

# MEETING MINUTES

Monday, March 11, 2019

RDMT 256

**Call to Order: 9:01 a.m.**

In attendance: Amy Williams, Dr. Ana Douglass, Anne Flesher, Cate Edlebeck, Cynthia Olivo, Dr. Ayodele Akinola, Elena Bubnova, Estela Gutierrez, Gwen Clancy, Dr. Joan Steinman, John Fitzsimmons, Dr. Julia Hammett, Dr. Julie Ellsworth, Dr. Karin Hilgersom, Dr. Melissa Deadmond, Mike Holmes, Paul Seybold, Randal Hudson, Roni Fox, Thomas Dobbert, Dr. Tina Ruff, YeVonne Allen

Absent: Ahtziry Vasquez, Brandy Scarnati, Helen Scott, Jim New, John Albrecht, Dr. Kyle Dalpe, Dr. Marie Murgolo, Patrick Guiberson, Rachel Holderread, Sharon Wurm

## **Planning Council Schedule Change**

Due to scheduling conflicts, the Council agreed to cancel the April 22 meeting and extend the April 8 meeting an hour to end at 12 p.m.

## **NSHE Initiatives and Updates**

NSHE Co-Requisite and College-Ready Gateway Draft Policy

- President Hilgersom reported on the NSHE Co-Requisite and College-Ready Gateway Draft Policy. The Council held discussion on the policy and possible impacts including access, how repeat failures would be handled, how it applies to workforce certificates and how it would work with newly implemented cut scores.

## **Achievement Gap Summit**

- The Achievement Gap Summit will take place April 12. The Council discussed preparations being made for presentations.

## **Strategic Master Plan Review**

The Council reviewed the following measures of Core Theme 1, Objective 1 which are not being met:

- 1.4 – Percent of Fall students with declared intent to transfer who do so within 1 year.
- 1.6 – Course completion rate of students who declare “Upgrade Current Job Skills”

The Council agreed to eliminate Objective 3: Provide Student Engagement opportunities that build interpersonal, intrapersonal, and practical skills. It will instead live within the Student Services Plan and be combined with SMP Core Theme 3, Objective 3.

President Hilgersom and the Council also discussed that after this review is complete, it may be necessary for us to start over with our Strategic Master Plan.

## Planning Council Member Updates

Dr. Tina Ruff, Athletics Director, reported that Nicholas Arbelaez has been hired as Soccer Coach. He has been working on recruiting in Las Vegas. Tryouts are coming up April 18 for Women's Soccer and April 19 for Men's Soccer. Also, Fitness Center membership has increased.

Estela Gutierrez, Vice President of Student Services and Diversity, announced that the Career Center is now the Career Hub and will be relocated to Meadwood July 1. At the next Planning Council meeting, Advisement and Transfer Center Director Natalie Brown, will give an International Update presentation.

Ana Douglass, Interim Dean of Liberal Arts, informed the Council that a Youth Forum will be held May 14.

Dr. Julia Hammett, Professor of Anthropology and NFA Representative, announced that Faculty for Radical Empowerment and Enlightenment (FREE) will have a Learning Community on Food event April 2, 9:30 a.m. to 12 p.m., in the Student Center.

Nursing Instructor, Cate Edlebeck, announced that the School of Nursing will be holding a simulation March 29.

YeVonne Allen, Program Manager of Equity and Inclusion, note that Pi day is March 14. There will be an event in the Student Center 11 a.m. to 1 p.m.

Cynthia Olivo, Classified Council President, announced that nominations are currently being accepted for Classified Council Employee of the Year.

**Meeting Adjourned: 10:41 a.m.**

Next Meeting – Monday, April 8, 2019

Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion				
Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 Successful completion rate in Gateway math (120/126) and English (101/113) courses.	Average of 4 Fall terms (2128 - 2158): English: 71% Math: 54%	Fall 2016: English: 71% Math: 48%		English: 74% by Fall 2019 Math: 57% by Fall 2019
2 Student persistence from Fall to Spring and Fall to Fall of New, degree-seeking students	Fall 15 to Spring 16: 69% Fall 15 to Fall 16: 54%	Fall 16 to Spring 17: 69% Fall 16 to Fall 17: 53%		5% increase by 2020
3 Graduation rates of first-time, full-time, degree/certificate-seeking students [Integrated Postsecondary Education Data System (PDES); Student Achievement Measures (SAM)]. according to Student Achievement Measures (SAM) and Integrated Postsecondary Education Data System (IPEDS) data broken down by demographics.	<del>IPEDS Fall 2012 Cohort: 30%</del> <del>IPEDS Grad Rate (2017 report): 31%</del>  SAM Fall 2010 full-time: 39% SAM Fall 2010 part-time: 23%	<del>IPEDS Fall 2013 Cohort: 31%</del> <del>IPEDS Grad Rate (2018 report): 28%</del>  SAM Fall 2011 full-time: 39% SAM Fall 2011 part-time: 24%	IPEDS Grad Rate (2019 report): 30%  SAM Fall 2012 full-time: 42% SAM Fall 2012 part-time: 32%	<del>IPEDS Fall 2016 Cohort: 35% by (2019)</del> <del>IPEDS Grad Rate (2020 report): 35%</del>  SAM - For Fall 2016 cohort (by 2022): 41% full-time 25% part-time
4 Percent of Fall students with declared intent to transfer who do so within 1 year	2 year average (fall 14 and fall 15) 56.3%	Fall 2016: 56.4%	Fall 2017: 55.2%	By Fall 2020: 58%
6 Course completion rate of students who declare "Upgrade Current Job Skills"	Percent of courses passed in "job upgrade" students vs. degree-seekers: 2016: 86% v. 75% 2015: 91% v. 79% 2014: 86% v. 76% 2013: 83% v. 77% 2012: 85% v. 75%	2017: 87% v. 76%	2018: 71% v. 76%	maintain at > 10% higher than degree-seekers
7 Student satisfaction rates of educational goal completion and expectations according to the Community College Survey of Student Engagement (CCSSE) IR Graduate Outcomes survey.	AY 15-16: 96%  2013 CCSSE 9b: 74.1%	AY 16-17: 96%  2017 CCSSE 9b: 75.9%		maintain 96%  76%

Core Theme 1: Student Success

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

Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 Number of library database accesses and book loans per FTE (Will re-word to make more student centric.)	AY 2016-17 as of June 7, 2017  Database Accesses: 223, 261 accesses (19.2 accesses/FTE) eBooks and Videos: 14,551 accesses (1.3 accesses/FTE) Hard Copy Circulation: 6,819 accesses (0.6 accesses/FTE) Total Electronic and Hard Copy Accesses: 244,631 (21.1 accesses/FTE)	End of term Fall 2017  Database Accesses: 80,556 accesses (13.5 accesses/FTE) eBooks and Videos: 5,616 accesses (0.9 accesses/FTE) Hard Copy Circulation: 3045 accesses (0.51/FTE) Total Electronic and Hard Copy Accesses: 89,217 accesses (14.9 accesses/FTE)		2% increase

2. Graduation Rate of students with at least 1 TLC visit	GRS Fall 13 students using TLC: 41.4% students not using TLC: 24.2%	GRS Fall 14 students using TLC: 40.8% students not using TLC: 19.6%	Maintain a graduation rate that is 15% higher than students without a TLC visit
3. Course pass rate of students with at least 1 Tutoring & Learning Center (TLC) visit (compared to no TLC visits). completion rate of students not utilizing the TLC v. students utilizing the TLC in matched courses	TLC Students 85.8% (v 77.3% no TLC) 2015-16 (tutored vs not tutored) (at least 20 students in tutoring) <del>ENG098 89 vs 73%</del> <del>ENG101 88 vs 73%</del> <del>ENG102 85 vs 75%</del> <del>ENG 113 100 vs 91%</del> <del>ENG 114 94 vs 85%</del> <del>MATH096 60 vs 67%</del> <del>MATH126 61 vs 59%</del>	TLC Students 85.6% (v 76.4% no TLC) 2016-17 (tutored vs not tutored) (at least 20 students in tutoring) <del>ENG098 73% vs 90%</del> <del>ENG101 73% vs 93%</del> <del>ENG102 73% vs 92%</del> <del>ENG113 89% vs 97%</del> <del>ENG114 85% vs 100%</del> <del>MATH096 63% vs 65%</del> <del>MATH126 60% vs 66%</del>	maintain 5% difference between course pass rates TLC v non-TLC 2% improvement in 2 years in each course with less than 85% retention with tutoring. Maintain retention in other courses with tutoring.
4. course retention and Two-term persistence (fall-to-fall) of students who have at least one Academic Advising session.	course retention advising: 83% (v 77% no advising) Persistence advising: 58% (v 34% no advising)	course retention advising: 82% (v 76%)	maintain retention at 83% maintain persistence at 58%
5. percent achievement of IT computer lifecycle	Not IR data		

Core Theme 1: Student Success

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

Measure	Baseline	2017/18 Update	2018/19 Update	Target
1. Number of career center, counseling center, FLAMES workshops. Number of SGA activities. Number of SGA recognized clubs		Not IR data		
2. Total graduated, transferred, or still enrolled for students participating in engagement activities	FY 2016 All Students 65% Students engaged in: advising 72% career center 74% counseling 68% SGA 76%	FY 2017 All Students 65% Students engaged in: advising 72% career center 74% counseling 68% SGA 78%	FY 2018 All Students 64% Students engaged in: advising 75% career center 69% counseling 71% SGA 89%	By 2019 All Students 67% Students engaged in: advising 74% career center 76% counseling 70% SGA 78%
3. Rate of student satisfaction with co-curricular activities, extracurricular activities, and resources.	2015/16 Grad Outcomes Survey "While attending TMCC were you satisfied with campus social and cultural activities" 92% said yes	2016/17 Grad Outcomes Survey: 95% said yes	2017/18 Grad Outcomes Survey: 93% said yes	94% by 2019
4. Percent of students indicating they participated in activities that develop or reflect application of interpersonal, intra-personal or practical skills.	CCSSE 2013 Benchmark Scores Student/Faculty Interaction: 47.9 Support for Learners: 46.5	CCSSE 2017 Benchmark Scores Student/Faculty Interaction: 48.1 Support for Learners: 45.5	CCSSE 2017 Benchmark Scores Support for Learners: 45.5	CCSSE 2021 Benchmark Scores Student/Faculty Interaction: 50.0 Support for Learners: 50.0
5. Employer satisfaction with student professionalism in the workplace	Establish and implement survey	Establish and implement Survey	67% of respondents said TMCC hires demonstrated professionalism "very or extremely" well	Need to set

Core Theme 2: Academic Excellence				
Objective 1: Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.				
Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 Course assessment reports (CARs) with action plans for improving teaching and learning				
± 2 GEARS showing % of students scoring "Proficient" or above on each rubric.	Spring 2017: Communications: 67.6% (n=447) Critical Thinking: 66.1% (n=1,619) Information Literacy: 57.4% (n=264) People & Cultural Awareness: 70.7% (n=594) Quantitative Reasoning: 61.2% (n=550)	Spring 2017: Communications: 67.6% (n=447) Critical Thinking: 66.1% (n=1,619) Information Literacy: 57.4% (n=264) People & Cultural Awareness: 70.7% (n=594) Quantitative Reasoning: 61.2% (n=550)	Spring 2018 (cumulative): Communications: 67.6% (n=447) Critical Thinking: 60.2% (n=1,729) Information Literacy: 57.4% (n=264) People & Cultural Awareness: 71.4% (n=670) Quantitative Reasoning: 61.2% (n=550)	70% for all competency areas
± 3 PUR findings and recommendations	(qualitative evidence)	suggested recommendations are being acted upon		(qualitative evidence)
± 4 APRs on PUR review findings and recommendations	(qualitative evidence)	suggested recommendations are being acted upon		(qualitative evidence)

Core Theme 2: Academic Excellence				
Objective 2: Offer high-quality programs that meet the workforce educational needs of our community				
Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 Students enrolled in workforce programs that reflect the diverse demographics of our enrolled students.	AY 14/15 (Perkins cell 1P1) % minority in CTE programs: 32.6% AY 14/15 (Perkins cell 1P1) % minority all TMCC students: 37%	AY 15/16 % minority in CTE programs: 33.2% AY 15/16 % minority all TMCC students: 39%		By 2019: % minority in CTE programs: 35% By 2019: % minority all TMCC students: 39%
2. Number of BAS, AAS, Certificate, Skills Certificate and Allied Health Graduates	AY 14-15 (duplicated) BAS: (n/a until 2018) AAS: 273 CT: 277 Skills Certificate: 904 Allied Health: 744 Total 2198	AY 15-16 (duplicated) BAS: (n/a until 2018) AAS: 257 CT: 199 Skills Certificate: 899 Allied Health: 752 Total 2107	AY 16-17 (duplicated) BAS: (n/a until 2018) AAS: 227 CT: 152 Skills Certificate: 967 Allied Health: 752 Total 2098	Aggregate 6% increase in the number of graduates in these areas by 2022 (132) Total: 2330
3. Number of students completing self-supporting workforce programs	FY 2016 = 3077	FY 2017 = 3800	FY 2018 = 2272	10% increase by 2019
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	Not IR data		maintain updated website

Core Theme 2: Academic Excellence				
Objective 3: Create a learning environment that promotes academic growth for a diverse student population				
Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 Establish a classroom upgrade schedule.				
2 Percentage of minority students enrolled by term.				
	Fall 16: 40.7	Fall 17: 42.2		maintain or exceed 40.7%
3 Number of degrees and certificates awarded to ethnically-diverse and pell-eligible students				
	2014-15 minority students Associate Degrees: 404 / CT: 121 = 525	2015-16 minority students Associate Degrees: 482 / CT: 63 = 545	2016-17 minority students Associate Degrees: 468 / CT: 59 = 527	maintain or exceed
	pell-eligible (non-minority) students Associate Degrees: 423 / CT: 93 = 516	pell-eligible students Associate Degrees: 448 / CT: 71 = 519	pell-eligible students Associate Degrees: 426 / CT: 93 = 476	
4 Percent of ethnically diverse faculty and staff (5 yr average)				
	Fall 2011-2015 (5 yr avg) African American 1% (n=6) Asian 4% (n=17) Hawaiian/PI 0.5% (n=2) Hispanic 11% (n=50) Native American 2% (n=7) 2 or more 1% (n=6) Total 20.3% (n=88)	Fall 2012-2016 (5 yr avg) African American 2% (n=7) Asian 4% (n=17) Hawaiian/PI 0.5% (n=2) Hispanic 12% (n=52) Native American 1% (n=6) 2 or more 1% (n = 5) Total 20.3% (n=89)	Fall 2013-2017 (5 yr avg) African American 2% (n=7) Asian 4% (n=18) Hawaiian/PI 0.5% (n=2) Hispanic 12% (n=54) Native American 1% (n=6) 2 or more 1% (n = 6) Total 21.1% (n=93)	22% by 2020
5 Number of instructors completing QM training, and number of online QM-certified courses				
6 Percent of students who have done (or are doing) internships, field experience, co-op experience, or clinical assignment at this college?				
	CCSSE 2013: 15.9%	CCSSE 2017: 15.0%		CCSSE 2021: 16%
7 Student satisfaction with the learning environment, teacher/student interaction, and use of technology.				
	CCSSE 2013 Benchmark Scores Student/Faculty Interaction: 47.9 Active and Collaborative Learning: 48.8 Academic Challenge: 52.1  Fall 2016: Percent of students saying instructors at TMCC are "Available, helpful": 91%	CCSSE 2017 Benchmark Scores Student/Faculty Interaction: 48.1 Active and Collaborative Learning: 50.1 Academic Challenge: 52.0  Fall 2017: Percent of students saying instructors at TMCC are "Available, helpful": 91%	CCSSE 2017 Benchmark Scores Student/Faculty Interaction: 48.1 Active and Collaborative Learning: 50.1 Academic Challenge: 52.0	CCSSE 2021 Benchmark Scores Student/Faculty Interaction: 50.0 Active and Collaborative Learning: 50.0 Academic Challenge: 54.0  Maintain at or above 90%
	2015-16 TMCC Grad Outcomes Survey <del>Q2i. I was satisfied with the computer labs: 89%</del> Q3c. I found the courses to be intellectually stimulating: 97% Q3e. I was satisfied with the quality of instruction: 96%	2016-17 TMCC Grad Outcomes Survey <del>Q2i. I was satisfied with the computer labs: 86%</del> Q3c. I found the courses to be intellectually stimulating: 97% Q3e. I was satisfied with the quality of instruction: 97%	2017-18 TMCC Grad Outcomes Survey Q3c. I found the courses to be intellectually stimulating: 97% Q3e. I was satisfied with the quality of instruction: 96%	<del>Q2i. 90% by 2021</del> Q3c. Maintain or exceed 97% through 2021 Q3e. Maintain or exceed 96% through 2021

Core Theme 2: Academic Excellence

Objective 4: Nurture and celebrate a culture of intellectual and professional growth among faculty and staff (WHOLE OBJECTIVE IS GOING TO BE REVISITED)

Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 # of professional dev and other training opportunities dedicated to improving student success, teaching and learning	AY 2015-16: 61 (duplicated) workshops with 463 participants.	55 workshops with 980 attendees		
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	FY 2017 awarded for 215 conferences	\$97,569	
3 Dollar amount of innovation grants awarded to support new classroom or program innovations	AY 2016 \$17,000 worth of Innovation Grants funded	AY 2016 \$17,000	AY 2018 \$18,686	AY 2017: \$17,850 2018: \$18,743 \$19680
4 recognition of faculty and staff research, publications, and community involvement via MCO articles, in-house presentations and recognition at convocation	AY 2015-16: 68 recognitions of faculty and staff research, publications, and community involvement activities	July 2017-Feb 2018 35 recognitions of faculty and staff research, publications, and community involvement activities		Maintain or exceed 68 through 2022

Core Theme 3: Access to Lifelong Learning				
Objective 1: Serve as an Open Access institution				
Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 Successful enrollment in developmental math and English Courses and subsequent enrollment in Gateway courses within 3 semesters (degree-seeking students).	Fall 2015 new, degree-seeking cohort in need of remediation. First 3 semester progress:  166/442 = 37.6% enrolled in college ENG by Fall 16 182/939 = 19.4% enrolled in college MATH by Fall 16	Fall 2016 new, degree-seeking cohort in need of remediation. First 3 semester progress:  166/413 = 40.2% enrolled in college ENG by Fall 17 163/722 = 22.6% enrolled in college MATH by Fall 17	Fall 2017 new, degree-seeking cohort in need of remediation. First 3 semester progress:  155/398 = 38.9% enrolled in college ENG by Fall 18 161/871 = 18.5% enrolled in college MATH by Fall 18	2% annual increase in English and math (students needing remediation who enrolled in college-level within 3 semesters)
2 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).	FY 2016: 15636	FY 2017: 17195	FY 2018: 18551	7% increase by 2019
3 Annual number of Joint Services Transcript and Community College Air Force courses accepted for credit	31 JST and 5 CCAF courses approved in 2016-17	not IR data		
4 Graduation rate of students receiving scholarships. Dollar amount and number of students awarded scholarships.				

Core Theme 3: Access to Lifelong Learning				
Objective 2: Cultivate a welcoming, safe, and inclusive environment				
Measure	Baseline	2017/18 Update	2018/19 Update	Target
	CCSSE 2013 Q. 27: I would rate my overall experience at TMCC as "excellent": 32.9%	CCSSE 2017 Q. 36: I would rate my overall experience at TMCC as "excellent": 35.7%		Maintain or exceed 33% through 2021
1 Rate of student satisfaction with TMCC's the welcoming environment using the CCSSE and the Graduate Outcomes Survey.	2015/16 Grad Outcomes Survey "TMCC is equally supportive of men and women." 95% said agree	2016/17 Grad Outcomes Survey: 95% said agree	2017/18 Grad Outcomes Survey: 95% said agree	97% by 2020
	2015/16 Grad Outcomes Survey "TMCC is equally supportive of all racial/ethnic groups." 93% said agree	2016/17 Grad Outcomes Survey: 93% said agree	2017/18 Grad Outcomes Survey: 94% said agree	95% by 2020
	2015/16 Grad Outcomes Survey "TMCC welcomes and uses feedback from students to improve the college." 88% said agree	2016/17 Grad Outcomes Survey: 89% said agree	2017/18 Grad Outcomes Survey: 89% said agree	90% by 2020
	CCSSE 2013 Benchmark Score Support for Learners: 46.5	CCSSE 2017 Benchmark Score Support for Learners: 45.5%		49% by 2021



2 Cultural enrichment opportunities afforded by TMCC offerings. (programs, speakers, workshops, theatre and art events)		AY 15/16: 16,244	AY 16/17: 18,718	maintain or exceed programming by 2019
3 maintenance and updating of safety measures	(Qualitative Measure)	Safety measures updated and maintained at ehs.tmcc.edu	Safety measures updated and maintained at ehs.tmcc.edu	(Qualitative Measure)
4 crime statistics reported	2013: 1 2014: 4 2015: 8	not IR data		0
5 percentage of procured instructional materials that are accessible as defined by WCAG	AY 2016-17 511 books requested 42% (n=203) compliant	AY 2017-18 637 books requested 47% (n=301) compliant	AY 2018-19	10% gain in procured information and communication technology that is accessible as defined by

Core Theme 3: Access to Lifelong Learning

Objective 3: Encourage alumni to be persistent in their engagement with the institution. **(ELIMINATING ENTIRE OBJECTIVE)**

Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 annual amount of college revenues from alumni		not IR data		
2 number of programmatic advisory boards with at least 1 alumna or alumnus serving		not IR data		

Core Theme 4: Stewardship of Resources				
Objective 1: Optimize state-funded revenue.				
Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 Fall and Spring FTE and headcount.	Fall 15 FTE: 6,360 Spring 16 FTE: 6,032	Fall 16 FTE: 6103 Spring 17 FTE: 5598	Fall 17 FTE: 5980 Spring 18 FTE: 5497	Fall 2020 FTE: 6,487 Spring 2020 FTE: 6,153
	Fall 15 HC: 11,584 Spring 16 HC: 11,267	Fall 16 HC: 11,325 Spring 17 HC: 10,676	Fall 17 HC: 11,110 Spring 18 HC: 10,657	Fall 2020 HC: 11,816 Spring 2020 HC: 11,492
2 Capture rate of Washoe County School District (WCSD) students.	AY 15-16: 23.8%	AY 16-17: 22.4%	AY 17-18: 22.6%	AY20-21: 25.3%
3 Annual headcount and FTE of Jump Start students (excluding TMCC High School)	Fall 2016 HC: 429 FTE: 148	Fall 2017 HC: 501 FTE: 168	Fall 2018 HC: 735 FTE: 230	HC: 800 FTE: 300
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 Meadowood Center 51.7% Applied Technology Center 43.3% Health Sciences Center	63.5% Dandini Campus  20.0% Meadowood Center Applied Technology Center 41.3% Health Sciences Center		
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)	63.5% Dandini Campus  20.0% Meadowood Center Applied Technology Center 41.3% Health Sciences Center		
6 Meeting or exceeding of NSHE performance pool targets.	Performance Pool AY 2015-16: 122.4%	Performance Pool AY 16-17: 118.7%	Performance Pool AY 17-18: 198.6%	continue to meet or exceed 100%

Core Theme 4: Stewardship of Resources				
Objective 2: Maximize and grow non-state-funded revenue streams				
Measure	Baseline	FY 2017 Update	FY 2018 Update	Target
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 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: \$2,488,537 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	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
2 number and dollar amount of private donations	FY 2013: \$883K FY 2014: \$2.3M FY 2015: \$2.3M FY 2016: \$6.6M FY 2016: \$6.6M	\$3.2M	\$2.6M	FY 2018: \$2.5M FY 2019: \$2.8M FY 2020: \$3.1M FY 2021: \$3.4M FY 2022: \$3.7M

3 dollar amount of grant-based expenses	FY 2017: \$3.2M FY 2014: \$3.7M FY 2015: \$4.6M FY 2016: \$6.4M FY 2017: \$5.4M	FY 2017: \$5.4M	\$6.1M	FY 2018: \$5.9M FY 2019: \$6.5M FY 2020: \$7.2M FY 2021: \$7.9M FY 2022: \$8.7M
4 number of TMCC employees who contribute to the foundation	FY 2014: 153 employees FY 2015: 160 employees FY 2016: 151 employees	FY 2017: 159 employees	FY 2018: 144 employees	FY 2017: 159 employees FY 2018: 174 employees FY 2019: 183 employees FY 2020: 201 employees FY 2021: 211 employees

**Core Theme 4: Stewardship of Resources**  
**Objective 3: Maintain and enhance the effectiveness and efficiency of College operations**

Measure	Baseline	2017/18 Update	2018/19 Update	Target
1 CCSSE Focus Groups	(Qualitative measure)	4 Focus groups held Resulting Actions: Fall 2018 Professional Development Days presentation of common themes Financial Aid process video produced Cross-sharing of student services resources		(Qualitative measure)
2 successful efforts to maintain or exceed TMCC's policy on fund balances and reserves	FY 2017	FY 2017	FY 2018	FY 2019
Ancillary and Auxillary Reserves: 15% of each fund's operating revenues	Ancillary & Auxillary: \$84,000	Ancillary & Auxillary: \$84,000	Ancillary & Auxillary: \$TBD	Ancillary & Auxillary: \$86,827
Capital Reserves: have one	Capital Reserves: \$1,000,000	Capital Reserves: \$1,000,000	Capital Reserves: \$1,000,000	Capital Reserves: \$1,000,000
Contingency Fund: 3% of operating revenues	Contingency Fund: \$1,338,673	Contingency Fund: \$1,338,673	Contingency Fund: \$1,600,000	Contingency Fund: \$1,452,903
Operating Reserves: 15% of operating Revenues	Operating Reserves: \$6,693,364	Operating Reserves: \$6,693,364	Operating Reserves: \$8,000,000	Operating Reserves: \$7,264,516
	Total Reserves: \$9,032,037	Total Reserves: \$9,032,037	Total Reserves: \$10,600,000 (estimated)	Total Reserves: \$9,714,419
3 successful efforts to promote sustainability initiatives on campus	(Qualitative measure) Second Nature Resilience Commitment TMCC Sustainability	Maintained Second Nature Signatory Status and completed 2018 Resilience Assessment. Maintained TMCC Faculty Sustainability Advocate and Sustainability Champions Committee		(Qualitative measure) Second Nature Resilience Commitment TMCC Sustainability