

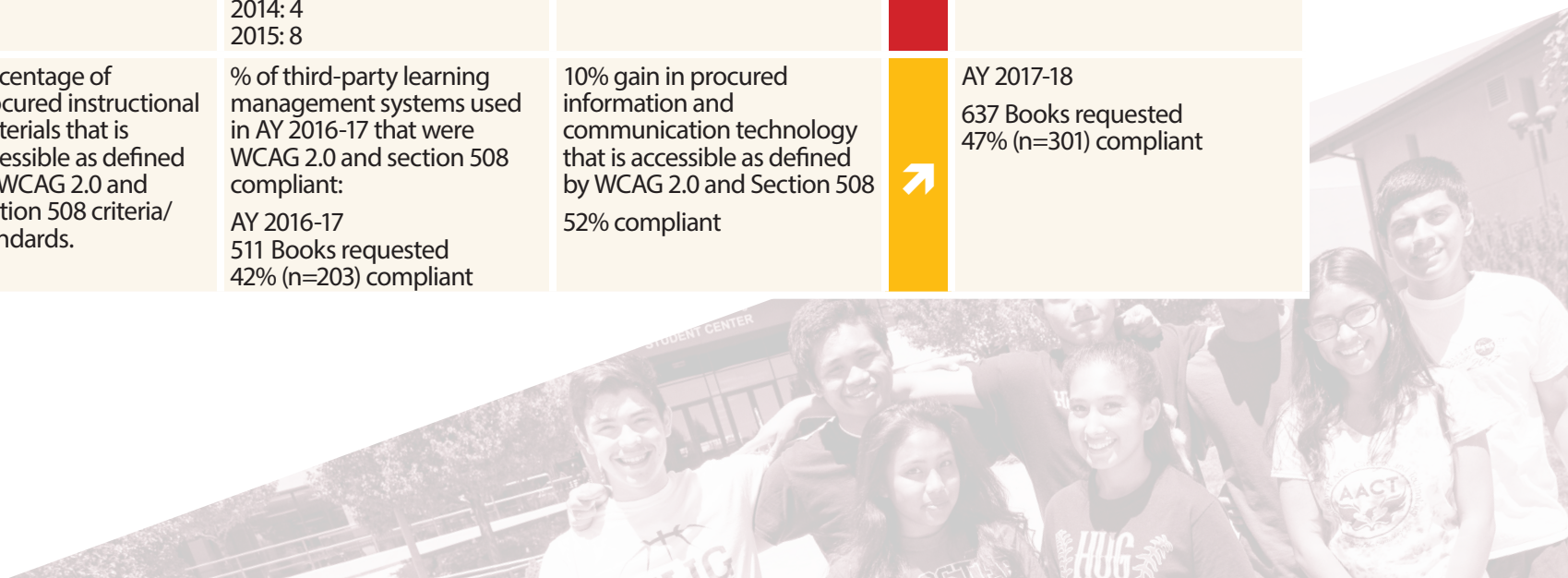
■ STRATEGIES

5 5 Increase the amount of space dedicated for student use

5 5 Ensure information and communications technology are accessible

Indicator	Baseline	Target		Progress
3.2.1 Rate of student satisfaction with the welcoming environment using the CCSSE and Graduate Outcomes Survey.	2013 CCSSE item 27 "How would you rate your entire educational experience at this college?" Percentage of students who answered "Excellent." 32.9%	Maintain or exceed through 2021: 33%	✓	2016-17 35.7%
	2015-16 Graduate Outcomes Survey			2016-17 Graduate Outcomes Survey
	4e. TMCC is equally supportive of men and women. Percentage who answered "Agree." 95%	4e. 97% by 2020	↗	4e. 95%
	4f. TMCC is equally supportive of all racial/ethnic groups. Percentage who answered "Agree." 93%	4f. 95% by 2020	↗	4f. 93%
	4g. TMCC welcomes and uses feedback from students to improve the College. Percentage who answered "Agree." 88%	4g. 90% by 2020	↗	4g. 89%
	2013 CCSSE Benchmark Score:			
	Support for Learners score: 46.5	By 2021 49.0	✗	2017 CCSSE: 45.5

Indicator	Baseline	Target		Progress
3.2.2 Number of cultural enrichment opportunities afforded by TMCC offerings (programs, speakers, workshops, theater and art events)	AY 2015-16 16,244	Maintain or exceed programming by 2019	✓	AY 2016-17 18,718
3.2.3 Maintenance and updating of safety measures in plans: • Facilities • Environmental Health and Safety • Active Shooter Response Training	(Qualitative measure)	(Qualitative measure)	✓	(Qualitative measure) ehs.tmcc.edu
3.2.4 Crime statistics reported in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.	Number of on-campus criminal offenses, arrests and disciplinary actions reported at any campus/site (Clery Crime Stats): 2013: 1 2014: 4 2015: 8	0	✗	2016: 6
3.2.5 Percentage of procured instructional materials that is accessible as defined by WCAG 2.0 and section 508 criteria/standards.	% of third-party learning management systems used in AY 2016-17 that were WCAG 2.0 and section 508 compliant: AY 2016-17 511 Books requested 42% (n=203) compliant	10% gain in procured information and communication technology that is accessible as defined by WCAG 2.0 and Section 508 52% compliant	➔	AY 2017-18 637 Books requested 47% (n=301) compliant



Objective 3: Encourage alumni to be persistent in their engagement with the institution.

Indicator	Baseline	Target		Progress
3.3.1 Annual amount of College revenues from alumni donations.	FY 2012: \$20,935 from 48 donors FY 2013: \$15,259 from 51 donors FY 2014: \$64,206 from 33 donors FY 2015: \$31,942 from 32 donors FY 2016: \$11,048 from 30 donors 5-year averages: \$28,678 from 39 donors	Maintain an annual average of \$21,000 from 33 donors	✗	FY 2018: \$14,538 from 37 donors
3.3.2 Number of programmatic advisory boards with at least 1 alumna or alumnus serving.	21 programmatic advisory boards with at least 1 alumna or alumnus serving	Maintain standard that all programmatic advisory boards have at least 1 alumna or alumnus serving through 2019	✓	21 programmatic advisory boards with at least 1 alumna or alumnus serving



CORE THEME 4: STEWARDSHIP OF RESOURCES

I Objective 1: Optimize state-funded revenue.

■ STRATEGIES

Academics

- 5 5 Schedule classes based on data and with students in mind.
- 5 5 Expand Jump Start Dual Credit offerings at high schools.
- 5 5 Hold a registration promotion event each semester.

Student Services

- 5 5 Implement TMCC's Nevada Promise Scholarship.
- 5 5 Develop comprehensive 'Call to Action' follow up plan.
- 5 5 Conduct a minimum of four workshops and presentations at each WCSD high school.
- 5 5 Hold on-campus events to attract WCSD students such as Spring Open House.
- 5 5 Increase the number of international recruitment fairs.
- 5 5 Work with 100 agents to recruit worldwide to increase international enrollment.
- 5 5 Add HomeStay options.

Web Services/Marketing and Communications

- 5 5 Design and maintain a virtual tour that includes all TMCC educational sites.
- 5 5 Sign marketing initiatives to key audiences identified.

Indicator	Baseline	Target		Progress
4.1.1 Fall and Spring FTE and headcount.	FTE Fall 2015: 6,360 Spring 2016: 6,032 Headcount Fall 2015: 11,584 Spring 2016: 11,267	FTE Fall 2020: 6,487 Spring 2020: 6,153 Headcount Fall 2020: 11,816 Spring 2020: 11,492		FTE Fall 2016: 6,103 Spring 2017: 5,589 Headcount Fall 2016: 11,325 Spring 2017: 10,676
4.1.2 Capture rate of Washoe County School District (WCSD) students.	AY 2015-16 TMCC Capture rate: 23.8%	TMCC Capture Rate: Fall 2020 25.3%		AY 2016-17 TMCC Capture Rate: 22.4%

Indicator	Baseline	Target		Progress
4.1.3 Annual headcount and FTE of Jump Start Dual Enrollment students.	Fall 2016 Headcount: 429 FTE: 148	Fall 2020 Headcount: 800 FTE: 300	↗	FA 2017 Headcount: 501 FTE: 168
4.1.4 Fill rates of classrooms at each campus or site during prime-time periods.	Fall 2016 All general classrooms average class seat utilization during prime time: 62.7% (Dandini campus) 36.3% (Meadowood) 51.7% (Applied Technology Center) 43.3% (Health Sciences Center)	Fall 2019: 63.7% (Dandini) XX.X% (Meadowood) XX.X% (Applied Technology Center) XX.X% (Health Sciences Center)	↗	Fall 2017: 63.5% (Dandini) 20.0% (Meadowood) 20.3% (Applied Technology Center) 41.3% (Health Sciences Center)
4.1.5 Classroom utilization rates at each campus or site during prime time periods.	Fall 2016 All general classrooms average time utilization during prime time: 61.6% (Dandini campus) 74.4% (Meadowood) 63.1% (Applied Technology Center) 74.2% (Health Sciences Center)	Fall 2019: 63.6% (Dandini) XX.X% (Meadowood) XX.X% (Applied Technology Center) XX.X% (Health Sciences Center)	↗	Fall 2017: 67.7% (Dandini) 43.2% (Meadowood) 32.2% (Applied Technology Center) 65.5% (Health Sciences Center)
4.1.6 Meeting or exceeding of NSHE performance pool targets.	Performance Pool AY 2015-16: 122.4%	Continue to meet or exceed 100%	✓	AY 16-17 118.7%



I Objective 2: Maximize and grow non-state-funded revenue streams.

■ STRATEGIES

Student Services

- 5 Ensure units are student-centered, sustainable, and operate at maximum efficiency with collaboration and little duplication of functional units.

Foundation

- 5 Increase employee giving through a campaign to increase payroll deduction and giving from current faculty and staff.
- 5 Increase the number of employee donors as well as the amount that is donated for faculty and staff grants.
- 5 Hire a Development Officer to focus efforts on employee giving that will allow for additional contributions in 2018, 2019 and beyond.

Indicator	Baseline	Target		Progress
4.2.1 Revenue from self-supporting programs.	FY 2017: \$2,509,579 WDCE Professional Programming: \$499,486 Community Education Programs: \$865,733 CPR Workshop: \$68,044 Paramedic Program: \$63,520 Welding Workshop: \$25,500 Emission Workshop: \$55,765 Customized Training: \$46,693 Safety Programs: \$206,807 Wildland Fire: \$95,318 Room Rental: \$46,301 Child Care Center: \$832,878 Vending Services: \$295,276	FY 2018: \$2,683,453 (3%+) WDCE Professional Programming: \$660,000 Community Education Programs: \$612,300 CPR Workshop: \$66,000 Paramedic Program: \$68,200 Welding Workshop: \$15,700 Emission Workshop: \$55,920 Customized Training: \$25,000 Safety Programs: \$196,000 Wildland Fire: \$70,000 Room Rental: \$45,000 Child Care Center: \$540,513 Vending Services: \$250,000	➔	FY 2018: \$2,488,537 WDCE Professional Programming: \$530,123 Community Education Programs: \$551,985 CPR Workshop: \$84,415 Paramedic Program: \$67,480 Welding Workshop: \$16,437 Emission Workshop: \$37,818 Customized Training: \$10,768 Safety Programs: \$178,013 Wildland Fire: \$88,528 Room Rental: \$46,975 Child Care Center: \$546,939 Vending Services: \$329,056
4.2.2 Number and dollar amount of private donations.	FY 2013: \$883K FY 2014: \$2.3M FY 2015: \$2.3M FY 2016: \$6.6M FY 2017: \$3.2M	FY 2018: \$2.5M FY 2019: \$2.8M FY 2020: \$3.1M FY 2021: \$3.4M FY 2022: \$3.7M	☑	FY 2018: \$2.6M

Indicator	Baseline	Target		Progress
4.2.3 Dollar amount of grant-based expenses.	FY 2014 \$3.7M FY 2015 \$4.6M FY 2016 \$6.4M FY 2017 \$5.4M	FY 2018: \$5.9M FY 2019: \$6.5M FY 2020: \$7.2M FY 2021: \$7.9M FY 2022: \$8.7M	✓	FY 2018: \$6.1M
4.2.4 Number of TMCC employees who contribute to the Foundation.	FY 2014: 153 donors FY 2015: 160 donors FY 2016: 151 donors	FY 2017: 159 employees FY 2018: 174 employees FY 2019: 183 employees FY 2020: 201 employees FY 2021: 211 employees	↗	FY2018: 144 employee donors



I Objective 3: Maintain and enhance the effectiveness and efficiency of College operations.

■ STRATEGIES

Student Services

5 5 Ensure units are student-centered, sustainable, and operate at maximum efficiency with collaboration and little duplication of functional units.

5 5 Streamline intake and registration processes.

Indicator	Baseline	Target		Progress
4.3.1 CCSSE focus groups on entering students' experiences with: Admissions Process Advising and Planning Financial Aid Academic Experiences Support Services and other College Services	(Qualitative Measure)	(Qualitative Measure)	✓	AY 2017-18 • 4 Focus Groups • Resulting Actions: • Fall 2018 Professional Development Days presentation of common themes. • Financial Aid process video produced. • Cross-sharing of student services resources.
4.3.2 Successful efforts to maintain or exceed TMCC's Policy (1799) on fund balances and reserves. • Ancillary and Auxiliary Reserves: 15% of each funds operating revenues • Capital Reserves: have one • Contingency Fund: 3% of operating revenues • Operating Reserves: 15% of operating revenues	FY 2017 Ancillary & Auxiliary: \$84,000 Capital Reserves: \$1,000,000 Contingency Fund: \$1,338,673 Operating Reserves: \$6,693,364 Total Reserves: \$9,032,037	FY 2018 Ancillary & Auxiliary: \$86,827 Capital Reserves: \$1,000,000 Contingency Fund: \$1,452,903 Operating Reserves: \$7,264,516 Total Reserves: \$9,717,419	✓	FY 2019 Ancillary & Auxiliary: \$TBD Capital Reserves: \$1,000,000 Contingency Fund: \$1,600,000 Operating Reserves: \$8,000,000 Total Reserves: \$10,600,000 (estimated)

Indicator	Baseline	Target		Progress
4.3.3 Successful efforts to promote sustainability initiatives on campus.	(Qualitative Measures) <ul style="list-style-type: none"> • Second Nature Resilience Commitment • TMCC Sustainability 	(Qualitative Measures) <ul style="list-style-type: none"> • Second Nature Resilience Commitment • TMCC Sustainability 	<input checked="" type="checkbox"/>	Maintained Second Nature Signatory Status and completed 2018 Resilience Assessment. Maintained TMCC Faculty Sustainability Advocate and Sustainability Champions Committee



Math Skills Center Update

Julie Ellsworth, Dean of Sciences
Planning Council Meeting Feb 19, 2019

Math Skills Center



Kyle Sadanaga,
SKC Coordinator



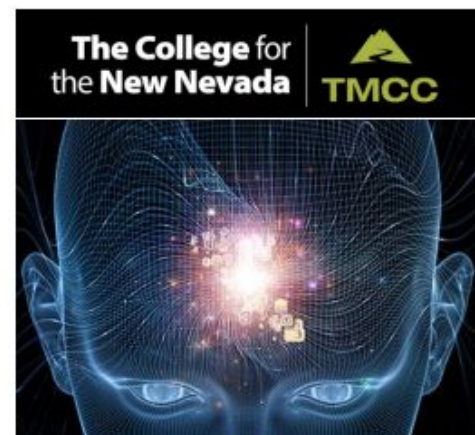
Tina May,
Administrative Assistant

Part-time Instructors:

Luis Deleon
Dick Farrell
Chris Jones
Jeannine Lamar
Robin Novak

18 Tutors

Enrollment
Spring 2018 & Fall 2018
967 students



TMCC
MATH SKILLS
CENTER

SKC 80 and SKC 85

Spend less Time and
Money Getting into
College-Level
Mathematics

SKC redesigned in Spring 2018

- Goals of the new design
 - Take less time
 - Cost less money
 - More in-person instruction time
- New design
 - 7 week sessions, 1.5 credits
 - 2 hours/week of in-person lab time
 - 1 part-time instructor per lab, with embedded tutor
 - Still uses ALEKS software (10 hrs/week recommended)

How SKC courses work:

- Anyone can enroll into SKC 80, no test required
- Fall 2017-Spring 2019
1,407 students
 - 6% have no scores
 - 67% placed into SKC
 - 19% placed into CTM
 - 5% placed into 92 stretch
 - 3% placed higher
- SKC 80 is S/U, no grades
- In order to pass the course you must currently re-take the Accuplacer
 - To pass SKC 80 you must place into Math 95 or above

Curriculum

- SKC 80 covers basic arithmetic
 - Starts with: Addition, subtraction, multiplication, and division of whole numbers
 - Ends with: Decimals, percentages, fractions, ratios, and negative numbers
 - Kindergarten through 7th grade math (8 years of math education curriculum)
 - This is pre-developmental math level

Course levels

- Pre-Developmental Math
 - SKC Math Skills Center
 - CTM College Transition Math
 - WDCE Math Drillz & Skills Workshop
- Developmental Math
 - Math 92/95, Math 92/95/96, Math 95, Math 96
- College Math (100-level and above)
 - Primarily Math 120 & Math 126 and above

Example SKC 80 problems

Arithmetic is the foundation

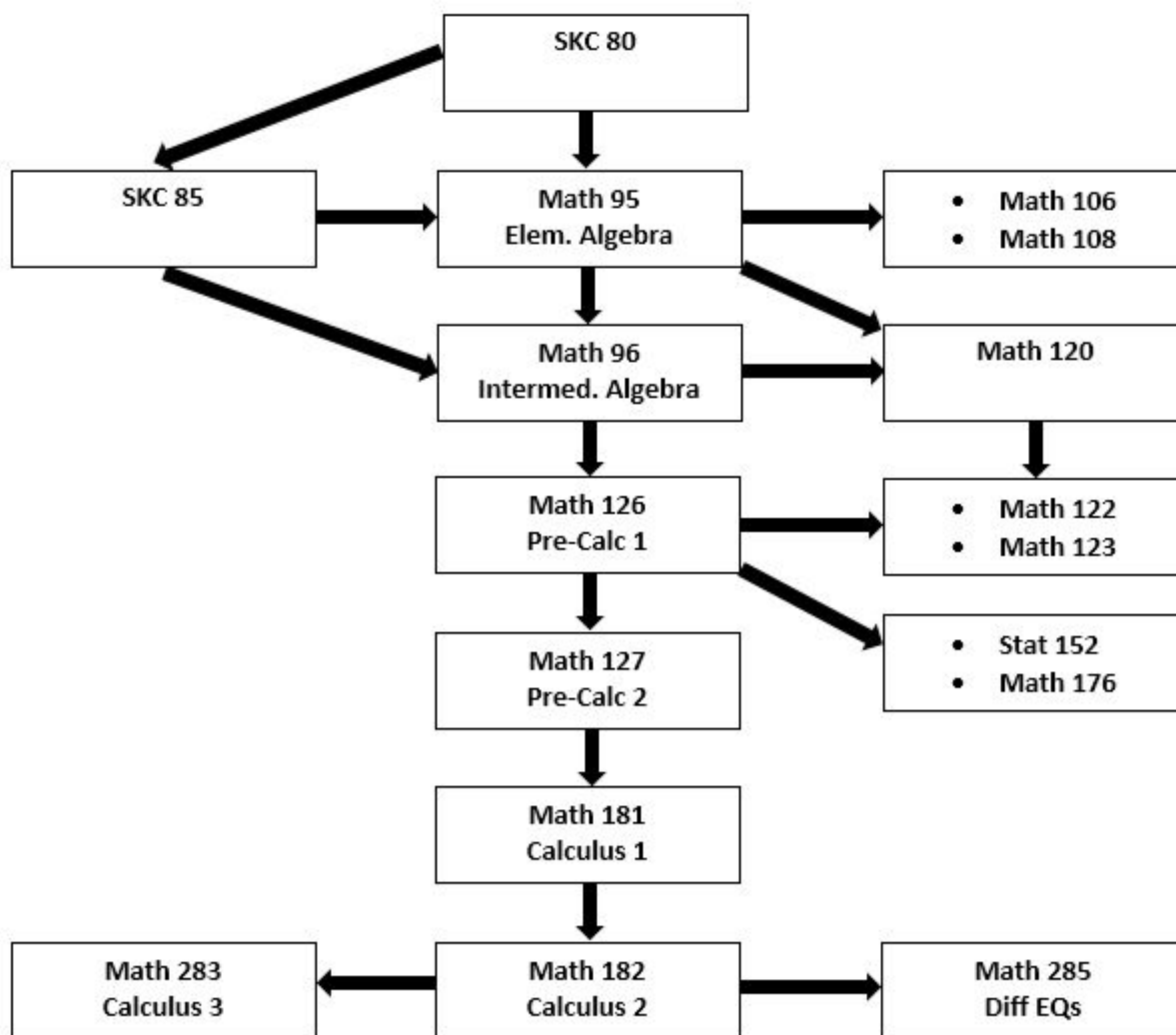
- 18 is 4% of what number?

- Evaluate: $\frac{1}{5} + \frac{2}{3} - \frac{7}{10} =$

- 3 divided by $\frac{4}{3} =$

Learning New vs. Needing Review

- Wide variety of students take SKC
 - Come in with no Accuplacer, scared to take it
 - Learning material for the first time
 - Just needing review
- Course designed to be efficient/effective for all
 - In-person lab with instructor and tutor
 - Small lab groups (n=16) for individualized attention
 - ALEKS does not waste time on content you know
 - SKC 80 can be repeated and students continue where they left off, do not start over from beginning



Example Problems

Math 95 – Elementary Algebra

- Solve: $\frac{3}{2}x + \frac{1}{5} = \frac{7}{5}x$
- Solve:
$$\begin{cases} 4x + y = -13 \\ 6x - 3y = -15 \end{cases}$$
- Factor: $3x^2 - 18x + 24$

Math 96 – Intermediate Algebra

- Solve: $\frac{2}{y+3} - \frac{4}{y-3} = \frac{12}{y^2-9}$
- While traveling at a constant speed in a car, the centrifugal acceleration passengers feel while the car is turning is inversely proportional to the radius of the turn. If the passengers feel an acceleration of 12 feet per second when the radius of the turn is 100 feet, find the acceleration the passengers feel when the radius of the turn is 300 feet.
- Solve: $x^2 = 6x - 18$

Example Problems

Math 126 – Pre Calc I

- If $f(x) = 6x - 1$ calculate the difference quotient $\frac{f(x+h)-f(x)}{h}$
- Find the domain: $f(x) = \frac{x}{\sqrt{4x-12}}$
- Solve: $\log(x) + \log(x + 3) = 1$

Math 127 – Pre Calc II

- Find the exact value of:
 $\cos^{-1}\left(\frac{1}{2}\right)$
- A child pulls a wagon with a force of 23 pounds. The handle of the wagon makes an angle of 30° with the ground. Express the force vector \mathbf{F} in terms of \mathbf{i} and \mathbf{j} .
- Solve the equation on the interval $0 \leq \theta < 2\pi$: $2\sin^2\theta + \sin\theta - 1 = 0$

Example Problems

Math 181 – Calculus

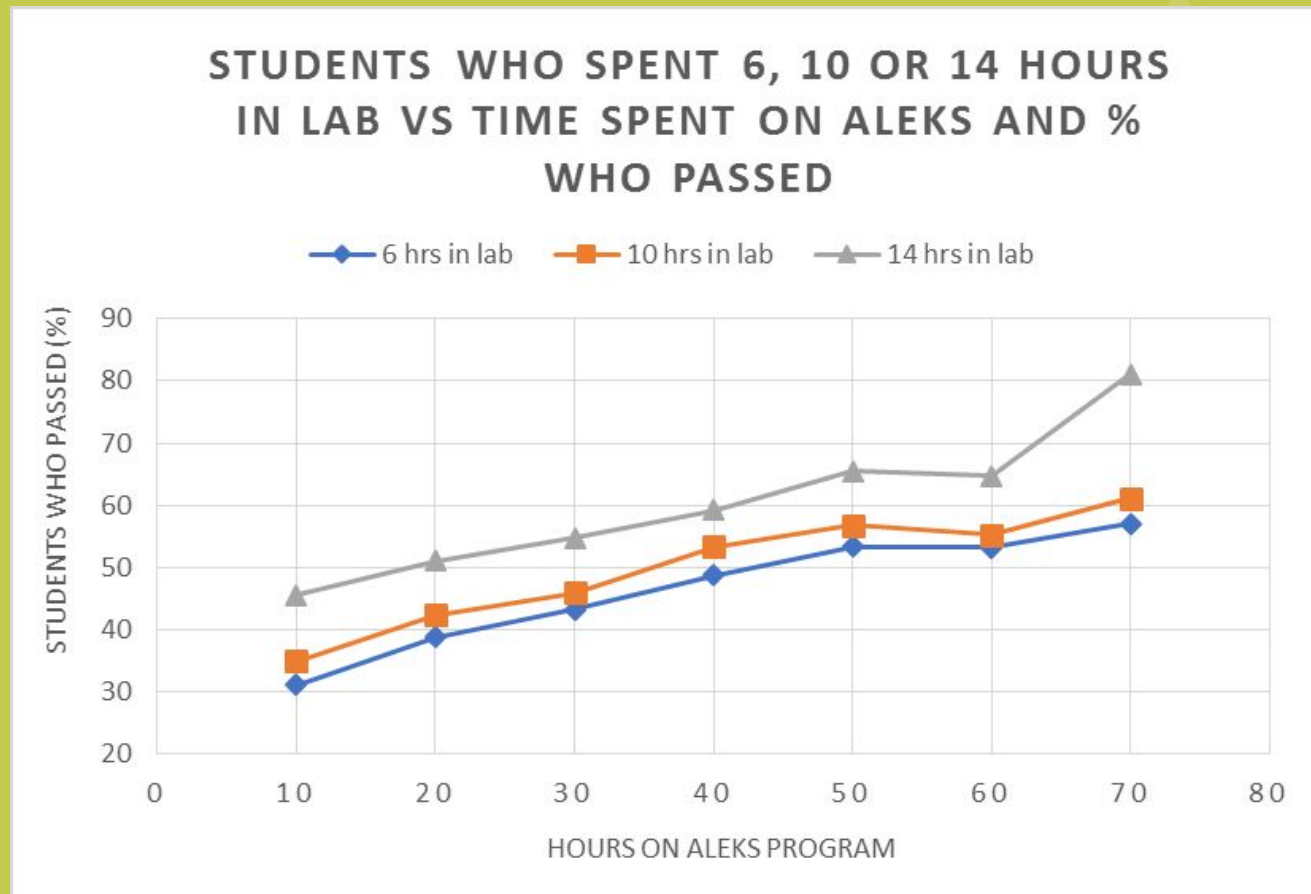
- Evaluate the limit: $\lim_{n \rightarrow \infty} \frac{10 - x + 4x^3}{\sqrt{3x^6 + 5}}$
- What is the maximum area of a rectangle with a perimeter of 20 feet?
- Suppose velocity (m/s) is defined by $v(t) = t^2 - 5t + 6$. Find the change in position between $t = 1$ and $t = 3$ seconds.

Recommended time leads to SKC success...

- Recommendations
 - 2 hrs/week in lab (14 hrs total)
 - 10 hrs/week on ALEKS (70 hrs total)
- Students who spent 14 hrs in lab and 70 hrs on ALEKS
81% pass rate (Spring 2018 & Fall 2018)
- Students who spent 10 hrs in lab and 40 hrs on ALEKS
53% pass rate
- Students who spent 6 hrs in lab and 20 hrs on ALEKS
39% pass rate

Spend more time and do better!

(Spring 2018 & Fall 2018)



The challenge is...

- Spending enough time in lab
 - 426 out of 967 students (44%) spent fewer than 8 hours in lab
 - Only 70 students (7%) put in the full lab time of 14 hours, or 2 hours per week
- Spending enough time on ALEKS
 - 465 students (48%) spent less than 20 hours total on ALEKS (less than 3 hours per week)
 - Only 56 students (6%) spent the full 10 hours per week on ALEKS

Passed vs. Did Not Pass Averages

	Passed SKC 80	Did Not Pass
Hrs/week in lab	1.7	1.1
Total hrs in lab	12.2	8
Hrs/week on ALEKS	6.4	3
Total hrs on ALEKS	44.8	21

A Leaky Pipeline...



967 total enrolled –
combined Spring & Fall
2018

282
re-took
Accuplacer
(29%)

199
passed

21% of total
71% of re-testers

Motivating Students & Best Practices

- Communication and Empathy
 - SKC instructors and tutors understand students' fears
 - They contact students who don't show
 - One-on-one instruction during lab
 - Email encouragement and kudos (Starfish Special Pop)
- Study Skills
 - Students journal about struggles and questions
 - A calendar and time management guidance provided
 - New "SKC Notebook" provided to guide problem solving and asking questions

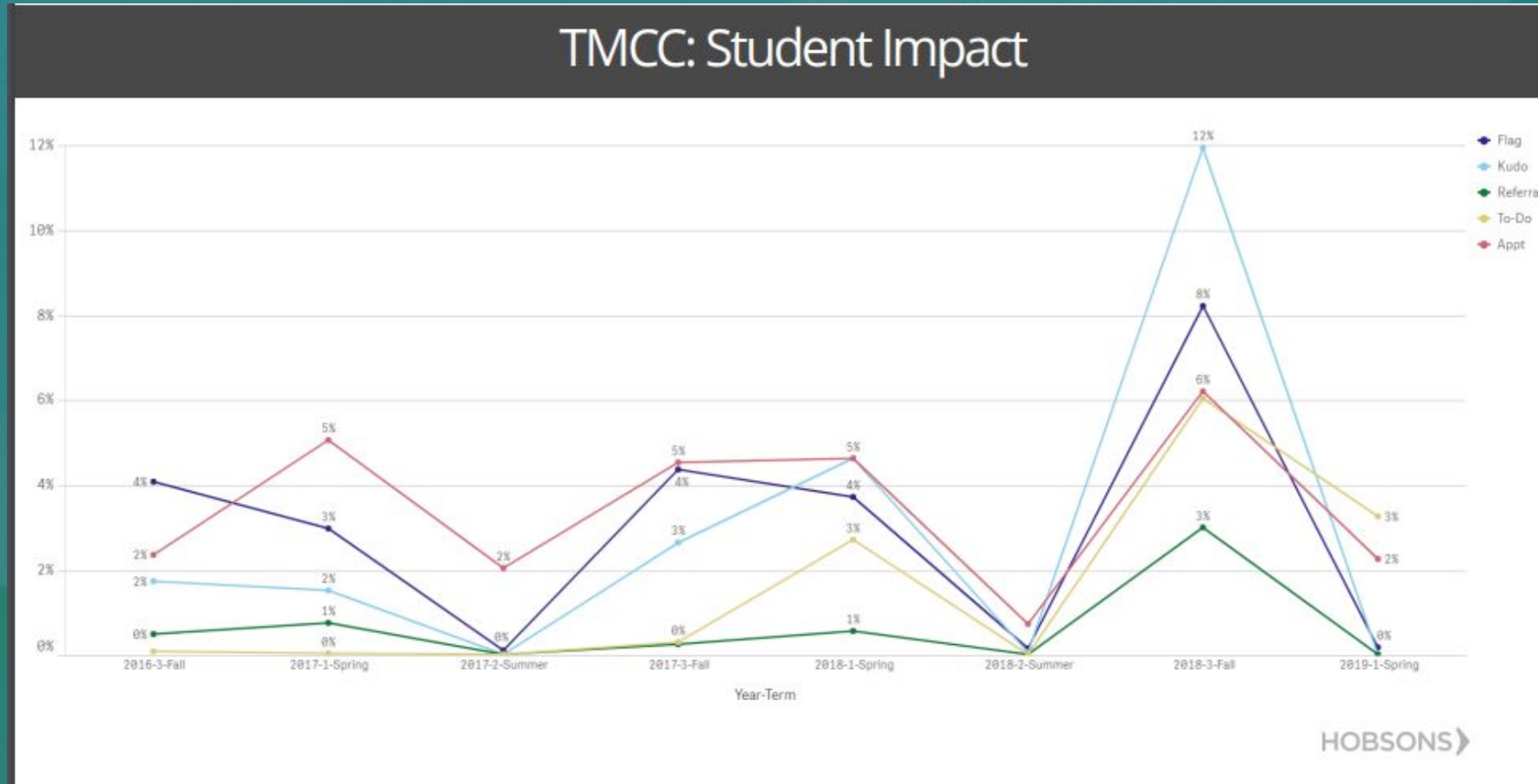
Moving forward...

- SKC Advisory Committee meets 2x per year
 - Members from SKC, CTM, Math Dept, Testing, Advising, Tutoring and IR
 - Committee monitors progress and proposes new strategies to increase student success
 - Developing new exit exam so students don't have to retake Accuplacer to pass SKC or CTM
 - Hosting TMCC Developmental Math Conference for faculty in January 2020 (Innovation Grant)

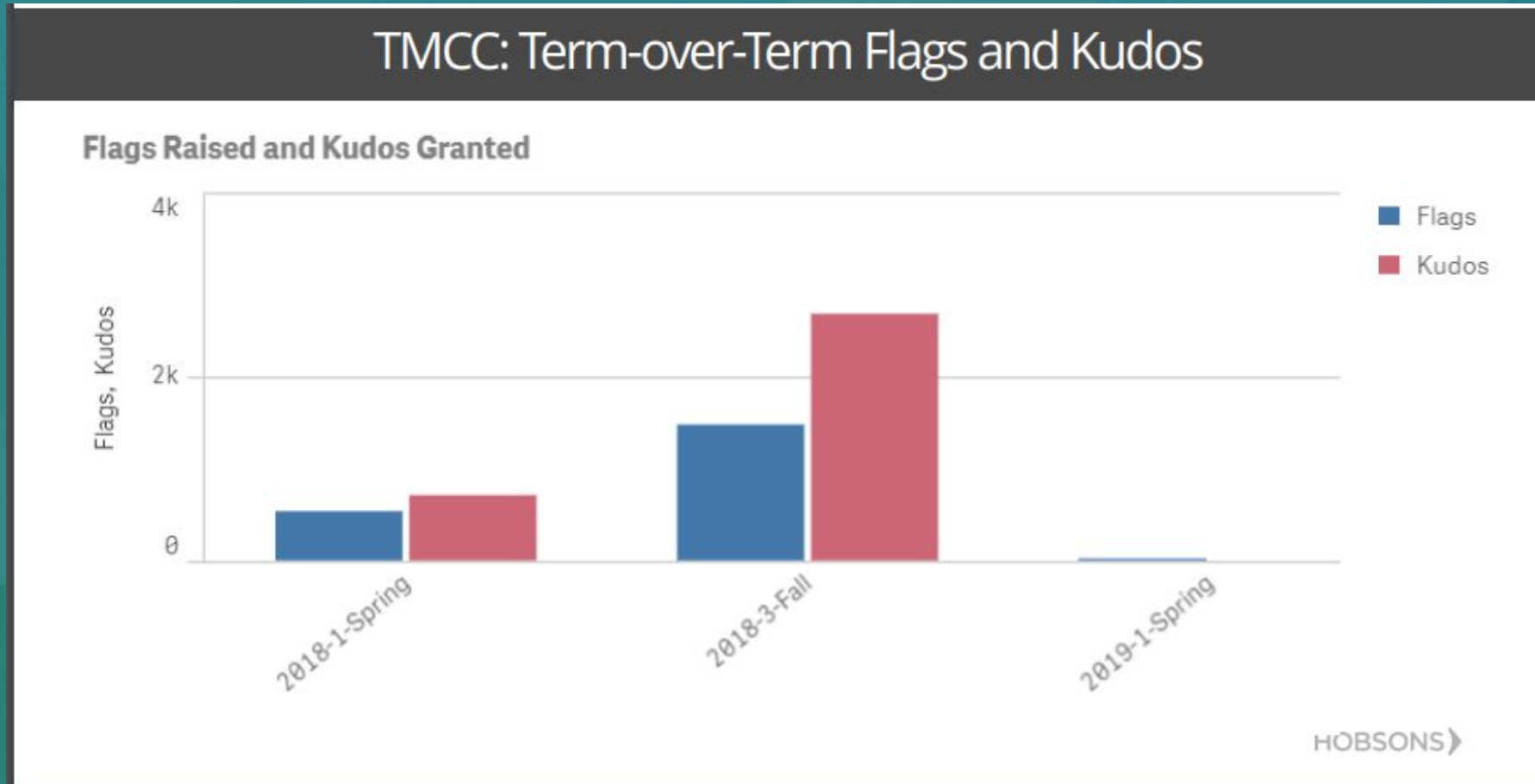
TMCC Starfish/Early Alert

Olga Mesina

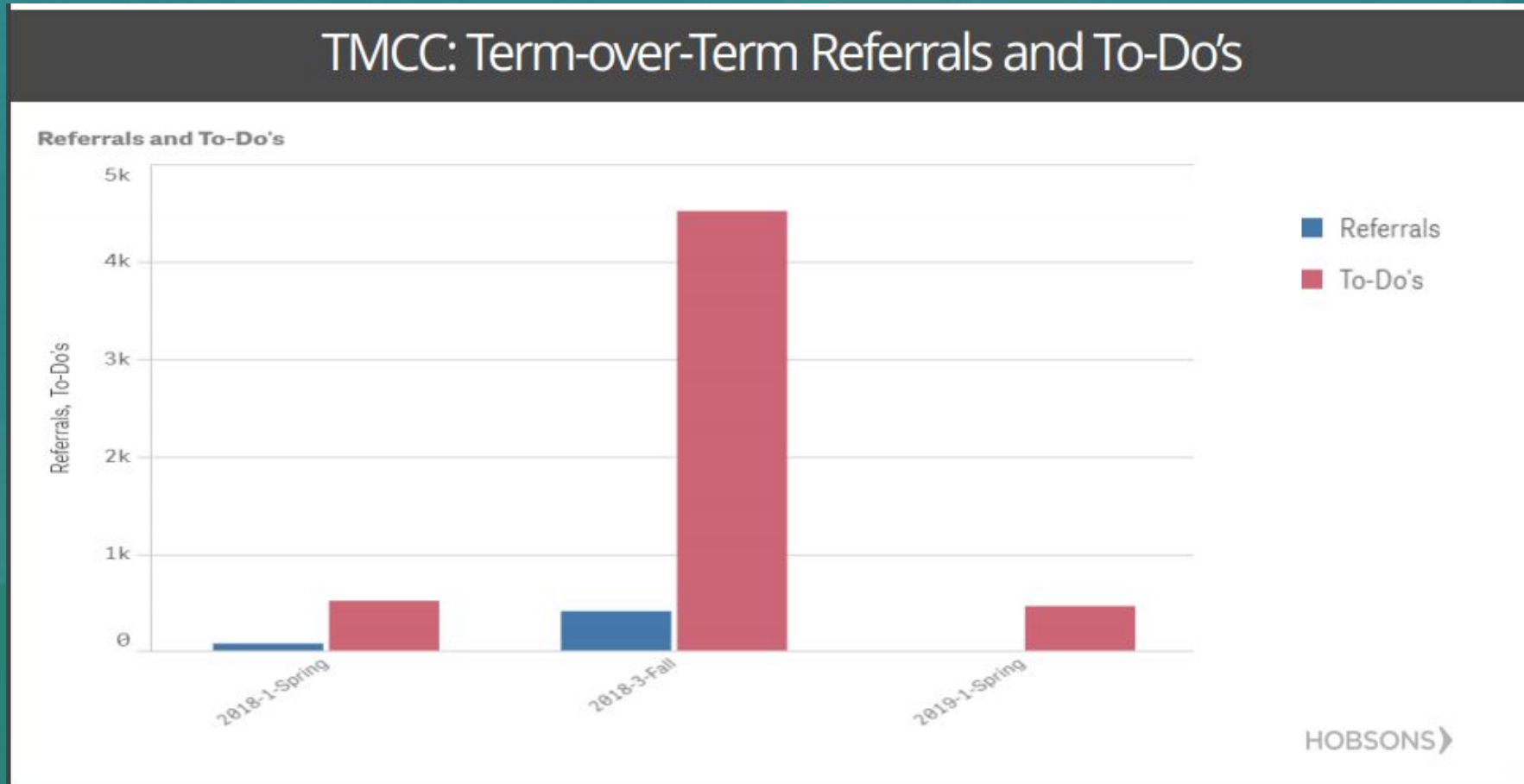
All student contact



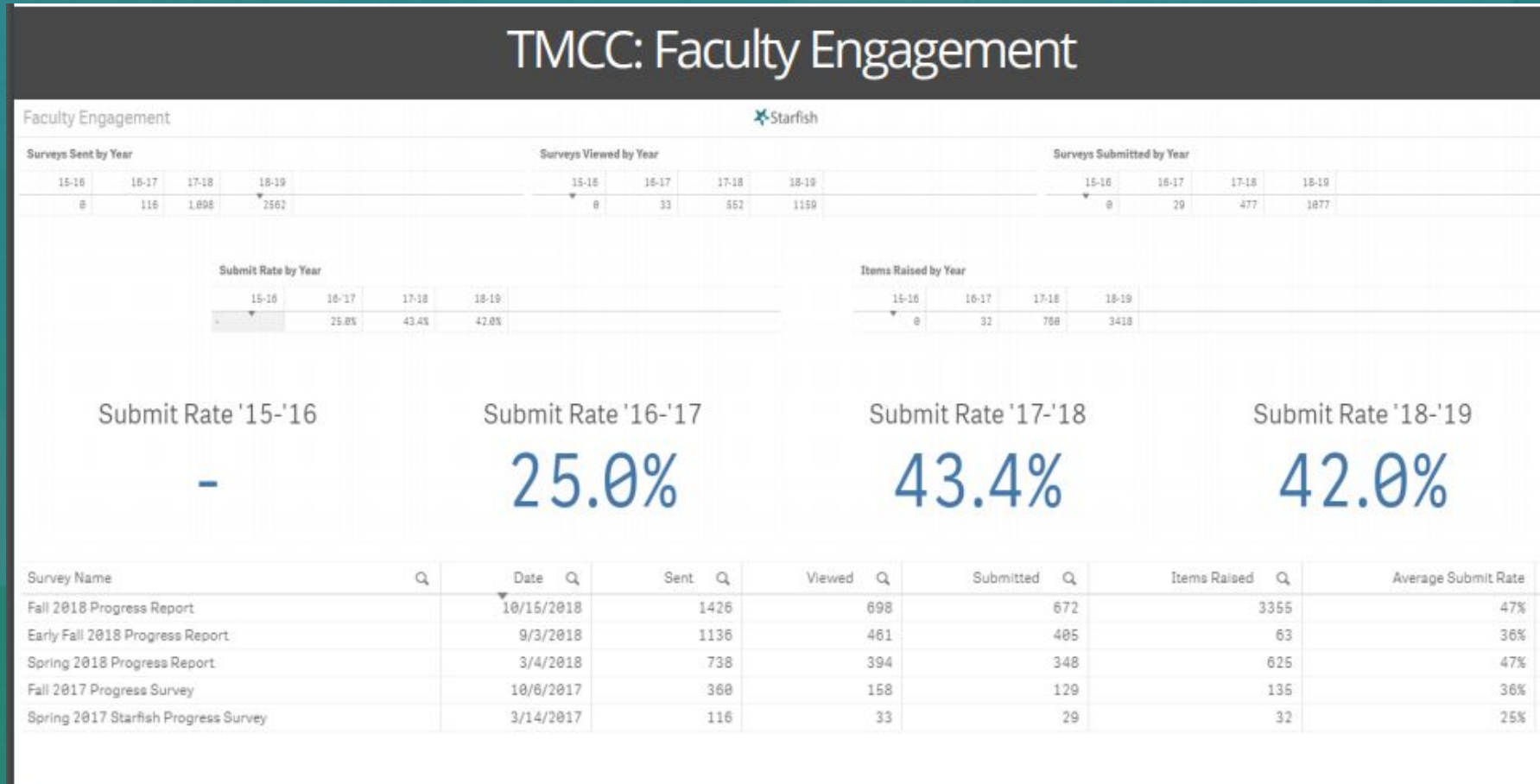
Flags and Kudos



Referrals and To-Do's



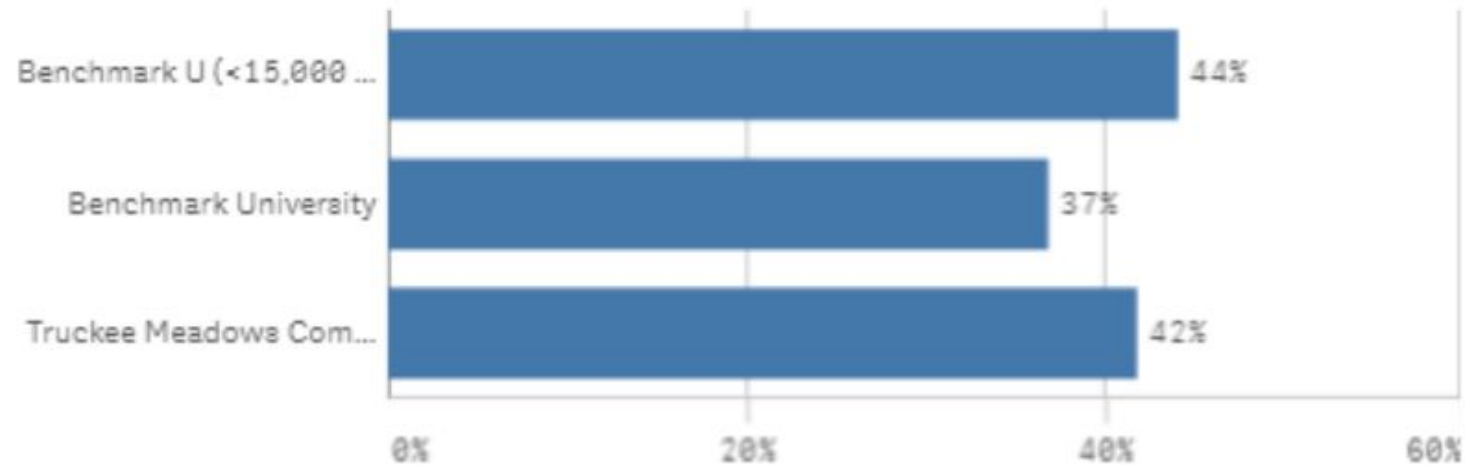
Faculty Data



Progress Report Submission Comparison

Benchmark: Progress Survey Submission

Faculty Progress Survey Submissions

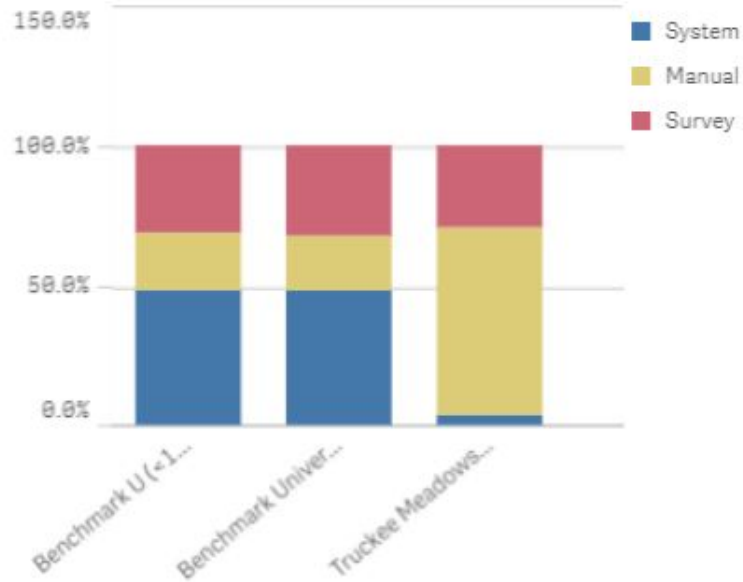


HOBSON'S

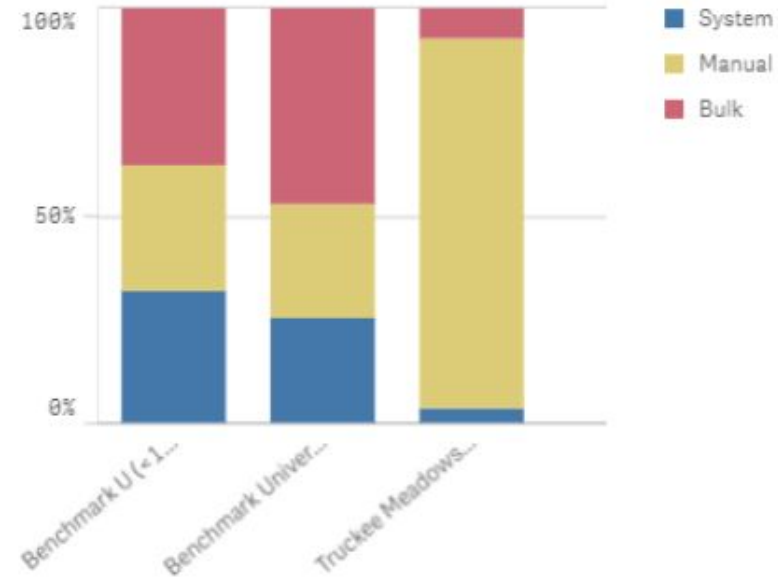
Flag Details

Benchmarks: Flag Creation and Clear Method

Flag Creation Method



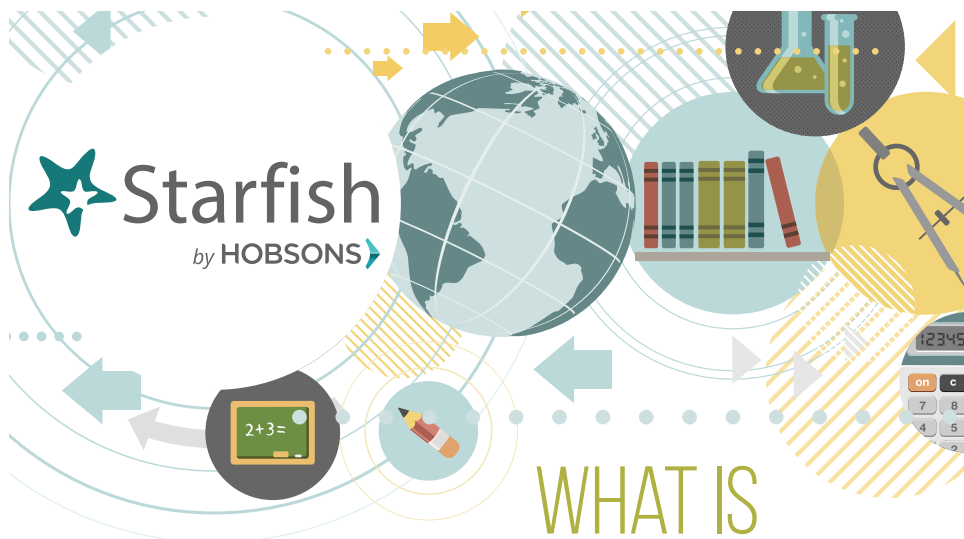
Flag Clear Method



HOBSONS

Additional Information

- Onsite visit
 - March 14, 2019
 - Volunteers (faculty/admin faculty/students) needed for focus groups
- Starfish Advisory Board
 - Addressing areas of weakness
 - TMCC Marketing Dept. helped create a marketing plan aimed at increasing awareness
 - Starfish Workflow handout created and it is being disseminated
 - In Spring 2019 update a syllabi blurb was added for faculty to use if they choose



WHAT IS STARFISH/EARLY ALERTS?

Starfish is an early warning and student tracking module that collects information and manages concerns so that you as a student can engage more deeply with your support providers and instructors at Truckee Meadows Community College.

HOW WILL STARFISH/EARLY ALERTS BENEFIT YOU?

- Gives you the opportunity to connect with faculty & support staff quickly.
- Allows instructors to give support staff a heads up.
- Through Starfish we help you find the tools to stay on track.
- You have the opportunity to view who is in your support network.

STARFISH/EARLY ALERT TRAINING WILL:

- Guide you through setting up your profile.
- Teach you how to connect to your support network.

That's it. Simple for you. Powerful for your future.

Technical Assistance
starfishassistance@tmcc.edu
or visit earlyalert.tmcc.edu



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STARFISH EARLY ALERT WORKFLOW



1. **"Professor Maitz"** is concerned about her student, **"Rachel"** as she hasn't been coming to class.
2. She goes into *Starfish* and raises an attendance flag (via progress survey or her student list)
3. This generates an email notification to both **Rachel** and her specialist/faculty mentor, **"Jeremy Gold."**
4. Specialist/Faculty Mentor **Jeremy** reaches out to **Rachel**, within 48 business hours, about the flag.
5. If **Jeremy** is able to get in contact with the student, then the two discuss the flag. They review **Rachel's** attendance habits and **Jeremy** gives her some actions to take to remedy the situation (specific actions or referral to an office/department).
6. **Jeremy** documents the results of his outreach in *Starfish*. He clears the flag and "closes the loop" by informing **Professor Maitz** that he either connected with the student or, if he is unable to reach the student, that he sent an email to the student with strategies to remedy the situation.

QUESTIONS?

Olga Mesina
starfishassistance@tmcc.edu





TMCC Starfish Early Alert Updates for Spring 2019 earlyalert.tmcc.edu

Updates:

- Starfish gives you a convenient way to keep track of your students through Early Alert Flags, Referrals, and Kudos
 - Professional Development Session: January 23, 2019 at 1:30pm in Sierra 101
 - For more information please go to earlyalert.tmcc.edu
- The Starfish Early Alert system will be activated on February 4, 2019 to not overlap the PeopleSoft Early Alert process to drop students if they do not attend the first day of classes.
 - Statistics:
 - Increase in every area from Spring 2018 to Fall 2018 – Thank you!
 - Flags 4%, Kudos 7%, Referrals 2%, and Appointments 1%
 - 1,480 Early Alert Flags in Fall 2018
- Progress Reports are sent out twice during the semester:
 - Attendance Only: (connected to the 50% drop deadline of 2/17/2019)
 - Opens: February 4, 2019 at 8 am
 - Closes: February 13, 2019 at 11:59 pm
 - Semester Progress Report:
 - Opens: Saturday March 2, 2019 at 8 am
 - Closes: Monday April 1, 2019 at 11:59 pm
- Sample Syllabus Statement:
 - Requested from Starfish Advisory Panel:

TMCC Cares About Your Success

Important information is available to you through Canvas and Starfish. Throughout the semester, you may receive emails regarding your course academic performance or other communications. Please pay attention to the emails, open and read them and consider taking the recommended actions. They are sent to you to help you be successful! To learn more about Starfish, visit "Starfish for Students"

at <http://www.tmcc.edu/advisement/continuing-students/early-alert-program/>. If you need assistance with Early Alerts/Starfish email us at starfishassistance@tmcc.edu

RAP Summary Sheet for Cabinet Meeting 02/04/2019

FY19 RAPs Mid-year Resource Allocation Requests

LEADERSHIP APPROVAL		Requested Amount	Source	State Operating One-time funding	State Operating On-going funding	Other One-time funding	Other On-going funding	Approved Amount
RAP ID	TITLE							
RAP-19-1018	Nesting Sculpture	\$ 16,000.00	Other	\$ -	\$ -	\$ 16,000.00	\$ -	\$ 16,000.00
RAP-19-1022	Starfish and Radius additional funding	\$ 60,000.00	State Operating	\$ -	\$ 60,000.00	\$ -	\$ -	\$ 60,000.00
RAP-19-1024	TMCC Cafe - purchase two new deep fryers	\$ 2,500.00	State Operating	\$ 2,500.00	\$ -	\$ -	\$ -	\$ 2,500.00
# of RAPs: 3		\$ 78,500.00						

COMMITTEE RECOMMENDATION		Requested		State Operating	State Operating	Other	Other	Approved
RAP ID	TITLE	Amount	Source	One-time funding	On-going funding	One-time funding	On-going funding	Amount
RAP-19-1020	Faculty Senate General Account	\$ 1,000.00	Other	\$ -	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00
RAP-19-1025	Laptop Computers for five staff members	\$ 7,725.00	Other	\$ -	\$ -	\$ 7,725.00	\$ -	\$ 7,725.00
RAP-19-1027	Tableau Training/Conference	\$ 5,000.00	State Operating	\$ -	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
RAP-19-1028	Expansion of Data Closet in RED-315	\$ 2,800.00	Other	\$ -	\$ -	\$ 2,800.00	\$ -	\$ 2,800.00
RAP-19-1030	Increase to Mailroom Operating Budget	\$ 13,000.00	State Operating	\$ -	\$ 13,000.00	\$ -	\$ -	\$ 13,000.00
RAP-19-1031	Funding for Security Cameras and Equipment	\$ 8,293.00	State Operating	\$ 8,293.00	\$ -	\$ -	\$ -	\$ 8,293.00
RAP-19-1032	Part-time Grants Coordinators to assist the Foundation Grant Staff	\$ 33,938.00	Other	\$ -	\$ -	\$ -	\$ 33,938.00	\$ 33,938.00
RAP-19-1033	Camera to record front desk areas	\$ 1,463.00	State Operating	\$ 1,463.00	\$ -	\$ -	\$ -	\$ 1,463.00
RAP-19-1034	Photography for new Website and Marketing	\$ 15,000.00	State Operating	\$ 15,000.00	\$ -	\$ -	\$ -	\$ 15,000.00
RAP-19-1040	iPad Pros for music scores and composition	\$ 2,156.00	State Operating	\$ 2,156.00	\$ -	\$ -	\$ -	\$ 2,156.00
RAP-19-1042	Display monitors for visual arts in Sierra Building	\$ 6,130.00	Other	\$ -	\$ -	\$ 6,130.00	\$ -	\$ 6,130.00
RAP-19-1043	Budget for Student Intern Wages	\$ 22,900.00	Other	\$ -	\$ -	\$ 22,900.00	\$ -	\$ 22,900.00
RAP-19-1047	Folding Tables and Stacking Chairs for Photo Lab SIER 218	\$ 4,979.00	State Operating	\$ 4,979.00	\$ -	\$ -	\$ -	\$ 4,979.00
RAP-19-1048	Request for Increase of Student Worker Wages	\$ 14,490.00	State Operating	\$ 14,490.00	\$ -	\$ -	\$ -	\$ 14,490.00
RAP-19-1049	Update of Main Art Gallery Lighting to LED for cost savings and sustainability	\$ 665.00	State Operating	\$ 665.00	\$ -	\$ -	\$ -	\$ 665.00
RAP-19-1050	Framing of artwork for TMCC's Permanent Collection	\$ 5,000.00	State Operating	\$ 5,000.00	\$ -	\$ -	\$ -	\$ 5,000.00
RAP-19-1055	Tutoring Scheduling and Data Reporting	\$ 4,788.00	State Operating	\$ 4,788.00	\$ -	\$ -	\$ -	\$ 4,788.00
RAP-19-1056	Festo FACET trainers	\$ 37,567.00	Other	\$ -	\$ -	\$ 37,567.00	\$ -	\$ 37,567.00
# of RAPs:	17	\$ 186,894.00		\$ 56,834.00	\$ 18,000.00	\$ 78,122.00	\$ 33,938.00	\$ 186,894.00

FY20 RAPs

COMMITTEE RECOMMENDATION		Requested		State Operating	State Operating	Perkins	Other	Approved
RAP ID	TITLE	Amount	Source	One-time funding	On-going funding	One-time funding	On-going funding	Amount
RAP-20-1038	20 FT and 5 PT Faculty to complete certificate in effective college instruction	\$ 31,250.00	State Operating	\$ 31,250.00	\$ -	\$ -	\$ -	\$ 31,250.00
RAP-20-1045	Intellectual Technology Request	\$ 21,246.00	Perkins	\$ -	\$ -	\$ 21,246.00	\$ -	\$ 21,246.00
RAP-20-1046	Ultrasonic Dental Scaler Units and tips	\$ 20,202.00	Perkins	\$ -	\$ -	\$ 20,202.00	\$ -	\$ 20,202.00
# of RAPs:	3	\$ 72,698.00		\$ 31,250.00	\$ -	\$ 41,448.00	\$ -	\$ 72,698.00