

Appendix B

SELF-EVALUATION

Respectfully submitted in accordance with NSHE Procedures and Guidelines Manual, Chapter 2.3. pg 6 by Dr. Karin Hilgersom, President, Truckee Meadows Community College.

EXECUTIVE SUMMARY

Thank you for this opportunity to share my presidential achievements and snapshot of progress occurring at Truckee Meadows Community College (TMCC).

The soul of TMCC is our students. TMCC students inspire me to do my very best and to symbolize their commitment to college through my leadership as president. TMCC faculty, staff, and administration are deeply committed to student success in credit degree programs, in non-credit personal enrichment, and in workforce training programs. In my fourth year, I continue to be humbled and proud to serve TMCC, The College for the New Nevada.

SUMMARY OF MAJOR ACCOMPLISHMENTS

Since Spring Term, 2019, several projects have come to fruition. Below is a summary of those, and other initiatives where progress has been made.

STUDENT SERVICES (NSHE GOAL 1, ACCESS)

1. Rapid growth of dual enrollment for high school students, allowing for early access to college credits;
2. Successful programs focusing on special populations to include the Men of Color Program, Summer Bridge, and Justice-Involved Vocational Education, (JIVE);
3. Steady increases in the revived international program (although unforeseen global conflict could affect this growth negatively). Study abroad opportunities are in progress.
4. Increased enrollments being driven, primarily, by new programs such as athletics, online partnerships, expanded dual enrollments and apprenticeships.

WORKFORCE INITIATIVES (NSHE GOAL 4, WORKFORCE)

1. Increased enrollment in Apprenticeship programs, engaging more students in “earn while you learn” opportunities;
2. Created new and strengthened existing partnerships with key industry leaders, such as Tesla, Panasonic, Apple and others; and
3. Expanded capacity in Nursing and Dental programs.

ACADEMIC CONTINUOUS IMPROVEMENT AND EXCELLENCE (NSHE GOALS 2 & 5, STUDENT SUCCESS AND RESEARCH)

1. 46 Faculty went through the nationally recognized program ACUE, 100% received their certification. The current ACUE cohort of an additional 30 faculty have begun the training focused on effective college instruction;
2. Significant progress toward the NSHE target for entrance into Gateway courses;
3. Continued success of Applied Science Bachelor’s degrees in Logistics Operations Management and Emergency Management & Homeland Security, and launch of new Bachelor of Science degrees in Cyber-Physical Manufacturing and Dental Hygiene in Fall 2019;
4. Completed and launched a 3 plus 1 Bachelor’s degree in Graphic Arts and Media Technology with Nevada State College; and
5. Continued grant-funded undergraduate research, particularly in the sciences, which inspires TMCC students to complete and transfer.

FACULTY CONTRACT NEGOTIATIONS

1. After a ten-month negotiation period, the new contract adds language that outlines a faculty advising model to the existing TMCC advising structure and many other positive changes.
2. Collective bargaining completed and approved by NSHE BOR (12/2019).

HEALTH AND FITNESS INITIATIVES (NSHE GOAL 2, STUDENT SUCCESS)

1. Promotion of a healthy campus environment through several sustainability initiatives and new leadership structures;
2. Launch of TMCC's NJCAA collegiate conference Men's and Women's Soccer Teams; and
3. Provide healthier TMCC-managed food options in the TMCC Café and via Catering Services, rather than relying on outside contractors.

PERSONAL ASSESSMENT OF PERFORMANCE

Overall, I believe I have demonstrated my ability to lead TMCC teams with a style and urgency that, in effect, has improved the important work of TMCC in significant ways. Three areas that I am most proud of include the following:

I. CHANGE MANAGEMENT AND ORGANIZATIONAL CULTURE

One of my primary focus areas over the last four years has been to create a positive and inclusive organizational culture at TMCC. We have made great progress, setting the conditions needed for TMCC to reach a new plateau in educational excellence and innovation. Working collaboratively with management, faculty, staff, and student leaders, we have learned to work productively through conflict in ways that benefit TMCC, build trust and inspire.

II. SYSTEM OF PRIORITIES AND MULTI-LEVEL STRATEGIC PLANNING

In 2018, the presidential evaluation committee encouraged me to improve upon how I prioritize internal initiatives and projects at TMCC. Based on this advice, I instituted two significant modifications to our planning efforts.

First, as a result of collaborative brainstorming and discussion during the summer and early Fall Term planning, we developed a one-page summary of TMCC priorities (Appendix A). This summary is intended to be updated through a similar collaborative process and shared broadly with all constituent groups and committees to ensure everyone is working toward the same priorities.

Second, the Vice Presidents of Student Services and Academic Affairs worked with faculty and staff in their areas to complete new Strategic Plans that align directly with the TMCC Strategic Master Plan and Goals.

While there is still more to do, these process changes have resulted in an improved collective focus and the alignment and prioritization of internal initiatives. This is key to moving the college forward.

III. SHARED GOVERNANCE

I believe wholeheartedly in shared governance and, over the past year, have experienced more effective collaboration with Faculty Senate, Classified Council, and Student Government leadership. These leaders brought a fresh perspective, a desire to work alongside management, and a professional approach to disagreements, conflict, and compromise. During the past year, I have worked hard to listen to varying viewpoints and consider different perspectives prior to making decisions. This behavioral adaptation on my part is yielding good results for TMCC.

The following detailed report has integrated the areas of evaluation in the NSHE Procedures and Guidelines Manual, Chapter 2, Sections 2.2 and 2.3 with the five NSHE goals. It is organized as follows:

PART 1: FUNDAMENTAL PRODUCTIVITY

- A. ACADEMIC COMPLETION – STUDENT SUCCESS
- B. ENROLLMENT – STUDENT ACCESS
- C. GRANTS, CONTRACTS, SPECIAL EVENTS, RESEARCH AND DEVELOPMENT, AND GIFTS

PART 2: INSTITUTIONAL WELL-BEING AND MANAGEMENT EFFECTIVENESS

- D. PROGRAMMATIC INITIATIVE (ENTREPRENEURSHIP)
- E. CAMPUS ENVIRONMENT AND SHARED GOVERNANCE

PART 3: INSTITUTIONAL RELATIONS TO EXTERNAL COMMUNITIES

- F. COLLABORATION
- G. REGENT STRATEGIC DIRECTIONS
- H. COMMUNITY PARTNERSHIPS AND CONNECTIONS

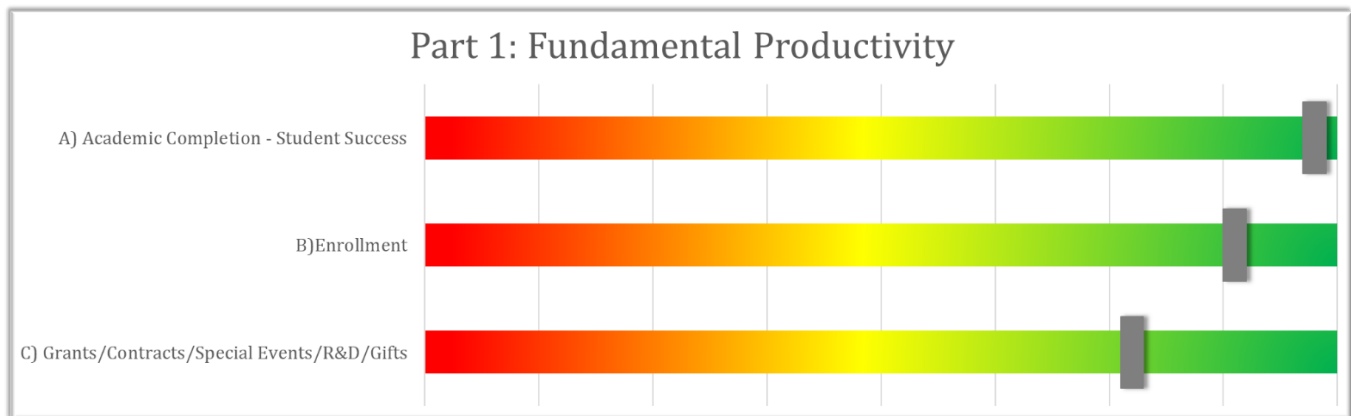
PART 4: ACHIEVEMENT OF STRATEGIC GOALS

- A. ACCESS
- B. STUDENT SUCCESS
- C. CLOSING THE ACHIEVEMENT GAP
- D. WORKFORCE
- E. RESEARCH

PART 5: THE YEAR OF FRUITION

PART 1. FUNDAMENTAL PRODUCTIVITY

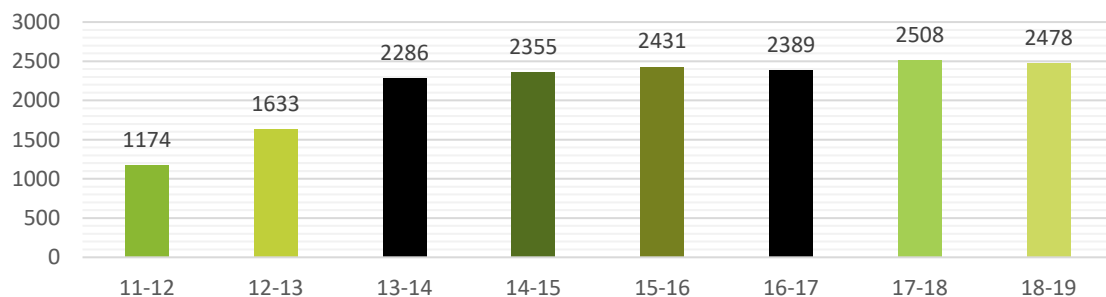
TMCC -SUMMARY RATING OF INSTITUTIONAL PERFORMANCE



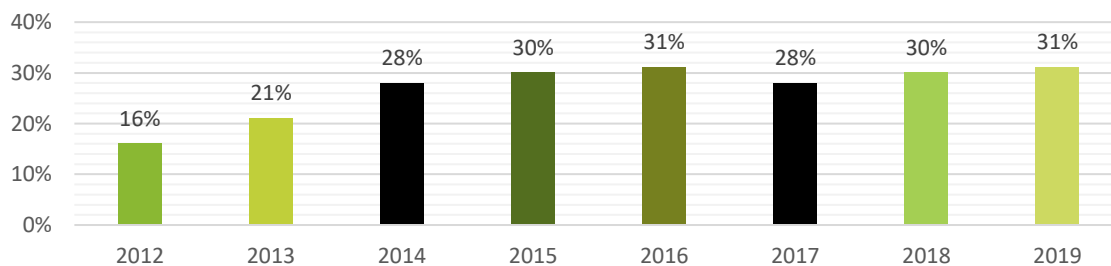
A. ACADEMIC COMPLETION—STUDENT SUCCESS

Compared with state and national community college benchmarks, TMCC boasts strong graduation rates, an increasing number of degrees and certificates, and modest gains in persistence rates.

Degrees Awarded at TMCC



IPEDS Graduation Rate for 1st-Time, Full-Time, Degree-Seeking Fall Cohorts



Detailed performance metrics follow, these have been formatted to be consistent with previous reports to NSHE.

FY 20 PRESIDENTIAL PERFORMANCE METRICS – [DR. HILGERSOM, TMCC]

Part 1. FUNDAMENTAL PRODUCTIVITY								
A. Completion – Student Success								
IPEDS Graduation Rate:								
Goal	Time Period	Annual Improvement	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20
36%	3 Years	1-2%	30%	31%	28%	30%	31%	
B. Enrollment – Student Access								
FTE Targets								
Aspirational	Target		FY 15 (actual)	FY 16 (actual)	FY 17 (actual)	FY 18 (actual)	FY 19 (actual)	FY 20
6,231 by FY21 (based on enrollment plan)	FY18 = 5,740 FY19 = 5,761 (+.4%)		6,098	6,197	5,851	5,740	5,761	
Head Count								
Aspirational	Target		FY 15 (actual)	FY 16 (actual)	FY 17 (actual)	FY 18 (actual)	FY 19 (actual)	FY 20
12,544 by FY21 (based on enrollment plan)	FY 18 = 10,885 FY19 = 10,956 (+.7%)		11,483	11,427	11,002	10,885	10,956	
Retention Fall to Fall								
Goal/ Actual	All Full Time Degree Seeking (IPEDS)	All Part-Time Degree Seeking (IPEDS)	All Full Time		All Part-Time			
Goal	66% (2% increase per year)	46% (2% increase per year)	60% (proposed: match FT degree-seekers)		41% (proposed: match PT degree-seekers)			
2014	66%	44%	60%		42%			
2015	65%	44%	60%		45%			
2016	63%	46%	59%		42%			
2017	65%	45%	60%		41%			

Number of Awards										
Award Type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Certificates	46	198	130	149	230	277	199	152	198	154
Associate	917	1,107	1,104	950	1,191	1,174	1,333	1,270	1,385	1,354
Bachelor's	-	-	-	-	-	-	-	-	1	6
Total Awards	963	1,305	1,234	1,099	1,421	1,451	1,532	1,422	1,584	1,514

Diversity			
Racial Category	Rural Nevada Population Distribution	TMCC 2018 IPEDS Report	
		Pop. Dist.	Grad. %
African American		2%	33%
Asian		6%	35%
Hispanic		23%	32%
Native American		2%	14%
White		66%	27%
Hawaiian/Pacific Islander		n/a	n/a
Two or More Races		n/a	29%
International		n/a	88%
Unreported		n/a	43%

Continuously improving the success of community college learners requires strategic planning, teamwork, pilot projects that may or not yield the desired results (research & development), and even pedagogies of risk that attempt untried teaching methods with the goal of improving student learning. The following highlights demonstrate the innovative work occurring at TMCC and provide evidence of progress toward student success.

1. **Goal:** Enhance TMCC Strategic Master Plan (SMP) and related TMCC strategic plans by linking the plans to the five NSHE Goals. Monitor the targets, outcomes, and progress of strategies.

EFFORTS:

- a. TMCC's Strategic Master Plan (Appendix B) was reviewed and revised by the Planning Council in Spring 2018. This was followed by the completion of the TMCC Student Services & Diversity strategic plan in Fall Term, 2018 and the TMCC Academic Affairs strategic plan in Spring Term 2019. These plans align with both the TMCC SMP and NSHE Goals.
- b. In October 2018, the Northwest Commission on Colleges and Universities (NWCCU) mid-cycle visit occurred. The visitors advised eliminating a number of indicators in the TMCC SMP, as well as moving from input measures to output measures. Overall, TMCC demonstrated progress on previous recommendations and the NWCCU reaffirmed accreditation (January 2019).

2. **Goal:** Effectively use the TMCC Strategic Enrollment Management Plan (SEM) to structure new initiatives and measure progress over a five-year time period.

EFFORTS: The Strategic Enrollment Management Plan (Appendix C) was completed and strategies identified. These strategies are in various stages of development. During this snapshot year, TMCC is enjoying the success of the plan.

3. **Goal:** Support innovation, especially as innovation relates to scalable new practices and trends that improve upon teaching, learning, and student completion.

EFFORTS:

- a. Following a successful workshop provided by the Washington Center for the Improvement of Undergraduate Education, faculty teamed up to offer a themed Learning Community in Fall 2019;
- b. Faculty are actively planning an innovative co-requisite model in Math and English. We are on track to meet BOR policy and expectations;

- c. The collective bargaining agreement now includes language that enables piloting a faculty advising model that will be layered into the existing advising model. This will lower the ratio of student to advisor starting in Fall 2020; and
- d. Large enrollments in industry-sponsored apprenticeships are appropriately garnering national attention.

4. Goal: *Formulate priorities for a two-year period and steer the administration to focus on these priorities.*

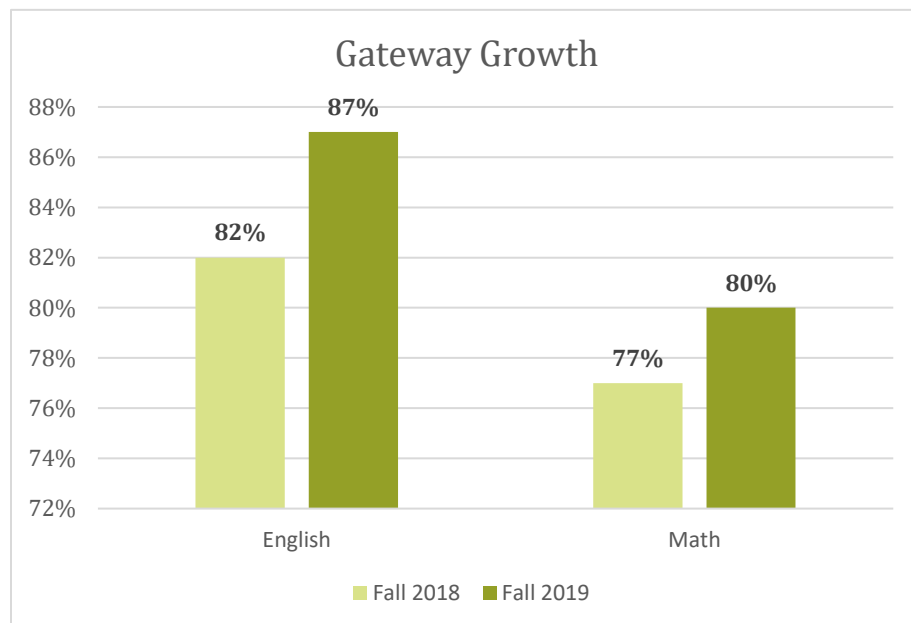
EFFORTS: Planning retreats in Summer and early Fall Term focused on developing a shared list of TMCC priorities. As a result of collaborative brainstorming and discussion with college stakeholders, including an opportunity for discussion and feedback provided at the TMCC Planning Council, a one-page summary of TMCC priorities was developed (Appendix A). This summary is intended to be updated through a similar collaborative process and shared broadly with all constituent groups and committees to ensure everyone is working toward the same priorities.

Following this work, the Vice Presidents of Student Services and Academic Affairs completed Strategic Planning in their areas. These new plans align with the TMCC Strategic Master Plan and NSHE Goals. These strategic priorities improve our collective focus as we strive to move the college forward.

As President, my role includes developing a high-performance executive team, directing and verifying that leaders are focusing on the agreed-upon priorities. This is not always easy, as the number of tasks associated with daily operations demand attention. Through weekly Leadership Meetings and frequent individual meetings with each executive team member, I strive to instill clarity of focus among each team member, especially on high-value initiatives that strengthen our institution.

5. Goal: *Meet Gateway Goals, or come very close to doing so, and thus see measurable improvements to transfer preparation and articulation.*

EFFORTS: TMCC is making steady progress to meet the Gateway (NSHE defines Gateway as college-level English and Math courses) benchmarks (90% for English, 85% for math). The Academic Advisement Model and “holds” enabled significant improvement in compliance rates for both English (5%) and math (3%). These are the highest fall compliance rates TMCC has ever experienced.



6. **Goal:** *Work more effectively with the University of Nevada, Reno, and appropriate NSHE staff to fix transfer trouble-spots and develop new partnerships with 4-year partners through a University Center Model.*

EFFORTS:

- a. Articulation agreements for TMCC/UNR majors have been updated, completed, and posted on TMCC and UNR websites;
- b. Discussions with UNR partners continue, seeking additional ways to improve collaboration through advising structures, shared events and recruiting, and working through transfer trouble spots;
- c. The Graphics Arts and Communication Department successfully partnered with Nevada State College to develop a 3 plus 1 bachelor's degree in Graphic Arts & Media Technology. The program was launched in Fall 2018.

7. **Goal:** *Begin long-term new initiatives that enhance TMCC overall, including the college capacity for mission fulfillment, and that will require two to five years to fully implement.*

EFFORTS:

- a. The soccer field and Sports and Fitness Complex are completed and implementation of the TMCC Athletics Program via NJCAA Men's and Women's Soccer teams began Fall Term 2019;
- b. Phase 2 of the Learning Commons is completed and includes new furnishings, a state-of-the-art computer-aided classroom, study group spaces, a part-time faculty office area, and improved function of the TMCC Web-College;
- c. Progress on the EastView facility (formerly EATS) continues. Due to price increases on projects occurring in Northern Nevada at this time, we decided to slow the pace and encouraged the architects to conduct cost estimates, as well as gather as much feedback as possible from future building occupants and advisory board members. Working closely with the TMCC Foundation, we are in the process of interviewing potential feasibility consultants and will select the consultant in early February. Official launching of the EastView capital campaign will be announced Spring Term, 2020; and
- d. NSHE led initiatives, including the Foster Youth program, MGM fee waivers, and Nevada Promise, have been effectively implemented since the 2018 presidential evaluation.

8. **Goal:** *Become a "green" campus using national benchmarks and carbon-neutral assessment requirements established by the Second Nature Organization. Strive for carbon neutrality as a long-range goal.*

EFFORTS: TMCC's two sustainability leaders have made great progress on campus-wide sustainability. In Spring Term 2020, we announced that TMCC is 100% supported by Green Energy, in partnership with NV Energy. We continue to be active in the Second Nature national organization, which requires annual reporting of our progress toward sustainable campus operations and curriculum development. The sustainability team also submitted an impressive application to be recognized by the U.S. Department of Education as a Green Ribbon School.

9. **Goal:** *Strengthen the role of the TMCC Institutional Advisory Council (IAC)*

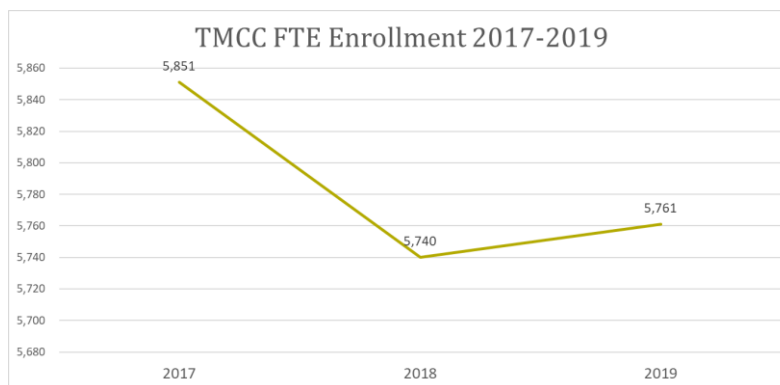
EFFORTS: On June 15, 2018, the TMCC IAC held a planning workshop where members engaged in a lively discussion about future programs. In Fall 2019, the IAC focused on understanding its legislative purpose and connection to the NSHE BOR. Under the new leadership of newly elected Chair, Ms. BJ North, the conditions are in place for a highly effective IAC. TMCC deeply appreciates their help and support.

B. ENROLLMENT—STUDENT ACCESS

1. **Goal:** Increase enrollment during snapshot budget year and provide greater access to underrepresented populations.

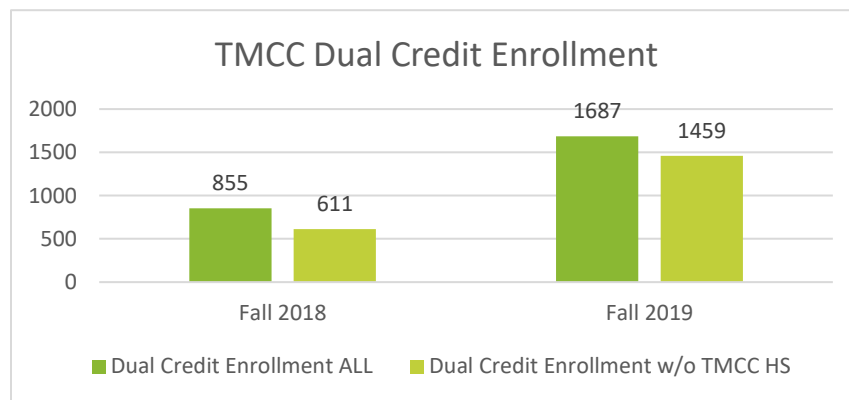
Across the nation, community college enrollments fluctuate due to a number of external factors. Controlling the effects of these fluctuations on the budget is a primary purpose of the [Strategic Master Plan \(SMP\)](#) (Appendix B) and the [Strategic Enrollment Management Plan](#) (Appendix C).

Results of TMCC's effective planning are evidenced in the 2017-2019 outcomes that show steady enrollment with a slight gain. It is important to note this achievement occurred during a time when the unemployment rate is at a historic low. Economic research has found a strong correlation between relatively low annual unemployment rates and declining 2-year college enrollment. In large part, the 2019 enrollment increase can be attributed to TMCC's focus on increasing dual credit enrollment in Washoe County, in preparation for predicted dips as a result of a strong economy. In general, enrollment increases have led to greater access for underrepresented groups.



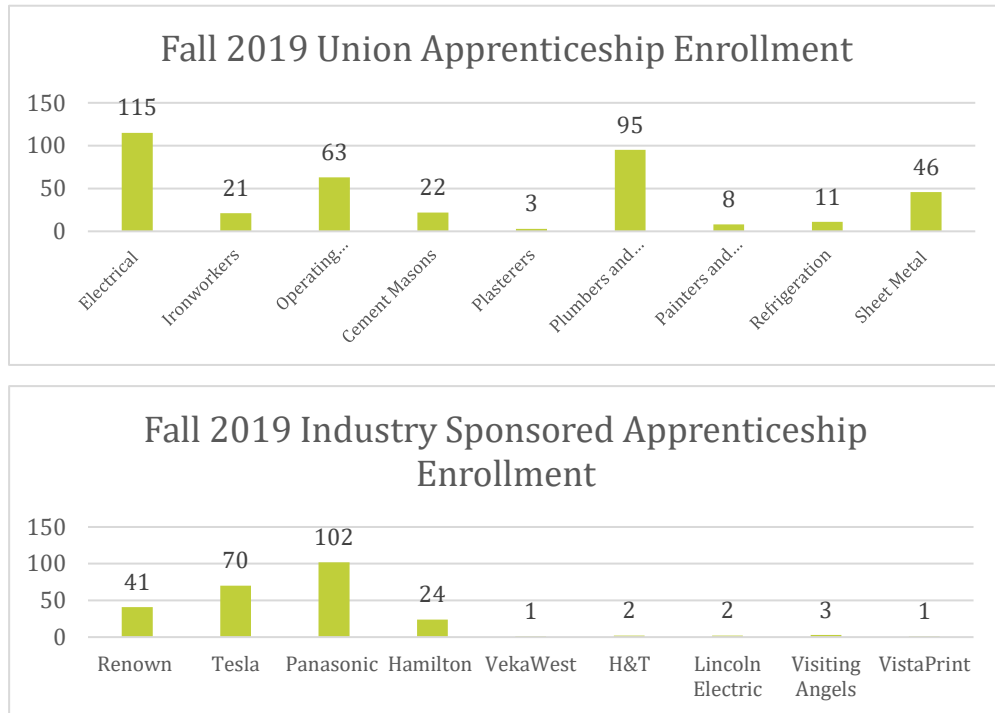
There are five areas where planned enrollment strategies are yielding strong results:

- 1) **Dual Credit Enrollment:** TMCC has exceeded Dual Enrollment targets by significantly increasing the number of high school students enrolled in TMCC Dual Credit from Washoe County, as well as Dual Enrollments resulting from a partnership with Nevada State High school. From 2018 to 2019, we experienced 97% growth (shown below) and when TMCC High School enrollment is factored out, the growth is 139% in Jump Start students.



- 2) **Nevada Promise:** The TMCC Nevada Promise team has created an exceptional and effective program structure supported through both Academic and Support Services. In Fall 2019, 438 students were taking advantage of this program, a 38% increase from Fall 2018. As a secondary benefit, Nevada Promise has further strengthened our partnership with Washoe County School District.

- 3) Apprenticeships:** TMCC has taken a national lead on developing and implementing industry-sponsored apprenticeships while maintaining union-sponsored apprenticeships. The opportunities for students are diverse, as the enrollment tables illustrate. The total number of apprenticeships for Fall 2019 is 630, with 384 being union-sponsored. In Fall 2017 there were 350 total apprenticeships, 327 of which were union-sponsored.



- 4) Hispanic Serving Institution (HSI):** Starting Fall Term 2017, TMCC received status as a Hispanic Serving Institution. This designation strengthens TMCC's position to be considered for federal funding. As a result, the Grant Office submitted a Title III TRIO grant. This funding, approximately \$250,000 per year for five years, would allow TMCC to scale up several existing programs and services to serve an additional 140 students annually.
- 5) International Programs:** TMCC's revival of international programs continues to make excellent progress as relationships with Costa Rica and Japan are maturing. We are experiencing excellent growth in new student enrollment with an 84.4% increase from Spring 2019 to Spring 2020. Twenty international students graduated in 2019. TMCC is hosting 48 students currently and expects record enrollment in Fall 2020. TMCC also continues to seek affordable study abroad opportunities for domestic students. The 100,000 International Strong Grant enabled a reciprocal 3-week Peruvian exchange where students from Peru studied at TMCC and TMCC students traveled to and studied in Peru. Participating students reported that the international study exchange was life-changing. (Appendix D)

C. GRANTS, CONTRACTS, RESEARCH & DEVELOPMENT, AND GIFTS

Securing funds through grants, contracts, events, and gifts is a team effort. TMCC is fortunate to have the professionalism and networking resources of the TMCC Foundation & Grants Office Executive Director. Over the past four years, her team has led the work of fundraising for TMCC students and projects. Please refer to Appendix E for a list of funds raised, as well as graphic representations of progress toward targets.

- 1) Goal:** Sustain grant funding and seek new grant funding.

TMCC actively pursues state and federal grants that align with its mission and advance TMCC's strategic objectives. Annually in November, TMCC reports the prior year grant awards received and the amount expended to the Nevada System of Higher Education's Sponsored Programs Office. In the reporting for awards, all NSHE institutions report the total amount of multi-year awards in the year they are received.

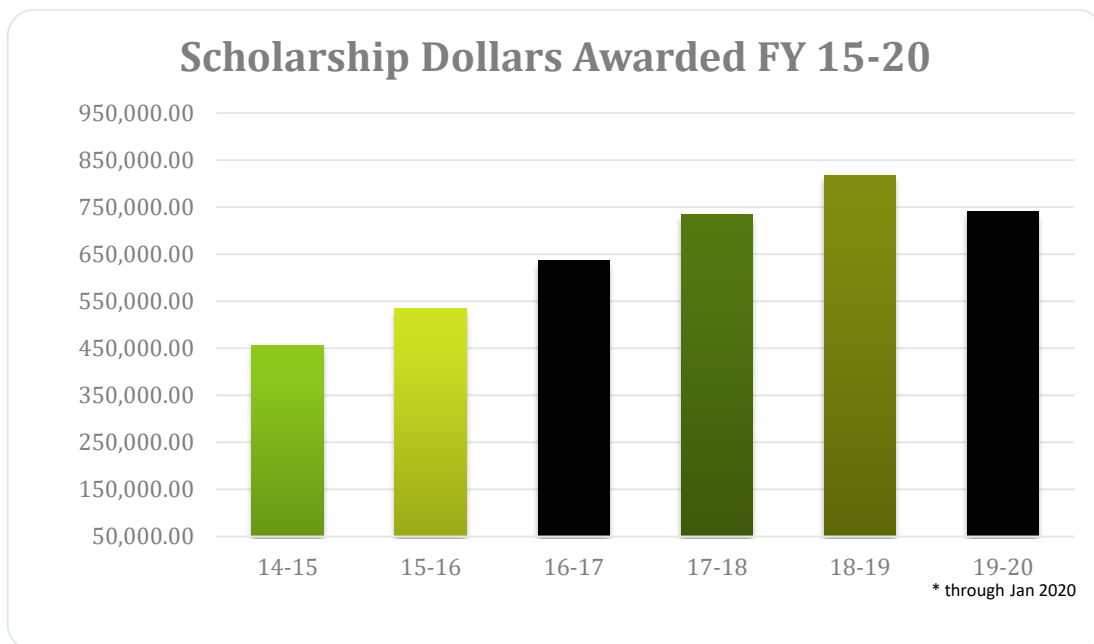
2) Goal: Hire staff position to develop an annual TMCC fundraising event.

This year, a new position was approved to be shared between the Foundation Office and the TMCC Marketing and Communications Office. One of the goals of the position is to develop an annual TMCC fundraising event. The position is also tasked with social media communications and coordination.

TMCC held the "Beatles and Beer" fundraiser in October 2018 and the event was very well attended. Thanks to many involved volunteers, as well as Great Basin Brewing Company who created and donated the TMCC Craft Beer, the event raised \$22,000 for TMCC's Culinary and Visual & Performing Arts programs.

3) Goal: Increase scholarship support by 10% annually.

TMCC has consistently met the targeted annual increase of 10% and is on track to do so in 2020. Totals for 2019-2020 (\$740,785) reflect scholarship awards through Fall 2019, scholarships will continue to be awarded through March 2020 and are expected to exceed \$900,000.



4) Goal: Launch capital campaign for the EastView facility, formerly EATS.

A number of factors influenced my decision to delay the launch of an official capital campaign including labor shortages and increasing construction costs in Northern Nevada. The release of funding for architectural documents by the NSHE BOR was a wonderful development that allowed TMCC to begin a serious planning effort *prior* to a capital campaign.

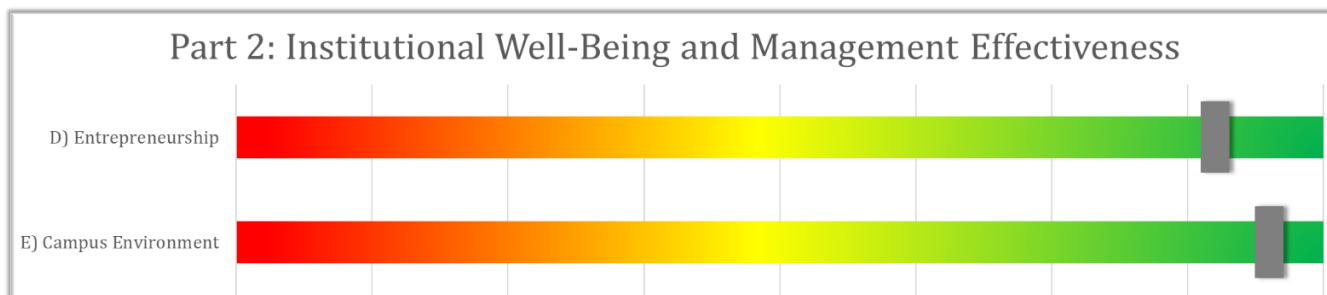
This planning work has been inspired by hundreds of conversations with internal and external stakeholders, leading to facility changes that have resulted in a much stronger project. In addition to a focus on Culinary Arts and the TMCC Theatre, the project design currently includes space for Hospitality and Tourism, a program

that started in Fall 2018, as well as Robotics and Coding. All of these programs will be tied together through a focus on entrepreneurial thinking.

This collaborative, thoughtful, planning process and associated changes have given us a strong platform from which to raise private funds. We are nearing solid readiness for a capital campaign launch. Please see the most current design in Appendix F.

PART 2: INSTITUTIONAL WELL-BEING AND MANAGEMENT EFFECTIVENESS

TMCC - SUMMARY RATING OF INSTITUTIONAL PERFORMANCE



D. PROGRAMMATIC INITIATIVES (ENTREPRENEURSHIP)

1. **Goal:** Direct and support specific programmatic initiatives that improve the achievement of broader goals related to access, student success, closing the achievement gap, and workforce development:

EFFORTS:

Entrepreneurial & Tech Partners: Over the past two years I have focused on expanding our list of industry partners to include tech companies, such as Apple and Synap, who have relocated to the Reno/Sparks area. Conversations with these forward-thinking innovators are leading to new programmatic initiatives that will engage TMCC students and staff.

These new friends and partners of TMCC are the entrepreneurs who are changing the economy, globally, and our conversations inspired a WINN pre-grant application submitted on January 9, 2020. I've worked to connect these partners with faculty and appropriate staff, and these connections have inspired several faculty to examine and redesign related curricula.

Keeping up with how technology is changing our world for our students, economically and in terms of career development, is perhaps the greatest presidential challenge of my career.

Manufacturing: In addition to the expansion of apprenticeships noted earlier, TMCC also opened a state-of-the-art Industry 4.0 lab in October 2018 as a result of state funding to purchase equipment (totaling approximately \$755,000). Moreover, the Applied Technologies faculty continue to improve pathways by updating curriculum to meet industry need and providing accessible lab space for student use.

Additionally, our partnerships at the Tahoe-Reno Industrial Center will provide opportunities to strengthen the Northern Nevada workforce and provide TMCC students with opportunities for high-skill, living-wage employment, and career advancement. TMCC's relationship with Tesla is very strong and together, we are seeking long-term strategies to increase TMCC's training capacity at the Tahoe-Reno Industrial Center (TRIC). We continue to strengthen our partnership with leaders from Panasonic and look forward to future projects and collaboration with them.

Health Care: In general, TMCC Health Care programs are growing and thriving. Expansion plans are in place for the Nursing program which will help fill the regional talent gap. The Certified Nursing Assistant (CNA) apprenticeship program, in partnership with Renown, is very successful and continues to be in high demand. Enrollment in certificate and degree programs related to Emergency Medical and Paramedic programs continues to increase. TMCC is proud of the recent launch of a Bachelor's of Science Degree in Dental Hygiene, as well as our commitment to providing free dental services for veterans through our Adopt-a-Vet Dental partnership.

Applied Bachelor's Degrees Efforts: TMCC has made and continues to make great strides in the addition of degrees that respond to changing community needs for a more educated workforce in specific areas. TMCC successfully offers Bachelor of Applied Science (BAS) Degrees in Logistics Operation Management and Emergency Management/Homeland Security and added a new degree in Cyber-Physical Manufacturing in Fall 2019. Applied Technologies faculty recently received approval for an additional degree in Career and Technical Education (CTE) with a planned launch date of Fall 2020. This program will support K-12 education in hiring qualified CTE teachers, thus continuing to provide a strong pipeline of students into TMCC's programs.

TMCC Nursing faculty have been deeply engaged in planning a Registered Nursing (RN) to Bachelor of Science in Nursing (BSN) program at TMCC. This program will provide a highly supportive, affordable career advancement pathway for TMCC's nursing graduates. Additionally, revenue from the program would provide funding to expand the RN/Associate Degree nursing program. This will provide immediate relief to our local hospital partners, who have been clamoring for more Registered Nurses, and begin a self-replicating cycle that will provide more RN to BSN candidates to fill both TMCC and UNR programs.

E. CAMPUS ENVIRONMENT & SHARED GOVERNANCE

- 1) **Goal:** *Move toward a collegial and integrated organizational culture that offers intrinsic rewards for high performance.*

EFFORTS: In collaboration with the Executive Leadership Team, we have committed to cultivating a positive and collegial culture at TMCC. This began in 2017-18 when we engaged a consultant to work with campus groups on cultivating a TMCC culture comprised of four key qualities:

1. High Achievement
2. Self-Actualization Opportunities
3. Humanistic and Encouraging Styles
4. Affiliative (working together across departments).

Next, through the TMCC Equity, Inclusion, and Sustainability Office, we launched an "In It Together" campaign that expresses positive organizational values. Faculty voted on the values they would like to uphold and participated in workshops to develop action strategies to create an inclusive campus (Appendix G).

Finally, the Joint Executive Board (JEB) was created in Fall Term 2018, to provide a forum for Executive Leadership and Faculty Senate Leadership team members to work collaboratively on issues impacting the college. Through this structure, we have learned to be more pro-active about solving problems and working through conflicts. Through JEB activities, such as a 3-day RBO training (May 2018) and the recent review and update of the Shared Governance document (December 2019), we have built trust, confidence and strong relationships that allow for better productivity.

- 2) **Goal:** *Increase the level of engagement among faculty and staff on new initiatives designed to fulfill the mission of the college and effectively implement the TMCC SMP.*

EFFORTS: For academic year 2018-19, the Executive Leadership Team and I promoted the message (a soft directive) that faculty are the primary leaders of student retention. This message was reinforced through the 2019-2020 theme of "Community". As a result, we are seeing greater faculty participation and the use of the new technology-based retention tool, Starfish, to improve upon student success. We are also seeing greater staff participation in other academic initiatives, such as developing a co-curricular model in math, updating and aligning information technology and computer science curricula, and inter-disciplinary learning communities such as FREE (Faculty for Radical Empowerment and Enlightenment).

3) Goal: *Develop structures that duplicate messages when necessary.*

EFFORTS: Using a tried-and-true marketing strategy, TMCC is improving communication through increased frequency of messaging. This includes duplicating messages through established forums such as Notes from the President, Vice President newsletters and Office Hours. We have increased the use of social media, helping us tell the TMCC story to a wider audience, both internally and externally. We have streamlined our email communications and have focused faculty and staff on using “All Discussion” list-serves only for items that relate to effective operations.

Personally, I continue to visit all four campus sites as frequently as my schedule allows, and keep the presidential door open as much as possible. And within the Executive Leadership Team, I task each Vice President with the duplication of information throughout their teams, vertically and horizontally, to ensure there is a feeling of connectedness and inclusion at all levels.

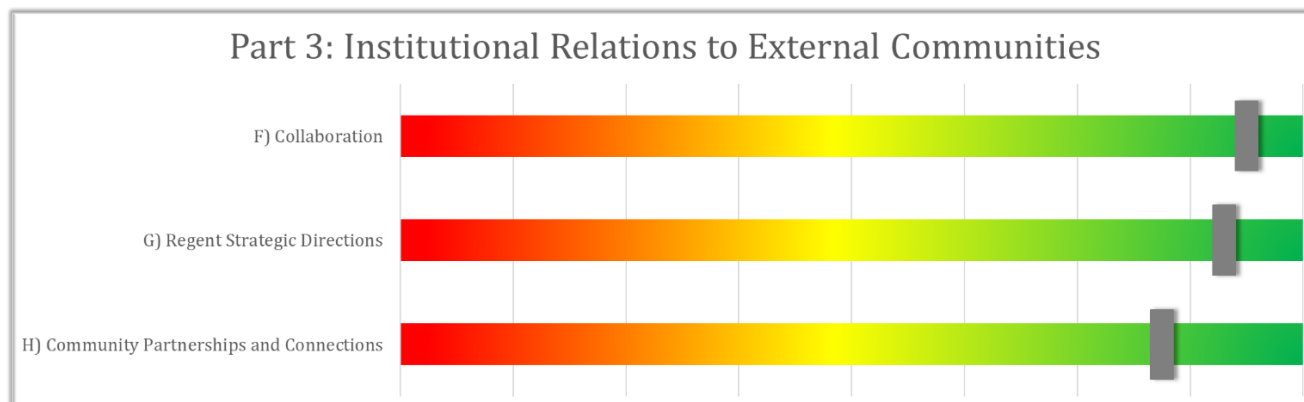
4) Goal: *Continue to build relationships with NSHE Regents and system staff.*

EFFORTS: I continue to develop my relationship with each Regent and NSHE staff members, working to listen, solicit advice, receive and share concerns, and maintain an open dialogue about TMCC happenings. Because many Regents are busy, I have begun to send written updates when we are unable to schedule a meeting or phone conversation. While I worry about adding to an already heavy reading load, it is my hope that these written updates provide Regents with the flexibility to stay connected to TMCC when it is most convenient for them, as well as opening the door for asking questions, providing comments and expressing concerns when needed.

I am very appreciative of the assistance, candor, and support from the Vice Chancellor of Community Colleges, Vice Chancellor of Academic and Student Affairs, and NSHE Chief General Counsel.

PART 3: INSTITUTIONAL RELATIONS TO EXTERNAL COMMUNITIES

TMCC - SUMMARY RATING OF INSTITUTIONAL PERFORMANCE



F. COLLABORATION

- Goal:** To develop and strengthen strategies that improve public higher education through collaboration with NSHE institutions.

EFFORTS: At TMCC, we are always looking for ways to partner with our NSHE colleagues to improve the opportunities for all Nevadans. Our partnership with Nevada State College is strong and has yielded a new 3 plus 1 degree in Graphic Arts & Media Technology, a new option for NSHE students. Our partners at UNLV have been a terrific help during the planning and implementation phase of TMCC's new Hospitality and Tourism degree (launched Fall 2018). Students graduating with this degree can transfer with relative ease to UNLV's world-renowned Hospitality program.

We continue to discuss ways to improve the transfer from Washoe County School District (WCSD) and to UNR, striving for seamless transitions. The university President and I meet monthly with WCSD. Although many good ideas come forth from our team members, we often discover that "we're already doing that." With the appointment of a new UNR president and a new WCSD superintendent in the near future, there will be an opportunity to glean new insights and fresh perspectives that may lead to great and positive surprises for UNR and TMCC.

In the past two years, collaboration among the NSHE 2-year colleges has been very productive. With the leadership of Vice Chancellor of Community Colleges, we convene regularly. Together, we successfully implemented Nevada Promise, share the Starfish Technology platform, focused the state on improving advising practices, continue to explore and plan various ways to share services, and clarified a collective vision with the statement:

"Nevada's Community Colleges are a high performing system within the Nevada System of Higher Education that embraces a vision of and commitment to higher education access and success for all Nevadans."

- Goal:** To engage in collaborative planning internally so that change management yields excellent outcomes.

EFFORTS: TMCC's effort toward building an effective co-requisite model is a great example of how collaboration can lead to high performance even when conflict and concerns are part of the collaborative process. By leaning into the concerns of others, we can proactively address trouble-spots and, ideally, avoid some of the hiccups and problems inherent to the initial implementation of a new initiative.

As a leader, my goal is to serve as a model for my Executive Leadership Team. To that end, I have expanded the Planning Council to include more faculty, as well as working closely and often with Faculty Senate

leaders. In our weekly meetings, I coach and encourage the Executive Leadership Team to seek opportunities and utilize a variety of methods to involve their stakeholders in decision making, planning, and implementation efforts. I am so fortunate to work with so many wonderful, collaborative leaders at TMCC.

G. REGENT STRATEGIC DIRECTIONS

TMCC is fully committed to supporting the Board of Regents in achieving the adopted Strategic Directions. TMCC's activity in support of these goals includes leadership in the Starfish Early Alert implementation, expansion of eLearning through WebCollege, focus on efficiency and effectiveness through the exploration of shared services, gains in Nevada Promise enrollment, and taking an early, active, role in developing a co-requisite model for Gateway courses.

Starfish Implementation: TMCC was an early implementer of the Starfish Early Alert system and has actively worked to implement it across campus. Starfish was a key part of our focus on this year's theme – community – and as a result, we are seeing greater faculty participation and use of the tool to improve student success and retention.

WebCollege: TMCC offered its first online course in 1999. Today, TMCC offers 20 complete on-line programs that include a Bachelor's degree, 12 Associate degrees, 4 Certificates, and 3 Skills Certificates. Within our traditional programs, 33% of all courses have at least one on-line section; 24% of all sections offered throughout the college are taught on-line, and over 5,000 students (46% of our student body) are taking one or more online courses.

Through WebCollege, students receive or have access to all the same resources as traditional students. This includes tutoring, proctoring, and academic advising, all offered in a virtual, online environment. Additionally, TMCC faculty are participating in Quality Matters (QM), a faculty-centered peer review of online coursework. The benefits of participation in QM are student learning outcomes and retention, a continuous quality assurance process that ensures high-quality offerings, an opportunity to engage in benchmarking with peer institutions, and increased efficiency in the use of institutional resources.

Shared Services: As noted above, 2-year institution collaboration over the past two years has been very productive. As well, TMCC has engaged in internal conversations among leadership, faculty, and staff, to identify potential areas that could benefit from shared services. Collaboratively, all stakeholders are examining the strengths TMCC has to share and the areas in which we could benefit from other institutions. TMCC currently shares police services with UNR and WNC; shares legal counsel with GBC and WNC; and is considering other areas where sharing services could mutually benefit the participants. See Section H below for partnership information.

Nevada Promise Implementation: The TMCC Nevada Promise team has created an exceptional and effective program structure supported through both Academic and Support Services. In Fall 2019, 438 students were taking advantage of this program, a 38% increase from Fall 2018. As a secondary benefit, Nevada Promise has further strengthened our partnership with Washoe County School District.

Co-Requisite Development: TMCC is on track to implement this policy, as required, by Fall 2021. Executive Leadership, Deans and Faculty are working collaboratively to review successful models, address logistics and evaluate resources needed to create an innovative plan that will be most effective for student learning. Our math department has been very active with state-level planning and, in January 2020, hosted a TMCC Math Summit to engage stakeholders across the college in campus-wide implementation planning. While this is a heavy lift, faculty have responded with positivity and enthusiasm to find solutions that will work for students, faculty across all disciplines, and the community.

H. COMMUNITY PARTNERSHIPS AND CONNECTIONS

TMCC is privileged to have many effective partnerships, regionally and statewide, through our many advisory boards and engagement programs. A list of advisory board partnerships is attached in Appendix H to provide context and perspective on the breadth and diversity of these connections.

As president, I am proud to represent TMCC at numerous community events and fundraisers. I rarely say “no” when asked to present because I value the chance to share the stories, successes, and opportunities that are TMCC. In recent months, I have participated as a panelist for the Reno Chamber of Commerce and Northern Nevada Women Lawyers Association, Northern Nevada Business Weekly Environment & Sustainability meeting, and the Second Nature Plenary: Leveraging Higher Education’s Strengths for Climate Action. In February, I will be presenting a TEDx talk about how the new economy is challenging the American Dream and why embracing older workers is a solution.

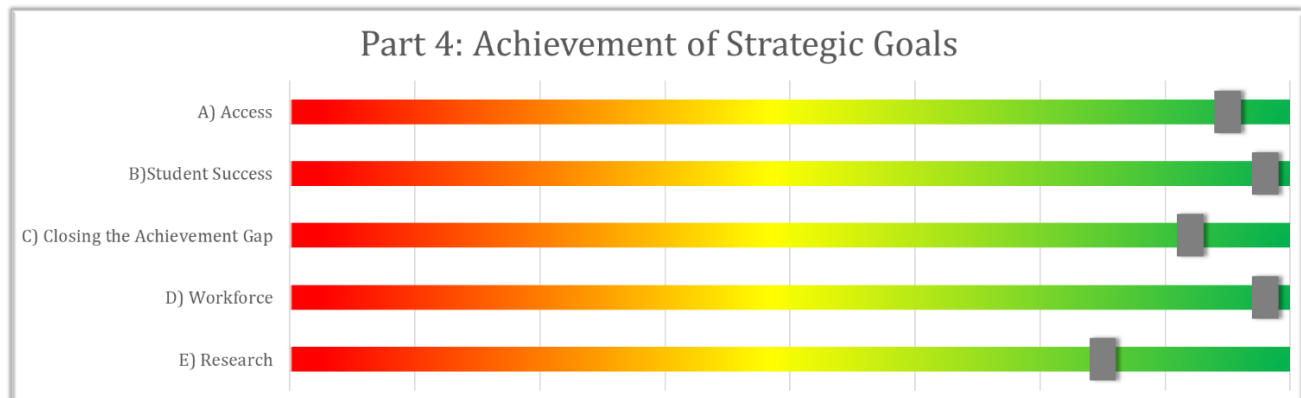
I am also an active member of the following boards and organizations. These affiliations keep me abreast of industry and economic developments, promote TMCC, and fortify our numerous partnerships with leaders in our region and nationally.

- EDAWN, Economic Development Authority of Western Nevada, Board Member
- iCelerate, Board Chair (formerly known as High Sierra Industries and WARC)
- PBS Reno, Board Member
- Second Nature, Steering Committee Member (a national organization dedicated to climate advocacy by universities and colleges)
- Sparks Rotary Club, Member

In addition, I strategically attend professional conferences that help me understand the national landscape for community colleges, workforce, diversity, and other relevant topics. In October 2019, I was honored to present at the National ACCT Leadership Conference with Regent Carol Del Carlo on the topic of ***Shared Governance***.

PART 4: ACHIEVEMENT OF STRATEGIC GOALS

TMCC - SUMMARY RATING OF INSTITUTIONAL PERFORMANCE



A. ACCESS: INCREASE PARTICIPATION IN POST-SECONDARY EDUCATION

Providing access to all Reno/Sparks residents who will benefit from TMCC degrees, certificates, and community learning options continues to be a priority at TMCC. As a comprehensive community college, TMCC provides certificates and degrees aligned with industry, providing an on-ramp for students seeking access to middle-skill careers. TMCC offers a cost-effective transfer pathway to those seeking a university degree. For our local high school students, TMCC offers an opportunity to experience college success before leaving the safety of high school, increasing confidence and instilling the message that college is accessible to every young person.

TMCC's Fall Term 2019 enrollment increases indicate that the community is hearing the message and are taking advantage of TMCC's strong desire to serve.

B. STUDENT SUCCESS: INCREASE STUDENT SUCCESS

To a great extent, student success is measured by the number of completed certificates, degrees, and transfer matriculations. The goal is to steadily increase and accelerate degree pathway options that lead to an increase in certificate and degree completions. The college, including me, is struggling to figure out how to move the needle beyond 31% and continue to try innovative ways to do just that.

C. CLOSING THE ACHIEVEMENT GAP: UNDERSERVED STUDENT POPULATIONS

TMCC continues to focus on innovative ways to engage and support students belonging to a variety of underserved populations. As a Hispanic Serving Institution, TMCC utilizes the HSI Task Force to provide strategies, input, and advice on how to best support Hispanic student success. TMCC employs targeted recruitment and retention programs for non-traditional students and routinely seeks grants to provide additional resources to underserved student populations.

The highly effective Summer Bridge program, targeting first-time, full-time, first-generation students, helps support and sustain excellence. The graduation rate of these students continues to far outpace the rate for other new, full-time, degree-seeking students. The Men of Color and TMCC's competitive soccer programs keep Latinx and other underrepresented students engaged and motivated, with the help of mentors and coaches, to earn certificates and degrees. The Justice-Involved Vocational Education (JIVE) program offers reintegration supports, including social and emotional, as previous offenders seek to transform their lives. JIVE doubled the number of students served from Fall 2018 to Fall 2019. Taken as a whole, these (and other) institutional efforts are helping underserved student populations achieve success.

D. WORKFORCE: COLLABORATIVELY ADDRESS THE CHALLENGES OF THE WORKFORCE AND INDUSTRY EDUCATION NEEDS OF NEVADA

TMCC has proven itself to be nimble and innovative in response to workforce and industry needs. Although sometimes limited by resources (staffing and funding), TMCC routinely leverages community and industry partners to create new programs, expanding capacity in existing programs or brainstorming solutions previously untried.

As evidence, TMCC's apprenticeship programs are booming (manufacturing and health careers). Plans to expand and improve upon computing/coding programs are in development. New partnerships are being established to support the new Hospitality and Tourism program. Expansion of the Culinary Arts and Visual and Performing Arts programs are planned for the near future.

TMCC's IAC plays a key role in helping TMCC maintain an accurate understanding of community and industry needs. This team provides critical guidance about programs, engagement and support opportunities to ensure a sustainable pipeline of skilled talent in Northern Nevada.

E. RESEARCH: CO-DEVELOP SOLUTIONS TO THE CRITICAL ISSUES FACING 21ST CENTURY NEVADA AND RAISE THE OVERALL RESEARCH PROFILE

TMCC continues to support and encourage undergraduate research in the Sciences, as well as research-driven pedagogy. In addition, an investment in Learning Communities and ACUE training has fostered the expansion of experiential learning pedagogy across the campus.

An example of this is the increasing participation in the TMCC Community College Undergraduate Research Initiative (CCURI). In academic year 2018-19, 59 students participated in undergraduate Science research. In Fall 2019, there were 74 participating students and this number is expected to grow as students engage in spring and summer terms.

PART 5: THE YEAR OF FRUITION

As I write this presidential self-evaluation, I'm heartened to see that much of what I envisioned in year one has come to fruition in year four. In addition to the capital projects and spaces for student engagement and connection, the culture of TMCC is becoming more collegial and inclusive. Such collegiality is bound to inspire much innovation during the next four-year time span.

I have recently grown convinced that the age of Robotics and AI is changing everything. In my presidential role, I have begun to lead the conversation about what advancements in technology will mean for our students. What careers will be available to them ten years from now? Is TMCC ready to provide what students need to succeed tomorrow and lead happy and productive lives?

I continue to relish the challenges and opportunities apparent in the important work of TMCC. Learning alongside the faculty, staff, and the administrators at TMCC, finding new ways to add value to the lives of our students, and bringing our community together around educational opportunities that transform life quality - these things bring great personal and professional joy for me.

Finally, I truly and deeply appreciate the dedication of the periodic review committee. I am inspired by your commitment of time and energy to ensure good leadership so that TMCC's important work continues.

I love TMCC and am deeply honored to serve as president.

Submitted with the utmost respect,

A handwritten signature in blue ink that reads "Karin M. Hilgersom". The signature is fluid and cursive, with a large loop at the end of the last name.

Dr. Karin Hilgersom
President
Truckee Meadows Community College

APPENDIX GUIDE

Appendix A – TMCC Priority List

Appendix B – TMCC Strategic Master Plan

Appendix C – Strategic Enrollment Management Plan

Appendix D – TMCC story on SENATI

Appendix E – Foundation Report

Appendix F – EastView Programming Document

Appendix G – In It Together Brochure

Appendix H – Advisory Committee List

DIVERSITY

- » Access for First Gen., Latinx
- » Scale Up Successful Programs
- » Diversity Advocates on Hiring Committees
- » Collect Data on Applicant Pools

ORGANIZATIONAL CULTURE

- » Values—"In It Together"

TECHNICAL PROCESS

- » Canvas Page for All Faculty
- » Class Scheduling
- » Budget-Workday Modules
- » Maximize Starfish
- » Evaluate/Simplify Online Enrollment

MEADOWOOD

- » Long-term Vision/Goals
- » New Programs
- » Access to Student Services

ONGOING STRATEGIC INITIATIVES



1

Dual-Enrollment



2

Engaging students through healthy mind, healthy body, healthy environment

- » Sports Fitness
- » Green Initiative
- » L.C. Centralized Tutoring
- » Program Excellence & Relevance

RETENTION

- » Faculty-led Retention/Advising
- » Fall-to-Fall Persistence
- » Innovation: P/T Students

ENROLLMENT MANAGEMENT

- » Class Scheduling
- » SEM Committee
- » Website Redesign
- » OER

PART TIME FACULTY

- » Buddy System
- » Incentivize Use of Resources & Support Services
- » Compensation & Support Space
- » Canvas Page Check-In



TMCC

STRATEGIC MASTER PLAN

2017-2022



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:

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

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

Student Services

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

- ★ Require participants in specific programs to meet regularly with their support team: Peer and Faculty Mentors/Advisors, Specialists, Counselors, and Success Coaches.
- ★ 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.
- ★ Continue VUB pre-college academic support and referrals to other student services.
- ★ Continue to review GRS cohort to identify eligible students for Freshmen Incentive Grants and TMCC Incentive Grants
- ★ Allow eligible students who received financial aid in Spring and enroll in summer classes to receive a summer grant if funding is available.
- ★ Continue workshops and events to promote use of services e.g.: Student Success Fair, On Track, ASK, Transfer Fair, Fastober, Veteran focused outreach.
- ★ Promote Freshman Incentive Grants and TMCC Incentive Grants.
- ★ All students: A&R final semester contact and automatic degree awarding
- ★ Case Management for special populations, including but not limited to: Summer Bridge, veterans, DRC, Foster Youth, international and VUB
- ★ Departments/programs use student satisfaction surveys, CCSSE, and focus group data to evaluate satisfaction with services and to identify service needs.
- ★ Increase the number of students creating academic plans:
 - ★ TMCC Veteran Services and VUB Individual Career Plans
 - ★ Academic plans in On Track workshops
 - ★ Services for special populations
- ★ Incorporate FLAME\$ peer mentors into program participation for special populations
- ★ Require new international students to complete international workshop series
- ★ Continue with SOAR 1 & 2.
- ★ Continue advising holds on Summer Bridge, GRS cohort and International students.
- ★ Continue required advising for targeted populations (CareerConnect, Re-Entry, students on Academic Probation, VUB participants, Veterans).
- ★ Continue to offer Quick Advisement.
- ★ Continue to have Advising department liaisons to academic departments.
- ★ Promote 15-to-Finish:
 - ★ Create and distribute 15 to Finish promotional materials in SOAR and On-Track.
 - ★ 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.
 - ★ Require Summer Bridge students will be required to enroll in 15 units.
- ★ Require students selected in the Experimental Sites Loan Counseling treatment group to meet with an academic advisor before a loan is certified.
- ★ 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
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
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
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)
	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
1.1.4 IPEDS Transfer out rate – students transitioning to another institution (did not graduate) without persisting or earning degree and subsequent enrollment at another institution.	Fall 2012 GRS Cohort: 14%	
1.1.5 Number of transfer students to UNR/UNLV with at least 24 credits and a GPA of 2.5 or higher.	Fall 2015 384	

Indicator	Baseline	Target
1.1.6 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.
1.1.7 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
	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%

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

■ STRATEGIES

Academics

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

★ Increase faculty mentoring of students.

Indicator	Baseline	Target
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 and Videos: 14,551 accesses 1.3 accesses per FTE Hard Copy Circulation: 6,819 accesses 0.6 accesses per FTE Total electronic and hard copy: 244,631 accesses 21.1 accesses per FTE	2% increase
1.2.2 Graduation rate of students with at least 1 Tutoring & Learning Center visit.	Graduation rate: At least 1 TLC visit (2006-11 GRS cohorts): 50%	Graduation rate: At least 1 TLC visit: 52%
1.2.3 Course completion rate of students utilizing the Tutoring Center compared to completion rate of students not utilizing tutoring services in matched courses.	AY 2015-16 (at least 15 unduplicated students in tutoring vs. without): ENG 113: 100% vs. 91% HUM 105: 97% vs. 91% NURS 212: 95% vs. 98% ENG 114: 94% vs. 85% ENG 098: 89% vs. 73% ENG 101: 88% vs. 73% ENG 102: 85% vs. 75% MATH 126: 61% vs. 59% MATH 096: 60% vs. 67%	2% improvement in 2 years in each course with less than 85% retention with tutoring. Maintain retention in other courses with tutoring.

Indicator	Baseline	Target
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.
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.

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

■ STRATEGIES

Academics

★ Increase the number of trained peer mentors.

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

Indicator	Baseline	Target
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
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%
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%	94% by 2019

Indicator	Baseline	Target
1.3.4 Percent of students indicating they participated in activities that develop or reflect application of interpersonal, intrapersonal or practical skills as indicated by the CCSSE.	2013 CCSSE	
	Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?	
	Often OR Very Often	
	4s. Had serious conversation with students of a different race or ethnicity other than your own. 52.5%	4s. 53%
	4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values. 47.5%	4t. 48%
	2013 CCSSE	
	Item 8: Which of the following have you done, are you doing, or do you plan to do while attending this college? “I have done/currently doing”	
	8a. Internship, field experience, co-op experience, or clinical assignment: Have done/currently doing: 15.9%	8a. Have done/currently doing: 16%

Indicator	Baseline	Target
	2013 CCSSE Item 9: How much does this college emphasize each of the following? % indicating “Quite a Bit” or “Very Much”	By CCSSE 2021
	9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds. 54.1%	9c. 55%
	9e. Providing the support you need to thrive socially. 29.8%	9e. 33%
	2013 CCSSE Item 10: About how many hours do you spend in a typical 7-day week doing each of the following? % reporting: “None”	By CCSSE 2021
	10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) Percent of students participating in one or more hours per week: 12.6%	10c. 15.6%

Indicator	Baseline	Target
	2013 CCSSE Item 12: How much has your experience at TMCC contributed to your knowledge, skills, and personal development in the following areas? % reporting “Quite a bit” or “Very much” (summed %)	By CCSSE 2021
	12h. Working effectively with others 60.1%	12h. 60.1%
	12j. Understanding yourself 54.4%	12j. 56%
	12k. Understanding people of other racial and ethnic backgrounds 44.9%	12k. 46%
	12l. Developing a personal code of values and ethics 44.4%	12l. 46%
	12m. Contributing to the welfare of your community 27.1%	12m. 28%
	12n. Developing clearer career goals 56.9%	12n. 58%
	12o. Gaining information about career opportunities 49.3%	12o. 51%
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

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

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

Indicator	Baseline	Target
2.1.1 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
2.1.2 Program/unit reviews (PUR) findings and recommendations.	(Qualitative Measure)	(Qualitative Measure)
2.1.3 Annual progress reports (APRs) on program/ unit review findings and recommendations.	(Qualitative Measure)	(Qualitative Measure)

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

■ STRATEGIES

Academics

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

Marketing

- ★ Promote Bachelor of Applied Science Programs.

Indicator	Baseline	Target
2.2.1 Students enrolled in workforce programs that reflect the diverse demographics of our enrolled students.	AY 2014-15 Perkins cell 1P1	By 2019
	% minority in CTE programs: 33%	% minority in CTE programs: 35%
(Percent of Perkins 1P1 ethnic minority concentrators compared to percent minority of all TMCC students).	% minority all TMCC students: 37%	% minority all TMCC students: 39%

Indicator	Baseline	Target
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
2.2.3 Number of students completing classes to upgrade current job skills, maintain certification and/or credentials, or improve job prospects through their identified educational goal(s) according to the CCSSE survey.	2013 CCSSE Item 17: Indicate which of the following are your reasons/goals for attending this college. 17d. Obtain or updated job-related skills: "Primary Goal" 40.8%	43%
2.2.4 Number of students completing self-supporting, non-customized workforce programs and employer-requested customized trainings.	FY 16: 3781 (2786 unduplicated) completed 410 non-customized workforce trainings FY 16: 355 students completed 9 customized trainings.	3857 (2842 unduplicated) will complete 418 non-customized workforce trainings 362 will complete 9 customized trainings
2.2.5 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)

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

■ STRATEGIES

Academics

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

Student Services

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

Indicator	Baseline	Target
2.3.1 Percentage of minority students enrolled by term.	AY 2016-17 40.7%	Maintain or exceed 40.7%
2.3.2 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 Minority students: Associate degrees - 404 Certificates of achievement - 121 Pell-eligible (non-minority) students: Associate degrees - 423 Certificates of achievement - 93

Indicator	Baseline	Target
2.3.3 Percent of ethnically diverse faculty and staff (5 year average).	Fall 2011-2015 (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
2.3.4 Number of instructors completing the Quality Matters "Applying the QM Rubric" training and number of online courses and Quality Matters certified.	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
2.3.5 Percentage of classrooms that provide white board walls, modular furniture, and technology to encourage active learning.	Need task force or Facilities to determine number of classrooms and to define classroom standard.	
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, are you doing, or do you plan to do while attending this college? % reporting "Have Done" 15.9%	2013 CCSSE Large College Cohort 8a. 16%
2.3.7 Student satisfaction rate with the learning environment, teacher/student interaction, and use of technology from CCSSE responses and Graduate Outcomes Survey.	2013 CCSSE Benchmark Scores Report	
	Student/Faculty Interaction Benchmark score: 47.9	Student/Faculty Interaction Score: 50.0 by 2021
	Active and Collaborative Learning Benchmark score: 48.8	Active and Collaborative Learning Score: 50.0 by 2021
	Academic Challenge Benchmark score: 52.1	Academic Challenge Learning Score: 54.0 by 2021

Indicator	Baseline	Target
	2013 CCSSE Item 11: Mark the number that best represents the quality of your relationships with people at this college.	
	Item 11b. Percent of students who say that instructors at TMCC are "Available, helpful, sympathetic." 34.9%	2013 CCSSE Large College Cohort 11b. 35%
	11c. Percent of students who say administrative personnel and offices are "Helpful, considerate, flexible." 15.2%	11c. 18%
	CCSSE Item 13: How satisfied are you with the following services at this college?	
	13.2h. Computer Lab – Percent of students who were "Very" satisfied 46.9%	13.2h. 47%
	CCSSE Item 12. How much has your experience at this college contributed to the knowledge, skills or personal development?	
	12g. Computing technology. Percent of students who answered "Quite a bit" or "Very Much." 62.3%	2013 CCSSE Large College Cohort: 63%

Indicator	Baseline	Target
	Learning environment: (2015-16 Grad Outcomes Survey)	
	2i. While attending TMCC were you satisfied with the following: Computer Labs? Percent who answered "Yes." 89%	2i. 90% by 2021
	3c. I found the courses to be intellectually stimulating. Percent of students who answered "Yes." 97%	3c. Maintain or exceed 97% through 2021
	3f. I was satisfied with the quality of instruction. Percentage of students who answered "Yes." 96%	3f. Maintain or exceed 96% through 2021

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

Indicator	Baseline	Target
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
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
2.4.3 Dollar amount of Innovation grants awarded to support new classroom or program innovations.	\$17,000 worth of Innovation Grants funded	2017: \$17,850 2018: \$18,743 2019: \$19,680
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

CORE THEME 3: ACCESS TO LIFELONG LEARNING

I Objective 1: Function as an Open Access institution.

■ STRATEGIES

Academics

- ★ Redesign developmental English, Reading, and ESL curricula and sequencing.
- ★ Redesign the Math Skills Center curriculum.
- ★ Implement a part-time faculty mentoring program for part-time Gateway students.
- ★ Increase the number of late-start math and English courses.

Foundation

- ★ 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

- ★ Hire a recruiter for the College to focus on non-traditional populations and adults (25+)
- ★ Coordination of adult (age 25+) recruitment efforts:
 - ★ College to Career presentations and other recruitment/outreach efforts to nontraditional settings (e.g. community centers, churches); include families of prospective students
 - ★ Dedicated AOR staff
 - ★ Outreach to community organizations/agencies serving veterans and other populations by Veteran Services, VUB and Re-Entry
 - ★ 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.
 - ★ Career Services to provide networking and career-building opportunities with employers.
- ★ Welcome Center calls to new applicants, interest cards to appropriate programs for follow-up
- ★ Summer Transition Programs (Bridge, DRC)
- ★ Diversity and International Student Center space and programming
- ★ A&R updates and manages admissions application to ensure accurate program offerings and ease of navigations.
- ★ Implement Radius: scheduled communications to prospective students about support services, share inquiries from prospective students in special populations with programs for follow-up.
- ★ 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
- ★ 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.
- ★ Ensure placement testing integrity and process

I Objective 1: Function as an Open Access institution.

Indicator	Baseline	Target
3.1.1 Successful enrollment in developmental math and English Courses and subsequent enrollment in Gateway courses within 3 semesters for degree-seeking students.	<p>Fall 2015 new student, degree-seeking cohort:</p> <p>111/442 = 25% of the cohort needed English remediation, took and passed ENG 098 and enrolled in college ENG within their first 3 semesters</p> <p>156/939 = 17% needed math remediation, took and passed MATH 096 and enrolled in college MATH within their first 3 semesters.</p>	<p>2% annual increase in number of students needing remediation, taking and passing ENG 098, and enrolling in college ENG within their first 3 semesters</p> <p>2% annual increase in number of students needing remediation, taking and passing MATH 096, and enrolling in college ENG within their first 3 semesters</p>
3.1.2 Number of non-credit enrichment opportunities and headcount in ABE, ASE, ESL, Silver College, and Workforce Development, and Community Education courses.	<p>(Unduplicated)</p> <p>ABE (Adult Basic Education) 661</p> <p>ASE (Adult Secondary Education) 62</p> <p>ESL (English as a Second Language) 931</p> <p>(Duplicated)</p> <p>CE (Community Education) 7,164</p> <p>WD (Workforce Development) 3,215</p> <p>SC (Silver College) 1,338</p>	<p>ABE 681 by 2019</p> <p>ASE 64 by 2019</p> <p>ESL 959 by 2019</p> <p>CE 7379 by 2019</p> <p>WD 3311 by 2019</p> <p>SC 1378 by 2019</p>
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.
3.1.4 Dollar amount and number of students awarded scholarships	<p>AY 2015-16: \$533,965 to 461 students</p> <p>AY 2016-17: \$636,191 to 464 students</p>	<p>AY 2017-18: \$668,000 to 487 students</p> <p>AY 2018-19: \$701,400 to 511 students</p> <p>AY 2019-20: \$736,470 to 536 students</p>

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

■ STRATEGIES

★ Increase the amount of space dedicated for student use

★ Ensure information and communications technology are accessible

Indicator	Baseline	Target
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%
	2015-16 Graduate Outcomes Survey	
	4e. TMCC is equally supportive of men and women. Percentage who answered "Agree." 95%	4e. 97% by 2020
	4f. TMCC is equally supportive of all racial/ethnic groups. Percentage who answered "Agree." 93%	4f. 95% by 2020
	4g. TMCC welcomes and uses feedback from students to improve the College. Percentage who answered "Agree." 88%	4g. 90% by 2020
	2013 CCSSE Benchmark: Support for Learners score: 46.5	49.0 by 2021

Indicator	Baseline	Target
<p>3.2.2 Number of community enrichment opportunities, presentations, programs, speakers, workshops, and events, supported by qualitative surveys and interviews with event attendees.</p> <ul style="list-style-type: none"> • Music/Theater productions • Art Gallery showings and receptions • Distinguished Speakers Series presentations and other speakers • Campus sponsored events • WDCE enrichment programs 	<p>2013 SMP data: 171 events 1,251 WDCE enrichment programs</p>	<p>Maintain or exceed programming by 2019</p>
<p>3.2.3 Maintenance and updating of safety measures in plans:</p> <ul style="list-style-type: none"> • Facilities • Environmental Health and Safety • Active Shooter Response Training 	<p>(Qualitative measure)</p>	<p>(Qualitative measure)</p>
<p>3.2.4 Crime statistics reported in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.</p>	<p>Number of on-campus criminal offenses, arrests and disciplinary actions reported at any campus/site (Clery Crime Stats):</p> <p>2013: 1 2014: 4 2015: 8</p>	<p>0</p>
<p>3.2.5 Percentage of procured instructional materials that is accessible as defined by WCAG 2.0 and section 508 criteria/standards.</p>	<p>% of third-party learning management systems used in AY 2016-17 that were WCAG 2.0 and section 508 compliant:</p> <p>207 Book List Titles: 27% (55) compliant 73% (152) not-compliant</p>	<p>10% gain in procured information and communication technology that is accessible as defined by WCAG 2.0 and Section 508</p> <p>37% compliant</p>

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

Indicator	Baseline	Target
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
3.3.2 Number of programmatic advisory boards with at least alumna or alumnus serving.	21 programmatic advisory boards with at least 1 alumna or alumnus serving	Maintain or exceed standard that all programmatic advisory boards have at least 1 alumna or alumnus serving through 2019



CORE THEME 4: STEWARDSHIP OF RESOURCES

I Objective 1: Optimize state-funded revenue.

■ STRATEGIES

Academics

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

Student Services

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

Web Services/Marketing and Communications

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

Indicator	Baseline	Target
4.1.1 Fall and Spring FTE and headcount.	Fall 15 FTE: 6,360 Spring 16 FTE: 6,032 Fall 15 Headcount: 11,584 Spring 16 Headcount: 11,267	Fall 2020 FTE: 6,487 Spring 2020 FTE: 6,153 Fall 2020 Headcount: 11,816 Spring 2020 Headcount: 11,492
4.1.2 Capture rate of Washoe County School District (WCSD) students that matches high school graduation growth rates.	Fall 2015 vs. 2016 TMCC Capture rate: 24.8% vs. 23.8% -4% change (decrease) WCSD grad rate: 75% vs. 76.6% 2% change (increase)	TMCC Capture Rate: Fall 2020 25.3% WCSD Grad Rate: Fall 2020 78.5%

Indicator	Baseline	Target
4.1.3 Annual headcount and FTE of Jump Start Dual Enrollment students.	Fall 2016 Headcount: 270 FTE: 70.4	Fall 2020 Headcount: 324 FTE: 71.8
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)	Fall 2019: 63.7%
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)	Fall 2019: 63.6%
4.1.6 Meeting or exceeding of NSHE performance pool targets.	Performance Pool AY 2015-16: 122.4%	Continue to meet or exceed 100%

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

■ STRATEGIES

Student Services

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

Foundation

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

Indicator	Baseline	Target
4.2.1 Revenue from self-supporting programs.	FY 2017: \$2,627,333 Massage Program: \$117,754 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: \$2,706,153 (3% increase) Massage Program: \$22,700 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
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

Indicator	Baseline	Target
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 18: \$5.9M FY 19: \$6.5M FY 20: \$7.2M FY 21: \$7.9M FY 22: \$8.7M
4.2.4 Number of TMCC employees who contribute to the Foundation.	FY 2014: 153 donors/442 staff FY 2015: 160 donors/434 staff FY 2016: 151 donors/448 staff	FY 2017: 159 employees FY 2018: 174 employees FY 2019: 183 employees FY 2020: 201 employees FY 2021: 211 employees

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

■ STRATEGIES

Student Services

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

★ Streamline intake and registration processes.

Indicator	Baseline	Target
4.3.1 CCSSE Benchmarks 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)
4.3.2 Successful efforts to maintain or exceed TMCC's Policy (1799) on fund balances and reserves. Ancillary and Auxiliary (self-support) 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 Self-Supporting: \$84,000 Capital Reserves: \$1,000,000 Contingency Fund: \$1,338,673 Operating Reserves: \$6,693,364 Total Reserves: \$9,032,037	FY 2018 Self-Supporting: \$86,827 Capital Reserves: \$1,000,000 Contingency Fund: \$1,452,903 Operating Reserves: \$7,264,516 Total Reserves: \$9,717,419
4.3.3 Successful efforts to promote sustainability initiatives on campus.	(Qualitative Measures) • Second Nature Resilience Commitment • TMCC Sustainability	(Qualitative Measures) • Second Nature Resilience Commitment • TMCC Sustainability

TMCC

ACADEMIC AFFAIRS STRATEGIC PLAN

Adopted Spring 2019



TRUCKEE MEADOWS COMMUNITY COLLEGE 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.

CORE THEMES

- | Core Theme I: Student Success
- | Core Theme II: Academic Excellence
- | Core Theme III: Access to Lifelong Learning
- | Core Theme IV: Stewardship of Resources

ACADEMIC AFFAIRS MISSION

Academic Affairs aspires to cultivate educated, well-rounded, socially-responsible, and productive members of society.

VALUES

Academic Affairs is committed to:

- | Excellence in teaching and learning.
- | Creating pathways to fulfilling careers.
- | Developing 21st-century professional and technical skills.
- | Scholarship in academic disciplines and pedagogy.
- | Continuous quality improvement through assessment.
- | An inclusive, compassionate and respectful learning and working environment.
- | Collaborative decision making and responsible use of resources.
- | Nurturing a climate of innovative, creative, and critical thought.

OBJECTIVE 1

I Improve completion and retention among part-time (PT) students. 23

Measure	Baseline	2019	Goal 2022 Report
1.1. Overall course completion of PT students v FT students	Fall 2017 77% v 78% FT	Fall 2018 74% v 79% FT	PT matches FT
1.2. Fall-to-spring persistence of PT students	Fall 2017 55%	Fall 2018 50%	60%

STRATEGIES

- ★ Develop suggested course sequences for degrees and certificates for PT students that are designed to maximize progression and minimize course retakes.
- ★ Increase accessibility of academic enrichments for PT students:
 - » Success videos for online and hybrid courses
 - » Use BlueJeans or other technology to converse with students who cannot meet faculty on campus for their office hours
 - » Highlighting Smarthinking Tutoring or after hours tutoring
 - » Increase interaction with and use of online Library resources
- ★ Implement a faculty-led high impact practices taskforce to identify and implement best practices in curriculum, course design, and student communication (i.e. Starfish for special populations) designed to retain PT students.
- ★ Work with faculty to incorporate student mentoring as a service option for tenure and/or as part of the faculty annual plan, with a focus on PT students

TMCC Core Theme 1: Student Success

1.1 - Improve successful completion of students' educational goals including graduation, transfer and CTE completion.

OBJECTIVE 2

I Improve Gateway (Math & English) course completion. ②③

Measure	Baseline	2019	Goal 2022 Report
2.1 Course completion in: • Co-Requisite Math • College Math (MATH 120, 126; D- or better) • Co-Requisite English • College English (ENG 101; D- or better)	Fall 2017 • 64% (n=297) • 76.4% (n=772)	Fall 2018 • 65% (n=371) • 73.1% (n=851)	Fall 2022 • 67.5% • 77.8%
2.2. Successful completion (C or better) in developmental math and English courses during a Fall term, and subsequent enrollment in Gateway courses (degree-seeking, within 3 semesters) • Math • English	Fall 2015 • 70.6% • 85.5%	Fall 2016 • 67.1% • 84.1%	Fall 2019 • 71.0% • 87.0%

STRATEGIES

- ★ Redesign the Math Skills Center to:
 - » Mandate 2 hours of in-person lab time per week.
 - » Establish 7-week sessions to decrease progression time.
 - » Add embedded tutors to each section to increase teacher to student ratio.
 - » Reduce cost and number of non-financial aid eligible credits in developmental math.
- ★ Adjust Accuplacer cut scores to more appropriately reflect content needed to succeed.
- ★ Create standardized exit exams or common finals that could provide remediation recommendations for students to maximize chances of success in the next course.
- ★ Increase the number of English composition sections at peak interest times.
- ★ Assess the impact of developmental English curricular changes.
- ★ Pilot math and English co-requisite models.

TMCC Core Theme 1: Student Success

1.1 - Improve successful completion of students' educational goals including graduation, transfer and CTE completion.

OBJECTIVE 3

Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs. 124

Measure	Baseline	2019	Goal 2022 Report
3.1. Student performance on program student learning outcomes (PSLOs) and assessment-driven curriculum changes.	Establish quantitative measurement in eLumen		70% Proficient or above
3.2. Percent of AA or AS graduates who transferred or graduated with a bachelor's degree within 4 years. • All students • Ethnic minorities • Pell-eligible • Veterans	AY 2013-14 Transferred Bachelors 66% 45% 68% 45% 70% 47% 62% (n=31) 42% (n=21)	AY 2013-14 Transferred Bachelors 66% 45% 68% 45% 70% 47% 62% (n=31) 42% (n=21)	AY 2017-18 Transferred Bachelors 69% 48% 71% 48% 73% 50% 65% 45%
3.3. Percent of CTE students who are employed in their field within 12 months of completing coursework, a certificate, or degree (directly or somewhat related)	Grads 15-16 72% (n=18)	Grads 16-17 82% (n=28)	Grads 19-20 75%

STRATEGIES

- ★ Communicate and collaborate with our transfer partners, advisory boards, economic development agencies, and employers to develop and assess new and existing certificates, programs, and degrees.
- ★ Conduct a division-wide effort to map course SLOs (CSLOs) to general education SLOs (GESLOs) and PSLOs.
- ★ Continually improve academic quality through cyclical program learning outcomes assessment.
- ★ Build, staff, and manage course offerings based on student need and efficient use of space.

TMCC Core Theme 1: Student Success

1.1 - Improve successful completion of students' educational goals including graduation, transfer and CTE completion.

TMCC Core Theme 2: Academic Excellence

2.2 - Offer high-quality programs that meet the workforce educational needs of our community.

OBJECTIVE 4

I Enhance student learning through ongoing faculty professional development. ②

Measure	Baseline	2019	Goal 2022 Report
4.1. Student performance on General Education student learning outcomes (GESLOs) (Percent scoring at Proficient or Exemplary) <ul style="list-style-type: none"> • Communications • Critical Thinking • Information Literacy • People & Cultural Awareness • Quantitative Reasoning 	Spring 17 <ul style="list-style-type: none"> • 67.6% • 66.1% • 57.4% • 70.7% • 61.2% 	Spring 18 <ul style="list-style-type: none"> • 67.6% • 60.2% • 57.4% • 71.4% • 61.2% 	Spring 21 70% Proficient or above in all competency areas
4.2. Student performance on course student learning outcomes (CSLOs)	Establish quantitative measurement in eLumen		70% Proficient or above

STRATEGIES

- ★ Provide ACUE training for faculty cohorts.
- ★ Pair new faculty with an experienced faculty mentor to guide in best pedagogical practices.
- ★ Refocus the tenure process towards consistency, providing guidance and constructive feedback, and improving the professional development of the candidate.
- ★ Work with faculty to enhance professional development criteria in the annual plan to include a brief reflection on how professional development sessions were applied, their impact on student outcomes, and next steps.
- ★ Implement recurrent “in-service” sessions.

TMCC Core Theme 2: Academic Excellence

2.1 - Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.

2.4 - Nurture and celebrate a culture of intellectual and professional growth among faculty and staff.

OBJECTIVE 5

I Recruit, develop, and retain diverse faculty. ③

Measure	Baseline	2019	Goal 2022 Report
5.1. Percentage of tenure-track faculty hired in the past 3-years who are ethnic minority	20.0%	21.2%	30%
5.2. Percentage of tenure-track faculty remaining with the college at least 5 years post hire	AY 14-15 hires: no baseline	no 2019 metric	75%

STRATEGIES

- ★ Advertise faculty positions earlier than has been conducted in the past: advertise by November and interview beginning February of each academic year.
- ★ Develop and implement training for search committee chairs, including recruiting strategies.
- ★ Review minimum qualifications to support a philosophy that promotes diversity in hiring pools.
- ★ Develop and implement a faculty-specific onboarding/orientation that includes information on the tenure process, annual plans, key functional areas of the College, office hours, Academic Affairs hierarchy, student evaluations, facilities logistics, and department support services.
- ★ Pair new faculty with an experienced faculty “buddy” (not part of tenure committee) to assist with questions about the College and region.

TMCC Core Theme 2: Academic Excellence

2.3 - Create a learning environment that promotes academic growth for a diverse student population.

OBJECTIVE 6

Improve student completion through curricular enrichment activities and academic support services. ②

Measure	Baseline	2019	Goal 2022 Report
6.1. Success of students enrolled in course sections with embedded inquiry-based, empirical research vs. students enrolled in comparable sections without embedded research • Graduated, Transferred, Persisted after 1 Year	AY 16-17 • 87% v 79%	AY 17-18 • 79% v 67%	AY 20-21 • 80%
6.2. Course completion of students using TLC (compared to those not using TLC in matched courses)	AY 16-17 75.2% v 69.1%	AY 17-18 77.5% v 68.1%	AY 20-21 80% v 68.6%
6.3. Number of library searches and article views • Searches • Views • Searches Viewed	AY 16-17 • 791,534 • 143,396 • 18.1%	AY 17-18 • 399,202 • 75,826 • 19.0%	AY 20-21 • 411,000 • 90,400 • 22%
6.4. Online course completion (compared to face-to-face)	AY 16-17 73% v 79%	AY 17-18 76% v 81%	AY 20-21 ≤ 3% gap v face-to-face

STRATEGIES

- ★ Scale up and systematize undergraduate research and other high impact practices.
- ★ Learning Commons (Library):
 - » Conduct library instruction to teach students how to conduct research and cultivate information literacy.
 - » Work with the English department on English 101 and 102 Library Research Projects.
- » Offer study space and resources to help students successfully complete assignments.
- ★ Learning Commons (Tutoring and Learning Center):
 - » Increase the number of drop-in and appointment tutoring sessions in writing across the curriculum, mathematics, and sciences.
 - » Increase the number of supplemental instruction sessions in Gateway Math courses.
 - » Increase the number of embedded tutoring sections in Gateway English courses.
 - » Increase access by providing online tutoring during general operating hours and additional online tutoring (expanded hours when library is closed).

NSHE Strategic Plan Goals: ① Access ② Success ③ Close the Achievement Gap ④ Workforce ⑤ Research

- ★ WebCollege: Conduct trainings on new technologies, open educational resources (OER), and accessibility to ensure high-quality online content.
- ★ Develop a more structured process for completing internships in each of the academic divisions.

TMCC Core Theme 2: Academic Excellence

2.3 - Create a learning environment that promotes academic growth for a diverse student population.

TMCC Core Theme 3: Access to Lifelong Learning

3.2 - Cultivate a welcoming, safe and inclusive environment.

TMCC

STUDENT SERVICES & DIVERSITY STRATEGIC PLAN

2016-2021

Adopted September 8, 2017



TRUCKEE MEADOWS COMMUNITY COLLEGE 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.

STUDENT SERVICES MISSION

Student Services promotes student success and supports the institution's strategic master plan by increasing student access, improving student engagement and encouraging student development.

GOALS

1. **Increase student access** by creating a welcoming, inclusive environment with student-centered processes.
2. **Improve student engagement** by involving students in meaningful ways throughout the learning environment.
3. **Encourage student development** by providing opportunities for students to gain interpersonal, intrapersonal and practical skills that are essential for attaining their educational and career goals.

STUDENT SERVICES DIVISION-WIDE INITIATIVES AND MAPPING TO THE TMCC STRATEGIC MASTER PLAN

2 3

INITIATIVE 1

Improve the retention, persistence and completion of students by promoting student use of services, and by creating targeted programming for special populations.

**TMCC Core Theme 1
Student Success**

Objective 1:

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

Objective 3:

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

1 4

INITIATIVE 2

Expand the targeted enrollment efforts for specific demographic groups: students over age 25, International students, under-represented student populations and high school students.

**TMCC Core Theme 2
Academic Excellence**

Objective 2:

Offer high-quality programs that meet the workforce and educational needs of our community.

**TMCC Core Theme 3
Access to Lifelong Learning**

Objective 1:

Function as an open access institution.

**TMCC Core Theme 4
Stewardship of Resources**

Objective 1:

Optimize state-funded revenue through a data-driven and coordinated enrollment master plan.

2 3

INITIATIVE 3

Increase the number and quality of student engagement activities that build interpersonal, intrapersonal and practical skills.

**TMCC Core Theme 1
Student Success**

Objective 3:

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

**TMCC Core Theme 2
Academic Excellence**

Objective 3:

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

NSHE Strategic Plan Goals: 1 Access 2 Success 3 Close the Achievement Gap 4 Workforce 5 Research

STUDENT SERVICES DIVISION-WIDE INITIATIVES AND MAPPING TO THE TMCC STRATEGIC MASTER PLAN

②

INITIATIVE 4

Implement a comprehensive annual assessment process linking assessment to planning, and evaluating student development/learning outcomes.

TMCC Core Theme 2
Academic Excellence

Objective 1:

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

① ②

INITIATIVE 5

Create a welcoming, safe and inclusive environment for students by increasing the amount of space dedicated for student use and ensuring accessibility.

TMCC Core Theme 2
Academic Excellence

Objective 3:

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

TMCC Core Theme 3
Access to Lifelong Learning

Objective 2:

Cultivate a welcoming, safe and inclusive environment.

②

INITIATIVE 6

Ensure units are student-centered, sustainable, collaborative and operate with maximum efficiency.

TMCC Core Theme 4
Stewardship of Resources

Objective 3:

Maintain or improve the effectiveness and efficiency of college operations.

INDICATORS

Initiative 1: Improve retention, persistence and completion of students by promoting student use of services, and by creating targeted programming for special populations.

TMCC CORE THEME 1 / OBJECTIVE 1

Indicator	Baseline	Target
Fall to Fall persistence for students accessing Student Services support.	FY 16 Fall to Fall ALL students 41% Advising 58% Career Center 55% DRC 48% SGA 44% FAFSA 47% Success First 76% VRC/VUB (VETR) 47% Career Connect 55% Counseling Center 61% Degree-seeking/Undecided 56%	Maintain Fall to Fall persistence rate for students accessing services above overall student persistence rate.

STRATEGIES

- ★ 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:
 - » *Starfish use (Early Alerts; Kudos; Progress Reports; Student Success Plans)*
 - » *Audit process*
 - » *Strategic use and management of holds including drop holds for targeted populations*
 - » *Invite continuing students to apply for financial aid, including addition of To-Do list item for non-FAFSA degree seeking students*
- ★ First Year Experience programming for Undecided and Success First Students
- ★ Address financial barriers that interfere with student persistence: FLAMES, Wizards' Warehouse, Emergency scholarship workshops; student employment, paid Internships.
- ★ Require participants in specific programs to meet regularly with their support team: Peer and Faculty Mentors/Advisors, Specialists, Counselors, and Success Coaches.
- ★ 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.
- ★ VUB pre-college academic support and referrals to other student services.
- ★ Continue to review GRS cohort to identify eligible students for Freshmen Incentive Grants and TMCC Incentive Grants
- ★ If funding is available, eligible students who received financial aid in Spring and enroll in summer classes could receive a summer grant.

Indicator	Baseline	Target
Total Graduated, Transferred or Still Enrolled for students participating in engagement activities	FY 16 Overall Student Rate: 65% Students engaged in activities/services: Advising 72% Career Center 74% Counseling 68% SGA 76% DRC 64% CareerConnect 66% VRC/VUB (VETR) 65%	Exceed overall student rate for students participating in engagement activities.

STRATEGIES

- ★ Workshops and events to promote use of services
e.g.: Student Success Fair, On Track, ASK, Transfer Fair, Fastober, Veteran focused outreach
- ★ Graduation Incentive Grants for GRS Cohort
- ★ All students: A&R final semester contact and automatic degree awarding
- ★ Case Management for special populations, including but not limited to: Summer Bridge, veterans, DRC, Foster Youth, international and VUB



Indicator	Baseline	Target
Student satisfaction rates of educational goal completion and expectations.	2015-2016 Graduate Outcomes Survey: "TMCC has helped me meet the goals I expected to achieve." 96% agree	Maintain 96% agree
	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%	Increase to 76%

STRATEGIES

- ★ Departments/programs use student satisfaction surveys, CCSSE, and focus group data to evaluate satisfaction with services and to identify service needs.
- ★ Increase the number of students creating academic plans:
 - » *TMCC Veteran Services and VUB Individual Career Plans*
 - » *Academic plans in On Track workshops*
 - » *Services for special populations*
- ★ Incorporate FLAME\$ peer mentors into program participation for special populations
- ★ Require new international students to complete international workshop series

Indicator	Baseline	Target
Course retention and persistence of students who have at least one Academic Advising session compared to students who do not have an advising session	Course Retention: No Advising: 77%	Maintain course retention at 83%
	Advising: 83%	
	Persistence to FA16 of SP15, FA15, SP16 students: No Advising: 34%	Maintain persistence at 58%
	Advising: 58%	

STRATEGIES

- ★ SOAR 1 & 2
- ★ Advising holds on Summer Bridge, GRS cohort and International students
- ★ Continue to offer Quick Advisement
- ★ Advising is a required component of programming for targeted populations (CareerConnect, Re-Entry, students on Academic Probation, VUB participants, Veterans)
- ★ Continue to have Advising department liaisons to academic departments

Indicator	Baseline	Target
Percentage increase in new degree-seeking students taking 30 credits each academic year	8.4%	10%

STRATEGIES

- ★ 15 to Finish promotional materials/marketing in SOAR and On-Track, table tent signs for 15 to Finish and create slides for the TV monitors
- ★ 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.
- ★ 2017 Summer Bridge students will be required to enroll in 15 units

Indicator	Baseline	Target
Increase % of students seeing an advisor after their first term	46%	48%

STRATEGIES

- ★ Communications through Radius and Starfish
- ★ Require student selected in the Experimental Sites Loan Counseling treatment group to meet with an academic advisor before a loan is certified
- ★ 2017 Success First Students and Educational
- Partnership participants will be required to meet with an Advisor

Initiative 2: Expand targeted enrollment efforts for specific demographic groups: Non-traditional students (25+), International students, underrepresented student populations and high school students.

TMCC CORE THEME 2 / OBJECTIVE 2

Indicator	Baseline	Target
Students enrolled in workforce programs that reflect the diverse demographics of our enrolled students.	AY 14/15 33% minority in CTE Programs 37% minority all TMCC students	35% minority CTE programs (2% increase)

STRATEGIES

- ★ CTE focused Career Exploration workshops
- ★ CTE Peer Mentors

TMCC CORE THEME 3 / OBJECTIVE 1

Indicator	Baseline	Target
Percentage increase in enrolled students from specific populations	Students between the ages of 25+ 40%	40%
	Students from Under-represented populations 40%	43%

STRATEGIES

- ★ Coordination of adult (age 25+) recruitment efforts:
 - » College to Career presentations and other recruitment/outreach efforts to nontraditional settings (e.g. community centers, churches); include families of prospective students
 - » Dedicated AOR staff
 - » Outreach to community organizations/agencies serving veterans and other populations by Veteran Services, VUB and Re-Entry
 - » 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.
 - » Career Services to provide networking and career-building opportunities with employers.
- ★ Welcome Center calls to new applicants, interest cards to appropriate programs for follow-up
- ★ Summer Transition Programs (Bridge, DRC)
- ★ Diversity and International Student Center space and programming
- ★ A&R updates and manages admissions application to ensure accurate program offerings and ease of navigations.
- ★ Implement Radius: scheduled communications to prospective students about support services, share inquiries from prospective students in special populations with programs for follow-up.
- ★ 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, Jacobs Presidential Scholars Program
- ★ 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.
- ★ Ensure placement testing integrity and process ease

TMCC CORE THEME 4 / OBJECTIVE 1

Indicator	Baseline	Target
Increase WCSD capture rate	23.8%	24%

STRATEGIES

- ★ Implementation of TMCC's Nevada Promise Scholarship
- ★ Develop comprehensive 'Call to Action' follow up plan.
- ★ Conduct a minimum of four workshops and presentations at each WCSD high school.
- ★ Hold on-campus events to attract WCSD students such as Spring Open House

Indicator	Baseline	Target
Increase headcount of high school students	861	879

STRATEGIES

- ★ Expand Jump Start Dual Credit offerings at the High Schools
- ★ Expand outreach efforts to increase collaboration with all college preparation programs in WCSD (i.e. AVID, JAG, DFS, GEAR UP)

Indicator	Baseline	Target
Increase the headcount of International Students enrolled at TMCC	48	200 by 2020

STRATEGIES

- ★ Increased international recruitment fairs
- ★ Increased use of international agents
- ★ Addition of HomeStay options

Initiative 3: Increase the number and quality of student engagement activities that build interpersonal, intrapersonal and practical skills.

TMCC CORE THEME 1 / OBJECTIVE 3

Indicator	Baseline	Target
Number of engagement opportunities available to students:	Career Center 93 Counseling 36 FLAMES 53	Maintain number and diversity of events
Career Center workshops	Financial Aid 27	
Counseling Center workshops	SGA events 55	
FLAMES workshops	Total events: 264	
SGA Events/activities	SGA clubs 22	
SGA-recognized clubs		

STRATEGIES

- ★ Implementation of TMCC's Nevada Promise Scholarship
- ★ Develop comprehensive 'Call to Action' follow up plan.
- ★ Conduct a minimum of four workshops and presentations at each WCSD high school.
- ★ Hold on-campus events to attract WCSD students such as Spring Open House

Indicator	Baseline	Target
Number of students who complete Peer Mentor Training	2015/2016 21	30

STRATEGIES

- ★ Implement a common Peer Mentor Training Curriculum in Career Center, Counseling, Advising and Financial Aid

Indicator	Baseline	Target
Graduate Outcome Survey question: "While attending TMCC were you satisfied with the campus social & cultural activities?"	2015/2016 "yes" 62%	Increase by 2% to 64%

STRATEGIES

- ★ Promote campus activities by publishing a monthly calendar of activities, advertising on reader boards, and use of social media.
- ★ Increase use of satisfaction surveys and Student Learning /Development Outcomes to evaluate quality of programming.

Indicator	Baseline	Target
Percent of students indicating they have:	2013 CCSSE	2020 CCSSE
Had a serious conversation with students of a different race or ethnicity than their own.	82.4%	83%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values. (CCSSE Items 4s and 4t)* 2017 CCSSE Item 4r	79.2%	80%

STRATEGIES

- ★ Equity and Inclusion programming, including:
 - » *Campus Community Conversations*
 - » *Courageous Conversations Workshops for faculty*
- ★ Diversity Festival
- ★ Student club fairs

Indicator	Baseline	Target
Percent of students indicating the college emphasizes the following "Quite a bit" or "Very Much."	2013 CCSSE	2020 CCSSE
		9c. Maintain rate above Large College

STRATEGIES

- ★ Diversity and International Student Center space and programming
- ★ Student club activities

Indicator	Baseline	Target
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	9c. 54.1%	2020 CCSSE
Providing support needed to thrive socially. (CCSSE Items 9c and 9e)	9e. 29.8%	9c. 55%
		9e. 33%

STRATEGIES

- ★ Promotion of volunteer and community service opportunities

Indicator	Baseline	Target
Percent of students indicating they spend time participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	2013 CCSSE	2020 CCSSE
(CCSSE Item 10c)	12.6% of students reported spending time during the past week participating in college-sponsored activities.	15.6%

STRATEGIES

- ★ Construction of new campus wellness/fitness facility.
- ★ Collaboration and programming provided by Prevention and Wellness Committee.
- ★ National Society of Student Leadership and Success
- ★ Promote formation of new student clubs

Indicator	Baseline	Target
Percent of students indicating their experience at TMCC contributed "Quite a bit" or "Very much" to their knowledge, skills and personal development in the following areas:	2013 CCSSE	2020 CCSSE
Working effectively with others	60.1%	60.1%
Understanding yourself	54.4%	56%
Understanding people of other racial and ethnic backgrounds.	44.9%	46%
Developing a personal code of values and ethics	44%	46%
Contributing to your community	27.1%	28%
Developing clearer career goals	56.9%	58%
Gaining information about career opportunities (CCSSE Items 12h, 12j, 12k, 12l, 12m, 12n, 12o) *2017 CCSSE now 11f, n/a, n/a, n/a, n/a, 11h, 11i	49.3%	51%

STRATEGIES

- ★ Providing general and CTE-focused career workshops
- ★ Job fairs and networking activities
- ★ Encourage volunteerism
- ★ Creation of Diversity and International Center (DISCO)
- ★ Promote registration in CareerLink
- ★ On campus student employment
- ★ Student leadership and mentorship opportunities
- ★ Community service requirements for Promise Scholarship
- ★ Peer mentor training
- ★ Veteran Services workshops and partnerships with community resources to help ease the transition from the military to the academic environment
- ★ VUB services to help veterans transition from military to post-secondary education

Indicator	Baseline	Target
Employer satisfaction with student professionalism in the workplace via employer satisfaction surveys	Baseline Survey to be administered in 2018	To be developed from Baseline data

STRATEGIES

★ Share survey results with faculty and advisory boards

★ Implementing learning outcomes based on standard Student Professionalism Competencies

TMCC CORE THEME 2 / OBJECTIVE 3

Indicator	Baseline	Target
Percent of students indicating they have participated in an internship, supported by a qualitative interview. (CCSSE Item 8a)	2013 CCSSE Have done: 15.9%	2020 CCSSE Have done: 16%

STRATEGIES

★ Implement a marketing plan to inform students of the transferable internship class: IDS 299

★ Increase the number of paid internships available to students.

★ Conduct interviews with internship participants to gain qualitative data about their experience.

Initiative 4: Ensure all units in the Division are engaging in comprehensive planning efforts by implementing an annual assessment process that links assessment to planning, and evaluates student development/learning outcomes.

TMCC CORE THEME 2 / OBJECTIVE 1

Indicator	Baseline	Target
Percentage of Student Services Departments submitting annual assessment reports	100%	Maintain 100%

STRATEGIES

★ Implementation of yearly IR request

★ Publication of annual report

Indicator	Baseline	Target
Department and program assessment plans documenting program adjustments made as a result of program evaluation.	100%	Maintain 100%

STRATEGIES

★ Presentation to campus community

Initiative 5: Ensure a welcoming, safe and inclusive environment for students by increasing the amount of space dedicated for student use and ensuring accessibility.

TMCC CORE THEME 2 / OBJECTIVE 3

Indicator	Baseline	Target
Number of ethnically diverse students that graduate with a certificate of achievement or degree annually (or) Number of minority and Pell-eligible Students that graduate with a certificate of achievement or degree annually	Number of associate degrees earned by minority students 404 Number of associate degrees earned by Pell-eligible students 155 Number of certificates of achievement earned by minority 121 Number of certificates of achievement earned by Pell-eligible students 101	Increase all numbers by 2%

STRATEGIES

★ Financial Aid workshops offered in the DISC

★ Trained student mentors from under-represented

populations work with students in a variety of departments

★ Case management services

TMCC CORE THEME 3 / OBJECTIVE 2

Indicator	Baseline	Target
Percent of graduating students indicating:	2016/17 Graduate Survey	
• TMCC is equally supportive of men and woman	Equally supportive of men and women. 95%	
• TMCC is equally supportive of all racial/ethnic backgrounds	Equally supportive of all racial/ethnic groups. 93%	
• TMCC welcomes and uses feedback from students to improve the college	Welcomes and uses feedback from students to improve the College. 89%	

Indicator	Baseline	Target
Crime statistics reported in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.	On-campus criminal offenses, arrests and disciplinary actions reported at any campus/site (Clery Crime Stats): 2013: 1 2014: 4 2015: 8	Target: 0, but no more than 55% of stats reported at UNR, which reflects the proportional 2014 enrollment of TMCC (11,106) to UNR (19,954) according to US Dept. of Education's Campus Safety & Security (CSS)- UNR=10

STRATEGIES

- ★ Threat Assessment Team
- ★ Agreement with Quest Counseling for provision of CASIC and BASIC interventions for cannabis and alcohol users
- ★ Contract with UNR Medical School for evaluation
- and therapy services for complex situations.
- ★ Distribution of "Dealing with Disruptive Students Manual for Faculty" and the "Distressed Student Protocol"
- ★ Campus Clarity training for students

Indicator	Baseline	Target
Percentage of procured instructional materials that are accessible as defined by WCAG 2.0 and section 508 criteria/standards.	2016/2017: 73% (152) did not meet WCAG 2.0 and section 508 compliance 27% (55) were compliant	10% gain in procured information and communication technology that is accessible

STRATEGIES

- ★ DRC to provide training to faculty through Professional Development and Canvas
- ★ ADA committee review

Indicator	Baseline	Target
Student Services spaces are modernized, welcoming and designed to be student-friendly	No consistency in furnishing types, color schemes, carpeting, etc.	Consistent "look" throughout, updated furnishings, flexible use spaces

STRATEGIES

- ★ Reorganize and renovate current Student Services spaces to promote collaboration, increased student gathering space
- ★ Maintain VUB space

Indicator	Baseline	Target
Number of responses coded as positive vs. negative made by students during Entering Student focus groups and student responses to surveys developed from focus group findings.	Entering Student focus group to be conducted in Fall 2017 using the CCSSE Entering Student Focus Group Discussion Guide.	Trend data - increasing satisfaction with institutional processes for entering students as measured by focus group or survey responses

STRATEGIES

- ★ Use focus group data to make changes to processes and communications as appropriate.
- ★ Share focus group information with the campus community.
- ★ Develop a survey that can be administered yearly to track improvements



Initiative 6: Ensure units are student-centered, sustainable, collaborative and operate with maximum efficiency.

TMCC CORE THEME 4 / OBJECTIVE 3

Indicator	Baseline	Target
Number of faculty participating in student services initiatives	78 faculty using Starfish to raise Early Alerts	150 faculty using Starfish to raise Early Alerts

STRATEGIES

- ★ In-person and online training to faculty to use Starfish, including Early Alerts.
- ★ Develop communication plan/ protocol to faculty regarding submitted Early Alerts within 7 business days of receipt
- ★ Incorporate Starfish into Gateway and faculty advisor/mentor initiatives
- ★ A&R Administrative Assistant Training Days, A&R faculty appreciation days to promote timely semester final grade submission to support pre-requisite processes and student planning
- ★ Testing Center collaboration with Math Department: My Foundations Lab
- ★ Involve the Academic Division in college fairs and community outreach events.

Indicator	Baseline	Target
Number of activities/projects that include collaborations involving more than one department or eliminate duplication	Number of collaborative events/ implementation of collaborative processes in 2017-2018	Increase over baseline by 2%

STRATEGIES

- ★ A&R sends Graduation Applications to Advising
- ★ A&R sends inquiry cards for special population students to the appropriate department for follow-up
- ★ Registration promotion events
- ★ VUB special events and activities for veterans, college, and community personnel
- ★ VUB referrals to other Student Services
- ★ Create To-Do List item for Math/English completion
- ★ Streamline all TMCC Veteran Services customer support issues through the VRC staff creating a one-stop location for the student veteran population

Indicator	Baseline	Target
Efforts to promote sustainability initiatives on campus	Fall 16 sustainability incorporated into mission of Equity and Inclusion Office	Implement Resiliency Master Plan with Second Nature

STRATEGIES

★ Strategies as identified in the Resiliency Master Plan



CONCLUSION

The TMCC Student Services and Diversity Strategic Plan establishes the framework for our continued success and improvement. It is the guiding document for Student Services and Diversity activities for the next five years. Student Services and Diversity members are committed to and engaged in meaningful and productive work that advances the division mission and are motivated to achieve the aspirations outlined in the plan.



TMCC

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2017-2020

May 8, 2017



ENROLLMENT MANAGEMENT COMMITTEE MEMBERSHIP

Elena Bubnova, co-chair

Michelle Montoya, co-chair

Students

Erik Bravo

Instructional Faculty

Dan Bouweraerts

Tom Cardoza

Administrative Faculty

Cal Anderson, Web Services

Jill Channing, Dean of Liberal Arts

Yuliana Chavez Camarena, Access, Outreach and Recruitment

Thomas Dobbert, Information Technology

Andy Hughes, Admissions and Records

Kate Kirkpatrick, Marketing and Communications

Marie Murgolo-Poore, Dean of Business

Rich Williams, Controller

Sharon Wurm, Financial Aid

TRUCKEE MEADOWS COMMUNITY COLLEGE 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.

ENROLLMENT MANAGEMENT COMMITTEE CHARGE AND PURPOSE

The Enrollment Management Committee is a standing committee of the Planning Council that, with broad college-wide input, coordinates a comprehensive strategic process to identify and achieve enrollment goals that are aligned with the institutional mission, strategic plan, and available resources.

GOALS

1. **Increase enrollment** by two percent by 2020
2. **Increase retention** and persistence by five percent by 2020
3. **Increase completion** by six percent by 2020

GOAL 1 INCREASE ENROLLMENT BY 2% BY 2020

OBJECTIVES

1.1. Increase WCSD capture rate

1.2. Increase headcount of high school students enrolled at TMCC

1.3. Increase percentage of underrepresented populations

1.4. Increase percentage of non-traditional students (25+)

1.5. Increase headcount of international students

MEASURES

1.1.1. WCSD capture rate

1.2.1. Number of courses offered at high schools

1.2.2. Headcount of Jump Start students enrolled by term

1.2.3. Number of current WCSD students enrolled at TMCC

1.3.1. Percentage of underrepresented students enrolled by term

1.3.2. Applications by ethnicity

1.3.3. Percent of underrepresented students receiving financial aid

1.4.1. Percentage of non-traditional students enrolled by term (25+)

1.4.2. Applications by 25+ students

1.5.1. Headcount of international students enrolled by term

KEY STRATEGIES / STRATEGIC OPPORTUNITIES

- Design and maintain virtual tour that includes all TMCC educational sites
- Hire a recruiter for the college to focus on non-traditional populations and adults (25+)
- Align marketing initiatives to key audiences identified
- Expand Jump Start offerings at high schools
- Work with 100 agents to recruit worldwide to increase international enrollment
- Hold events on campus to attract underrepresented students
- Promote Bachelor of Applied Science programs
- Streamline intake and registration processes



GOAL 2 INCREASE RETENTION AND PERSISTENCE BY 5% BY 2020

OBJECTIVES

2.1. Foster climate of successful course completion

2.2. Improve fall-to-fall persistence rate to match fall-to-spring persistence rate

MEASURES

- 2.1.1. College-wide retention rate
- 2.1.2. Number of faculty utilizing early alert system
- 2.1.3. Number of students utilizing tutoring services
- 2.1.4. Retention rate in online vs face-to-face courses
- 2.2.1. Fall-to-spring persistence rate
- 2.2.2. Fall-to-fall persistence rate
- 2.2.3. Percent of students seeing an advisor after their first term

KEY STRATEGIES / STRATEGIC OPPORTUNITIES

- Implement Learning Commons model to increase utilization of academic support services
- Hold registration promotion event each semester
- Provide training for faculty on how to use early alert system
- Develop support for degree-seeking undecided majors
- Promote Freshmen Incentive Grants and TMCC Incentive Grants



GOAL 3 INCREASE COMPLETION BY 6% BY 2020

OBJECTIVES

3.1. Increase graduation rate of full-time students

3.2. Increase graduation rate of part-time students

3.3. Increase the number of associate degree recipients

3.4. Increase the number of CTE credentials earned

3.5. Increase number of degree-seeking students receiving Pell

MEASURES

- 3.1.1. Percent of degree-seeking students earning 30 credits annually
- 3.1.2. Percent of GRS cohort enrolled for three consecutive semesters
- 3.1.3. Percent of full-time students completing gateway courses within first year
- 3.1.4. Percent of full-time students receiving financial aid
- 3.2.1. Average number of credits earned during freshman year by part-time students
- 3.2.2. Percent of part-time students completing gateway courses within first year
- 3.2.3. Percent of part-time students receiving financial aid
- 3.3.1. Number of associate degrees earned
- 3.3.2. Number of associate degrees earned by minority
- 3.3.3. Number of associate degrees earned by Pell-eligible students
- 3.4.1. Number of Certificates of Achievement earned
- 3.4.2. Number of Certificates of Achievement earned by minority
- 3.4.3. Number of Certificates of Achievement earned by Pell-eligible students
- 3.4.4. Number of Skills Certificates earned
- 3.5.1. Number of degree-seeking students receiving Pell

KEY STRATEGIES / STRATEGIC OPPORTUNITIES

- | Conduct gateway course completion campaign
- | Offer On Track workshops
- | Promote graduation incentive grants
- | Offer stackable certificates and degrees
- | Increase faculty mentoring of students
- | Promote 15 to Finish



RESOURCES

The Strategic Enrollment Plan (SEM) aligns objectives and measures with other strategic efforts at the college leveraging existing resources where possible. The following is a list of new strategies recommended by the SEM committee with estimated resource requirements for implementation.

Strategy One: Design and maintain virtual tour that includes all TMCC educational sites

Rationale: An online tour is essential for marketing and recruitment. It is a cost effective way to promote and advertise to those unable to get to campus physical locations, online and international students. Virtual Tour allows to effectively showcase facilities and programs to the immediate service community and to the world.

Staffing	Resources	Cost	Lead
Existing	YouVisit software	\$10,000/year	Web Services/MCO/ Student Services

Strategy Two: Hire a recruiter for the college to focus on non-traditional populations and adults (25+)

Rationale: Adult students are a growing and largely unexplored recruitment cohort. A full-time adult recruiter who is knowledgeable and respectful of adult learners can work with employers to provide tuition assistance and reimbursement to recruit employees. A full time adult recruiter can ensure prompt response to initial contacts, provide details in-person, phone or email and invite face to face workshops and information sessions. Follow up is crucial and current resources are insufficient to provide services.

Staffing	Resources	Cost	Lead
New Position	Administrative Staff	\$70,000	Access, Outreach and Recruitment (AOR)

Strategy Three: Align marketing initiatives to key audiences identified

Rationale: In order to increase market reach and community awareness, the Marketing and Communications Office will need to hire staff and increase the existing budget to grow regional advertising for college-wide and specific program marketing. Marketing will continue to use identified audiences to drive media placement, using a hired agency and other resources to target segments of the regional population through mass media and advertising.

Staffing	Resources	Cost	Lead
Existing Staff	Marketing	Double existing \$100,000 budget for advertising placement; Hire additional Marketing staff such as a Social Media Coordinator (\$75,000). Total enhancement: \$175,000	Marketing and Communications

Strategy Four: Expand Jump Start Dual Credit offerings at high schools

Rationale: This is an expanding market and is receiving attention at the Board of Regents and State level. Specifically Jump Start Dual Credit opportunities serve the purpose of increasing awareness of the educational benefits offered by community colleges. In addition, Jump Start Dual Credit strengthens the partnerships with the Washoe County School District and creates a stronger pipeline by connecting students to college resources at an early age.

Staffing	Resources	Cost	Lead
Existing	Marketing	\$5,000	Academic/AOR

Strategy Five: Work with 100 agents to recruit worldwide to increase international enrollment

Rationale: This is an expanding market and will help to diversify TMCC's campus climate as well as provide needed additional revenue for college operations. The international services team hopes to continue working with agents and expand the number of agents we work with to 100 over the next three years. This will be done through attending agent fairs, working with the US Commerce Service and the US Dept of State. We are currently partnered with 26 agents worldwide through the team's efforts during 2016-17. To achieve this goal, the International team will need to expand to include an outreach/recruitment staff member to assist with follow-up and outreach for recruitment events, as well as funding for in-country recruitment visits and marketing materials.

Staffing	Resources	Cost	Lead
One new position	Portion of international student fees	\$58,000 for full-time staff member, \$20,000 for online advertising presence on StudyUSA/iXplore and US Commerce Service events, \$20,000 for printed brochures and flash drives and mailing costs for agents/student abroad, and \$60,000 travel budget for agent fairs and student recruitment fairs. Total of: \$158,000, of which we have \$75,000 if the current budget stands.	Student Services

Strategy Six: Hold events on campus to attract underrepresented students

Rationale: Face-to-face information sessions are highly effective practices for generating inquiries from underrepresented students and their families. Events should be offered during the weekend and evenings to accommodate students' and parents' busy schedules. Marketing materials and host dollars will provide incentives for attendance and participation.

The Disability Resource Center (DRC) schedules campus tours and information sessions for high school students with disabilities as part of our outreach to transition-aged students.

The AOR and Career Center have collaborated to provide "School to Career" information sessions for prospective adult students who will be returning to school.

Staffing	Resources	Cost	Lead
Existing	Staff, marketing materials, host dollars for events	\$12,000 (printing, host and swag)	AOR/DRC/Career Center

Strategy Seven: Promote Bachelor of Applied Science programs

Rationale: To promote newly approved baccalaureate programs and increase enrollment in those courses.

Staffing	Resources	Cost	Lead
Existing; Logistics Operations Management (LOM) plans to hire PR firm	Brochures and handouts, staff time	\$5,000 NOTE: LOM will use Foundation donation for PR firm	Marketing, with Business and EMS

Strategy Eight: Streamline intake and registration processes

Rationale: Need for transparency with all steps required for enrollment based on feedback from students and community and continuous monitoring of potential barriers in the matriculation process.

Staffing	Resources	Cost	Lead
Existing	Staff, host dollars for focus groups	\$5,000	A&R and AOR

Strategy Nine: Implement Learning Commons model to increase utilization of academic support services

Rationale: A Learning Commons model that creates a hub for faculty and student collaborative learning, utilizing technology, is proven to help create a culture and environment that promotes and celebrates intellectual inquiry and allows students and scholars to discover the full complexity of their ideas.

Staffing	Resources	Cost	Lead
Library staff, Tutoring and Learning Center staff, Faculty, and Professional Development staff	Furniture, technology, effectively designed spaces	Estimated: \$1.3 million	VPAA and Dean of Liberal Arts

Strategy Ten: Hold registration promotion event each semester

Rationale: Continuing students represent a substantial portion of TMCC's student population (approx. 70%). It is critical to capture this group of students and facilitate their enrollment in classes for the subsequent semester prior to them leaving the campus for a break (winter or summer). Initiating a visible registration campaign led by faculty and supported by the rest of the institution will help promote and secure registration by students for the next semester. This will strengthen student success through continuous enrollment and will positively impact enrollment.

Staffing	Resources	Cost	Lead
Existing	Shirts/Staffing/Incentive Prizes	\$4,000	Academic Affairs/Student Services

Strategy Eleven: Provide training for faculty on how to use early alert system

Rationale: Required faculty workshops and other training sessions illustrate how the program can serve at-risk students and show the many reasons students may have for performing poorly in classes or for not attending class, such as poor study skills, poor time management and lack of career goals. Training provides opportunities for faculty to ask questions and help develop effective early alert programmatic practices.

Staffing	Resources	Cost	Lead
Existing (i.e. Faculty, Admissions and Records, Advising staff)	Existing (i.e. Starfish), Training at Conferences	\$6,000 for three attendees, two SS staff and one faculty member	Admissions and Records

Strategy Twelve: Develop support for degree-seeking undecided majors

Rationale: The Counseling Center is developing a first year experience program for degree-seeking undecided majors that will be implemented in fall 2017. This high-risk population requires a more targeted, intrusive intervention. The Counseling Center provides career exploration workshops and sends emails out to degree-seeking undecided students encouraging attendance.

Staffing	Resources	Cost	Lead
Existing plus additional assignment for one counselor	Additional assignment to place a counselor on a B+20 contract	\$8,000	Counseling

Strategy Thirteen: Promote Freshmen Incentive Grants and TMCC Incentive Grants

Rationale: The Freshmen Incentive Grants and TMCC Incentive Grants are open to students in their respective Graduate Rate Survey (GRS) cohort (first-time, full-time freshmen) who are tracked for TMCC's graduation rate. Students must apply for financial aid and demonstrate unmet need. Currently FA staff data mine the GRS cohorts to find eligible students. Complete College America recommends targeted financial aid to encourage completion and success. Students are required to attend full-time with an additional allocation if they enroll in 15 (versus 12) credits, or if they enroll in 12/12/6.

Staffing	Resources	Cost	Lead
Financial Aid coordinator who reviews each FA applicant within the applicable GRS cohort	Existing staffing plus new resources for marketing materials	\$2,000	Financial Aid

Strategy Fourteen: Conduct gateway Course completion campaign

Rationale: Students are proven to succeed and complete at higher rates when they complete their gateway English and math courses during their first year of enrollment.

Staffing	Resources	Cost	Lead
Advising staff, faculty advisors, and academic department administrative assistant	Existing	Employees' time to reach out to students to ensure they are enrolled	Dean of Liberal Arts and Dean of Sciences

Strategy Fifteen: Offer On Track to Graduate workshops

Rationale: Academic Advisement regularly offers workshops to continuing students to ensure they are on track with their degree plan and know how to read an advisement report and MyPlanner features in PeopleSoft. These workshops are required for first-time, full-time degree seeking students during their first semester prior to registration for their second semester.

Staffing	Resources	Cost	Lead
Existing Staff	Existing	\$2,000	Academic Advisement

Strategy Sixteen: Provide graduation incentive grants

Rationale: The Graduation Incentive Grant is open to students in their respective GRS cohort (first-time, full-time freshmen) who are tracked for TMCC's graduation rate. Students must apply for financial aid and demonstrate unmet need. Currently Financial Aid (FA) staff data mine the GRS cohorts to find eligible students. Complete College America recommends targeted financial aid to encourage completion and success. Students are required to attend full-time with an additional allocation if they enroll in 15 (versus 12) credits, or if they enroll in 12/12/6.

Staffing	Resources	Cost	Lead
Financial aid coordinator who reviews each FA applicant within the applicable GRS cohort	Existing plus new resources for marketing materials	\$500	Financial Aid

Strategy Seventeen: Offer stackable certificates and degrees

Rationale: Stackable credentials link a series of certificates and degrees in a specific discipline where each credential builds upon the previous one, and courses for shorter-term certificates count toward associate and bachelor degrees. This allows students to attain a higher-level credential more efficiently and in a shorter period of time.

Staffing	Resources	Cost	Lead
Existing	Existing	Existing staffing	Dean and chairs

Strategy Eighteen: Increase faculty mentoring of students

Rationale: Students benefit from faculty advisors and mentors. They provide advice for students who wish to pursue particular majors at four-year institutions. Faculty can also help lighten the load for our advising center that is currently understaffed.

Staffing	Resources	Cost	Lead
40 academic faculty who are willing to engage in advising and coaching students in their academic studies. Existing staff already advising outside of academic advisement counselors, DRC, CareerConnect and Re-Entry specialists mentoring to specific student populations: Success First, ReEntry, ASK, students with Disabilities	Training for faculty advisors and non-academic advisement advisors	\$2,000 (training costs)	VPAA and Academic Advisement

Strategy Nineteen: Promote 15 to Finish

Rationale: Academic Advisement promotes 15 to Finish during new student orientations (both online and in-person), in printed materials like the guidebooks new students receive, and during one-on-one advisement appointments. Academic advisement will also be utilizing promotional materials like videos on the website and flyers as part of the joint effort between NACADA/Complete College America.

Staffing	Resources	Cost	Lead
Existing staff	Cost of student guidebooks, brochures, posters, flyers and student giveaways during orientation	\$13,000	Academic Advisement

APPENDIX A

PROGRESS: OBJECTIVES MATRIX

— GOAL ONE: INCREASE ENROLLMENT BY TWO PERCENT BY 2020

Objective	Baseline	2017-18	2018-19	2019-20
AAFTE	5851	5740	5719	
1.1 Increase WCSD capture rate	23.8%	22.4%	22.6%	
1.2 Increase headcount of high school students enrolled at TMCC	618	703	963	
1.3 Increase percentage of underrepresented student populations	40.7%	42.2%	43.7%	
1.4 Increase percentage of non-traditional students (25+)	37.8%	37.2%	37.1%	
1.5 Increase headcount of international students	48	45	49	

— GOAL TWO: INCREASE RETENTION AND PERSISTENCE BY FIVE PERCENT BY 2020

Objective	Baseline	2017-18	2018-19	2019-20
2.1 Foster climate of successful course completion	76.3%	77.5%	76.2%	
2.2 Improve fall-to-fall persistence rate to match fall-to-spring persistence	51%	52%	50%	

— GOAL THREE: INCREASE GRADUATION BY SIX PERCENT BY 2020

Objective	Baseline	2017-18	2018-19	2019-20
3.1 Increase graduation rate of full-time students (IPEDS)	30%	31%	28%	
3.2 Increase graduation rate of part-time students (SAM)	23%	29%	32%	
3.3 Increase number of associate degree recipients	1,174	1333	1270	
3.4 Increase number of CTE credentials earned	1,181	1098	1119	
3.5 Increase percent of Pell-eligible students receiving aid	73%	75%	71%	

APPENDIX B

ANALYSIS: MEASURES MATRIX

— GOAL ONE: INCREASE ENROLLMENT BY TWO PERCENT BY 2020

Objective One: Increase WCSD capture rate

Measure	Baseline	2017-18	2018-19	2019-20
1.1.1. WCSD graduation rate	77%	84%	84%	

Objective 2: Increase headcount of current high school students enrolled at TMCC

Measure	Baseline	2017-18	2018-19	2019-20
1.2.1. Headcount of Jump Start students enrolled by term	270	338	611	
1.2.2. Number of current WCSD students enrolled at TMCC	547	631	963	

Objective 3: Increase percentage of underrepresented populations

Measure	Baseline	2017-18	2018-19	2019-20
1.3.1. Percentage of underrepresented students enrolled by term	40.7%	42.2%	43.7%	
1.3.2. Applications by ethnicity	2,949	3277	4434	
1.3.3. FAFSA submissions by underrepresented students	5,180	4904	5098	

Objective 4: Increase percentage of non-traditional students (25+)

Measure	Baseline	2017-18	2018-19	2019-20
1.4.1. Percentage of non-traditional students enrolled by term (25+)	37.8%	37.2%	37.1%	
1.4.2. Applications by 25+ students	2,904	3113	3297	
1.4.3. FAFSA submissions by 25+ students	6,012	4386	5066	

Objective 5: Increase headcount of international students

Measure	Baseline	2017-18	2018-19	2019-20
1.5.1. Headcount of international students enrolled by term	48	45	49	

— GOAL 2: INCREASE RETENTION AND PERSISTENCE BY FIVE PERCENT BY 2020**Objective 1: Foster climate of successful course completion**

Measure	Baseline	2017-18	2018-19	2019-20
2.1.1. College-wide retention rate	76.3%	77.5%	76.2%	
2.1.2. Number of faculty utilizing early alert system	78	132	255	
2.1.3. Number of students utilizing tutoring services	1,732	2291	1743	
2.1.4. Retention rate in online vs. face-to-face courses	72.9%	74.4%	73.3%	

Objective 2: Improve fall to fall persistence to match fall to spring persistence rate

Measure	Baseline	2017-18	2018-19	2019-20
2.2.1. Fall-to-spring persistence rate	65%	67%	66%	
2.2.2. Fall-to-fall persistence rate	51%	52%	50%	
2.2.3. Percent of students seeing an advisor after their first term	46%	39.2%	41.1%	

— GOAL 3: INCREASE COMPLETION AND GRADUATION BY 6% BY 2020

Objective 3.1: Increase graduation rate of full-time students

Measure	Baseline	2017-18	2018-19	2019-20
3.1.1. Percent of new degree-seeking students earning 30 credits during first year	8.4%	13.2%	12.8%	
3.1.2. Percent of GRS cohort enrolled for three consecutive semesters	60.5%	58.4%	59.5%	
3.1.3. Percent of full-time students completing gateway courses within first year	63.0%	61.3%	62.1%	
3.1.4. Percent of full-time students receiving financial aid	59.5%	53.7%	56.8%	

Objective 3.2: Increase graduation rate of part-time students

Measure	Baseline	2017-18	2018-19	2019-20
3.2.1. Average number of credits earned during freshman year by part-time students	8.8	8.6	8.4	
3.2.2. Percent of part-time students completing gateway courses within first year	52.3%	49.6%	47.8%	
3.2.3. Percent of part-time students receiving financial aid	25.3%	21.9%	18.8%	

Objective 3.3: Increase the number of Associate degree recipients

Measure	Baseline	2017-18	2018-19	2019-20
3.3.1. Number of associate degrees earned	1,174	1333	1270	
3.3.2. Number of associate degrees earned by minority	404	482	468	
3.3.3. Number of associate degrees earned by Pell-eligible students	155	153	188	

Objective 3.4: Increase the number of CTE credentials earned

Measure	Baseline	2017-18	2018-19	2019-20
3.4.1. Number of Certificates of Achievement earned	277	199	152	
3.4.2. Number of Certificates of Achievement earned by minority	121	63	59	
3.4.3. Number of Certificates of Achievement earned by Pell-eligible students	101	53	28	
3.4.4. Number of Skills Certificates earned	904	899	967	

Objective 3.5: Increase percent of Pell-eligible students receiving aid

Measure	Baseline	2017-18	2018-19	2019-20
3.5.1. Number of Pell-eligible students receiving aid	73%	75%	71%	

APPENDIX C

STRATEGIES MATRIX

Strategy: Structure and Systems	Lead	Goal 1	Goal 2	Goal 3
Customer Relations Management (CRM)	Admissions & Records (A&R)	✓	✓	
Program Unit Review (PUR)	Assessment & Planning	✓	✓	✓
Streamline intake and registration processes	A&R	✓		

Strategy: Marketing and Communications	Lead	Goal 1	Goal 2	Goal 3
Design and maintain virtual tour	Welcome Center	✓		
Marketing to target audiences	All	✓	✓	
Promote BAS programs	Marketing, with Business and Emergency Management Systems (EMS)	✓		

Strategy: Outreach and Recruitment	Lead	Goal 1	Goal 2	Goal 3
Hire additional recruiter for non-traditional and adult students	Access, Outreach and Recruitment (AOR)	✓		
Collaborative partnerships with WCSD through Jump Start Dual Credit and Recruitment Workshops	AOR	✓		
Work with international agents to recruit students from target countries	Academic Advisement	✓		
Offer Summer Bridge Program to incoming freshmen	AOR	✓	✓	✓
Increase early outreach efforts through GEAR UP and Peer Recruiter efforts	AOR	✓		

Strategy: Retention and Persistence	Lead	Goal 1	Goal 2	Goal 3
Grow BAS enrollment every year	Academic Affairs	✓		
Implement Learning Commons model to increase awareness of academic support services	Academic Affairs		✓	✓
Hold registration promotion event each semester	Academic Affairs and Student Services	✓	✓	✓
Increase faculty engagement utilizing early alert system	Academic Affairs and Student Services		✓	✓
Register Now communication campaign	Marketing and Communications	✓	✓	✓
Don't Drop campaign to reduce Ws each semester (posters in classrooms)	Marketing and Communications	✓	✓	✓

Strategy: Graduation and Completion	Lead	Goal 1	Goal 2	Goal 3
Gateway Course completion campaign	AA		✓	✓
Advising efforts	Academic Advisement			✓
Graduation incentive grants	Financial Aid			✓

EM PLAN TIMELINE

Year 0 – 2016-17	Year 1 – 2017-18	Year 2 – 2018-19	Year 3 – 2019-20
April 2016 Planning Council (PC) approves charge for EM committee as a standing committee	March 2017 through May 2018 Implementation of Strategies 1, 3, 7, 10, 11, 13, 15, 16	September 2018 through May 2019 Implementation of Strategies 2, 6, 8, 9, 14, 19	March 2019 through May 2020 Implementation of Strategies 4, 5, 12, 17, 18
September 2016 President provides guidance and general direction for EM plan	June-August 2018 Assessment of measures for Year 1	June-August 2019 Assessment of measures for Year 2	June-August 2020 Assessment of measures for Year 3
October 2016 EM conducts research of best practices and plan format			
November 2016 through January 2017 EM committee creates plan draft			
February 2017 PC approves EM plan			

ENVIRONMENTAL SCAN

TMCC's enrollment is impacted by a variety of internal and external factors and trends. The following external factors may have significant implications for TMCC's enrollment:

Population growth

By 2019, the area that includes Carson City, Douglas, Lyon, Storey and Washoe Counties is expected to reach population growth of total 7.1 percent, or 1.4 percent growth per year. The population is projected to get more diverse but older.

Low unemployment and economic growth

Job growth is forecasted for the area from low end projections of 47,400 to higher end estimates of 56,600 additional jobs from 2015-2019 for the five counties mentioned above. TMCC's immediate service area of Reno-Sparks is forecasted to see job growth from 6% to 33%. Projected growth is expected to be characterized by a diverse and more technologically advanced economy, which will require an increasingly skilled and educated labor force. Even though, generally, low unemployment rate tends to depress college enrollment, growth and diversification of local economy may provide enrollment growth opportunities for the College.

WCSD enrollment and graduation

Nationally, according to the December 2016 WICHE (Western Interstate Commission for Higher Education) report: "The steady growth in high school graduates that led to significant expansion of higher education in the U.S. in recent decades is coming to an abrupt halt. While the number of graduates grew 30 percent from 1995 to 2013, the number of high school graduates is expected to show virtually no growth for the next seven years, and will likely decline this school year." The report goes on to say "The racial/ethnic mix of high school graduates in the U.S. will continue to shift significantly toward a more diverse population of graduates, fueled primarily by large increases in the number of Hispanic (50 percent) and Asian/Pacific Islander (30 percent) public high school graduates through about 2025."

- *The number of high school graduates is expected to stall for the next 7 years but the racial ethnic mix is expected to change.*
- *We are expecting large increases in Hispanic (50%) and Asian/Pacific Islander (30%) high school students through 2025.*

According to the local Washoe County School District, they are expecting an additional 5,318 new students by 2019. It is projected that the district is poised to exceed average pre-recession enrollment growth rates of 3.5%. WCSD continues to increase its graduation rates reaching 76.6% in 2016.

Source: Northern Nevada Regional Growth Study 2015-2019, EPIC report

Source: Oversight Panel for School Facilities, "Enrollment Growth and School Facility Needs" report, 2015

TMCC Automotive Students Complete Exchange in Peru



Rebecca A. Eckland

AUGUST 23, 2019

This summer, TMCC students Jack Sato, Marco Guillen, Steven Wendling, and Mary Savoy along with Automotive Instructor Wyatt Ziebell participated in a three-week cultural exchange to the SENATI Institute, located in Lima, Peru. The purpose of the trip was to continue an on-going discussion—and an exchange of ideas—on how to best educate students in the technical sciences, particularly in automotive and manufacturing technologies.

The students and staff who went to Peru were mostly not Spanish-speakers (although Guillen does speak Spanish, but a different dialect from the Spanish that is spoken in Peru) and the language barrier was one of the many challenges they faced in their three-week exchange that included plenty of time in SENATI classrooms along with a few adventures. Each day, the group arrived on campus at 9 a.m. where they would attend class until 3 p.m.

Academic Exchange

The students attended classes at the SENATI Institute that aligned with what they have been studying at TMCC, which included diesel engines and electrical systems in cars. There were, however, also a few surprises which included a driving simulator for semi-trucks, which Ziebell and Sato tried, with varying degrees of success.

Driving simulators aside, the students who participated in the exchange were extremely impressed by the quality of instruction at SENATI and the differences in resources and pedagogy from what exists at TMCC. Much of the equipment at the SENATI Institute was supplied directly by automobile manufacturers, which enabled the students to gain real hands-on experience. “The trainers, the actual set up, the engine stands—they had everything standing and working. It was all accessible and easy to learn from,” said Wendling.

The TMCC group was especially impressed with an electrical board that was purpose-built from Hyundai for the automotive program. They also appreciated an instructor in the department, named Pablo, who spoke slowly and created detailed drawings on the whiteboard that made some students wonder if he had a background in Fine Arts. The differences in programming also impressed the group: “They do a textile program which you don’t normally see in a technical school,” said Ziebell.

Cultural Exchange

After 3 p.m., the TMCC group experienced the culture of Peru outside of the classroom. They toured an automobile museum, a milk factory, museums, the Fortaleza Real Felipe and other historical sites. “[The automobile museum] had every car my dad, my uncle and I grew up with,” said Savoy. “It was quite the collection.”

“It was a taste of Hot August Nights before Hot August Nights,” said Guillen—an experience Savoy would call “Cool July Afternoons.”

A milk factory, locally owned and operated, was the next stop on the cultural tour. “It was huge,” said Wendling. “We toured around the machines. [It was amazing to see] everything that goes into [producing milk.] I never thought at all that was how the process worked.”

“It was cool, even though it didn’t really apply to automotive, but it was Industry 4.0,” said Sato. “There was a lot of automation in that factory.”

The group also toured the Inca Market, a small commercial district filled with hundreds of tiny and locally-owned shops. “We would go to the Inca Market nearly every day,” said Ziebell. “We would walk the whole way. It was nice, and we kept going back... We [went because we] had to buy little presents for family and friends back home.”

About the SENATI Exchange

“The future careers of our students are global ones,” said TMCC Director of Academic Advisement, Transfer Center and International Student Services Dr. Natalie Brown. “The more we are able to connect our students to opportunities to experience other cultures, languages, methods of learning, and educational environments... the more competitive they will be in this global job market.”

The TMCC-SENATI International Student Exchange Program is funded by the Innovation Fund grant, a partnership with the U.S. Department of State, Embassy of Peru, Partners of the Americas, and NAFSA: Association of International Educators. The Innovation Fund grants created 13 new higher education partnerships between universities and colleges in the United States and institutions in Peru. TMCC is the only two-year institution selected for the grant program and is the only college from the State of Nevada. Grants were funded by the U.S. Department of State, SEMPRA Energy and CAF: the Development Bank of Latin America.

“I hope our students gained knowledge, both academically and culturally, and gained a global awareness that they will take with them throughout their lives,” said Brown. “I am so grateful for the grant and the on-going support from President Karin Hilgersom and Vice President Estela Gutierrez for making a program of this kind happen at TMCC.”

Reflections on the Experience

The cultural exchange impacted TMCC students and staff differently; although all of them noticed that cars in Peru have manual transmissions (a detail that escapes no automotive student) and that the driving norms are not quite what they are in Reno, deeper explorations about the differences in human lives—or more importantly, the ways we are the same—began to surface in the three weeks this group spent in Peru.

“It was really nice having that mix of things you’ve already learned and you have the opportunity to learn how they are doing it down there,” said Sato. “And then there are [so many things] you have no idea about. [This experience helped us to start] learning about all those things.” Sato agreed with others in the group that traveling and exploring new ways of learning about a topic is infinitely beneficial.

“The TMCC and SENATI partnership was developed to prepare a foundation for building a student exchange program that will ultimately progress to study abroad opportunities for our students to increase student mobility, both in Reno as well as in Lima,” said Brown. “Our next steps are to gather data on the delivery and outcomes, of both the TMCC group that went to Peru this past July as well as the SENATI group that came to TMCC last October, to develop an on-going exchange program with both institutions.”

There’s no question whether or not the students who participated in this exchange are interested in going again. When asked, Guillen admits his bags are already packed: “I’m ready to go again,” he said.

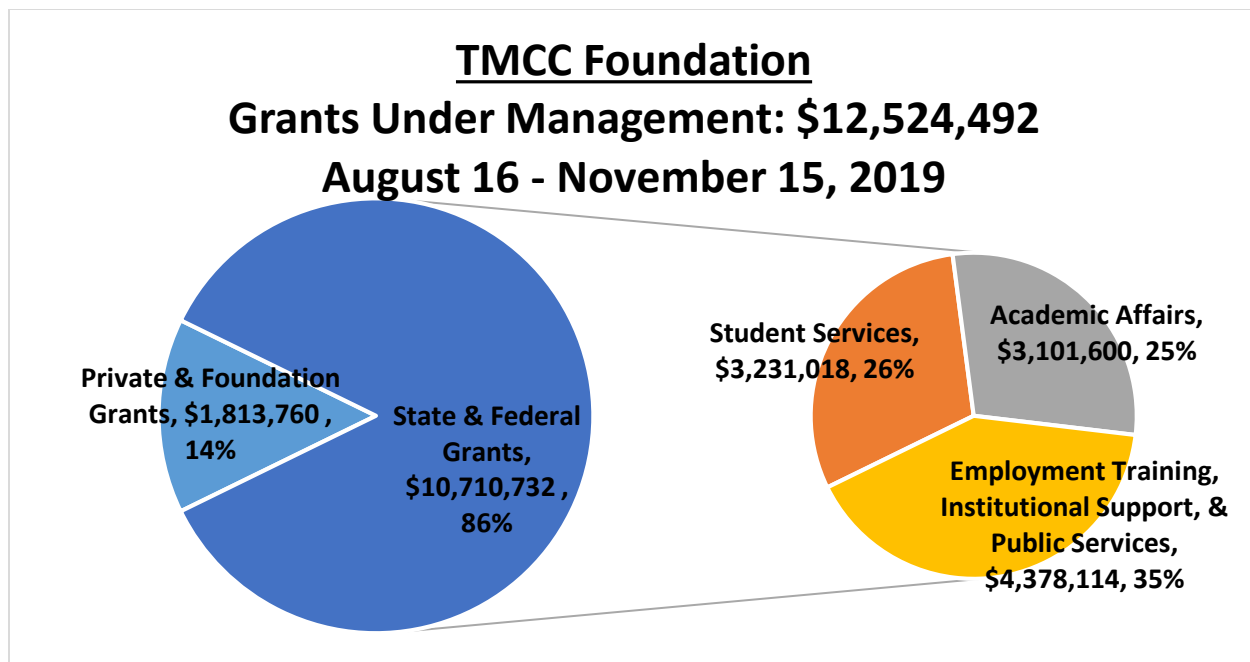
For more information about programs offered by [Applied Technologies](#) at TMCC, contact the department at 775-856-5300.











Highlights for this time period include:

Summer Bridge

The Success First - Summer Bridge celebrated its 10 Year Anniversary with the completion of the 2019 student cohort. Of the 139 participants (97 - Summer Bridge and 42 - Math Wizards) all 139 students completed the program. All 97 Summer Bridge students enrolled in courses in the fall of 2019. Foundation Board members Matt Thornton and Yanus Nelson, attended the closing ceremony celebration and were recognized for the contributions made by US Bank and Wells Fargo Bank to the Summer Bridge program.

CLNA

TMCC received a grant for \$27,726 from the Nevada Department of Education's New Skills for Youth initiative to help fund the Comprehensive Local Needs Assessment (CLNA), a new project required for the Perkins grant. The Nevada Department of Education was one of 10 states to receive the New Skills for Youth grant from JP Morgan Chase; the \$2 million grant aims to strengthen and expand career pathways for students in Nevada.

A major new goal of Perkins V is to focus funding requests on CTE programs that align to occupations showing labor market need in both the state and region, and the CLNA is the process TMCC is required to use to establish these alignments. The CLNA also asks that we analyze programs based on performance (on federal accountability indicators), size, scope, and quality, and access and equity for special population groups (groups include: individuals with disabilities; economically disadvantaged individuals; individuals preparing for nontraditional fields; single parents; out of work individuals; English Language Learners; homeless individuals; youth have aged out of the foster care system; and youth whose parents is active duty on the armed forces.)

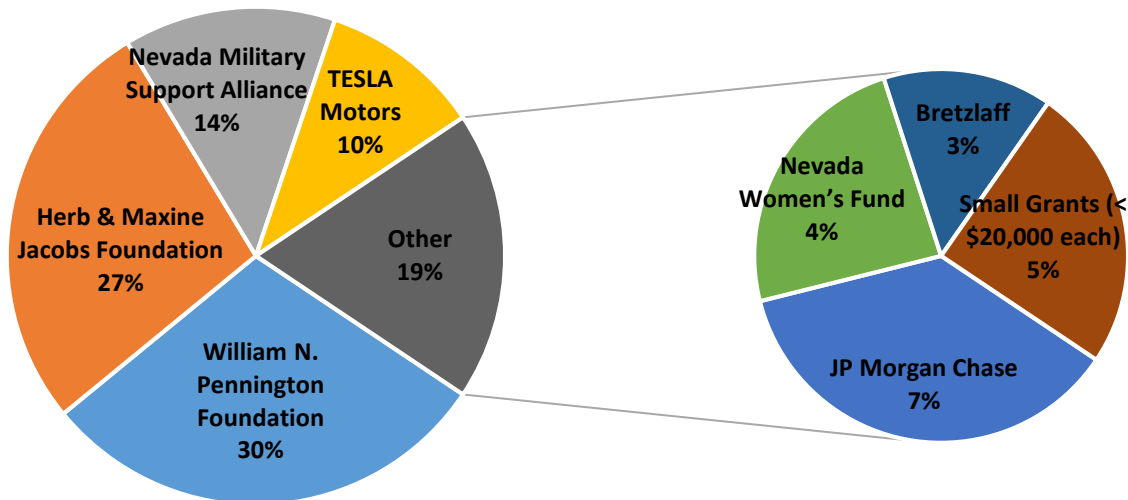
The Grants Office has been leading on the CLNA and we have been hard at work on it for over two months. Almost all of the work associated with pulling and analyzing the data has been completed and we are now working on engaging stakeholders on in-person discussions

about our initial findings. We've hosted meetings with each academic division and have presented to TMCC's Institutional Advisory Committee. Additionally, we hosted a joint stakeholder meeting with Washoe County School District in late November to discuss alignment between the CTE programs offerings at the school district and TMCC. And last week, we held a meeting with student representatives from the special population groups.

We look forward to sharing the conclusions of the CLNA at one of our future TMCC Foundation Board meetings. Thank you!

Grant Submittals and Status This Quarter						
Funding Source	Amount	Purpose	Submitted	Waiting to Hear	Funded	Not Funded
Catholic Charities of Northern Nevada	\$70,650	Citizenship & Assimilation Education			X \$70,650	
NV DETR	\$30,567 x 4 years = \$122,268	Displaced Homemaker Program	May 30, 2019		X \$122,268	
NV DOE	\$27,726	Staff Support Perkins V CLNA	Aug. 23 2019		X \$27,726	
Gabelli Foundation	\$25,000	Business Scholarships		X		
William N. Pennington Foundation	\$59,400	BAS Dental Hygiene Scholarships	Sept. 4, 2019		X \$59,400	
NV GOED WINN Grant	\$2,000,000	Information Technology Partnership	Sept. 9, 2019	(re-submitting with more info)		
Wells Fargo Foundation	\$2,500	Legacy Event	Sept. 16, 2019		X \$2,500	
Wells Fargo Foundation	\$11,000	Feemster Scholarship & Amy Holland Scholarship			X \$11,000	
National Science Foundation	\$529,223	Virtual Media Learning Project Research Grant	Oct. 3, 2019	X		
Nevada NASA EPSCor Grant	\$169,175 over three summers	Faculty/Student Chemistry/Physics Research Grant	Oct. 11, 2019	X		
Community Foundation of Western Nevada	\$20,000	Performing Arts Mobile Van	Oct. 28, 2019	X		
TESLA Motors	\$189,990	Robots for Applied Tech Center	October 1, 2019		X \$189,990	
Walter S. Johnson Foundation	\$30,000	Foster Youth Planning Grant	Oct. 30, 2019	X		
Total Awards Received Aug. 16 – December 15, 2019: \$483,534						

Private & Foundation Grants: \$1,813,760



Private & Foundation Grants Under Management

Sponsor	Amount	Notes
Banfield Foundation	\$15,000	Vet Tech Equipment
Bank of America	\$5,000	FLAME\$ Programming
Bretzlaff Foundation	\$50,000/over five years (in year 1)	Scholarships
Dixie May Foundation	\$15,700	Athletics
Fern 45	\$10,000	Support for Equipment for Veterans Upward Bound Program
Geological Society of Nevada Foundation	\$2,300	Drone Purchase
Herb and Maxine Jacobs Foundation	\$495,000/over three years (in year 2)	Jacobs Presidential Scholars Program
JP Morgan Chase	\$125,000	Program support for FLAME\$ and Applied Technology
Marguerite Peterson	\$7,500	Scholarships for Re-entry
Nevada Military Support Alliance	\$250,000/over five years (in year 5)	Veterans Resource Center
Nevada Women's Fund, Giving Circle	\$81,450/over three years	First Year and Beyond Experience for At-Risk Youth
See4Vets	\$5,000	Veteran Scholarships
TESLA Motors	\$189,990	Robots for Applied Tech Center
US Bank Foundation	\$10,000	Summer Bridge 2020 Program
Wells Fargo Foundation	\$11,000	Feemster Scholarship & Amy Holland Scholarship

Private & Foundation Grants Under Management, Continued		
Wells Fargo Foundation	\$2,500	Legacy Event
William N. Pennington Foundation	\$80,010	Tesla collaboration for ACE Charter School Transportation
William N. Pennington Foundation	\$59,400	BAS Dental Hygiene Scholarships
William N. Pennington Foundation	\$199,000	Annual scholarships for Nursing and Dental Students
William N. Pennington Foundation	\$200,000	Scholarships for Applied Tech Students, 2019-20 Academic Year

EastView

01/24/2020 PROGRAMMING DOCUMENT

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FRONT ENTRY - NORTH SIDE



ACTION LINK - SOUTH SIDE



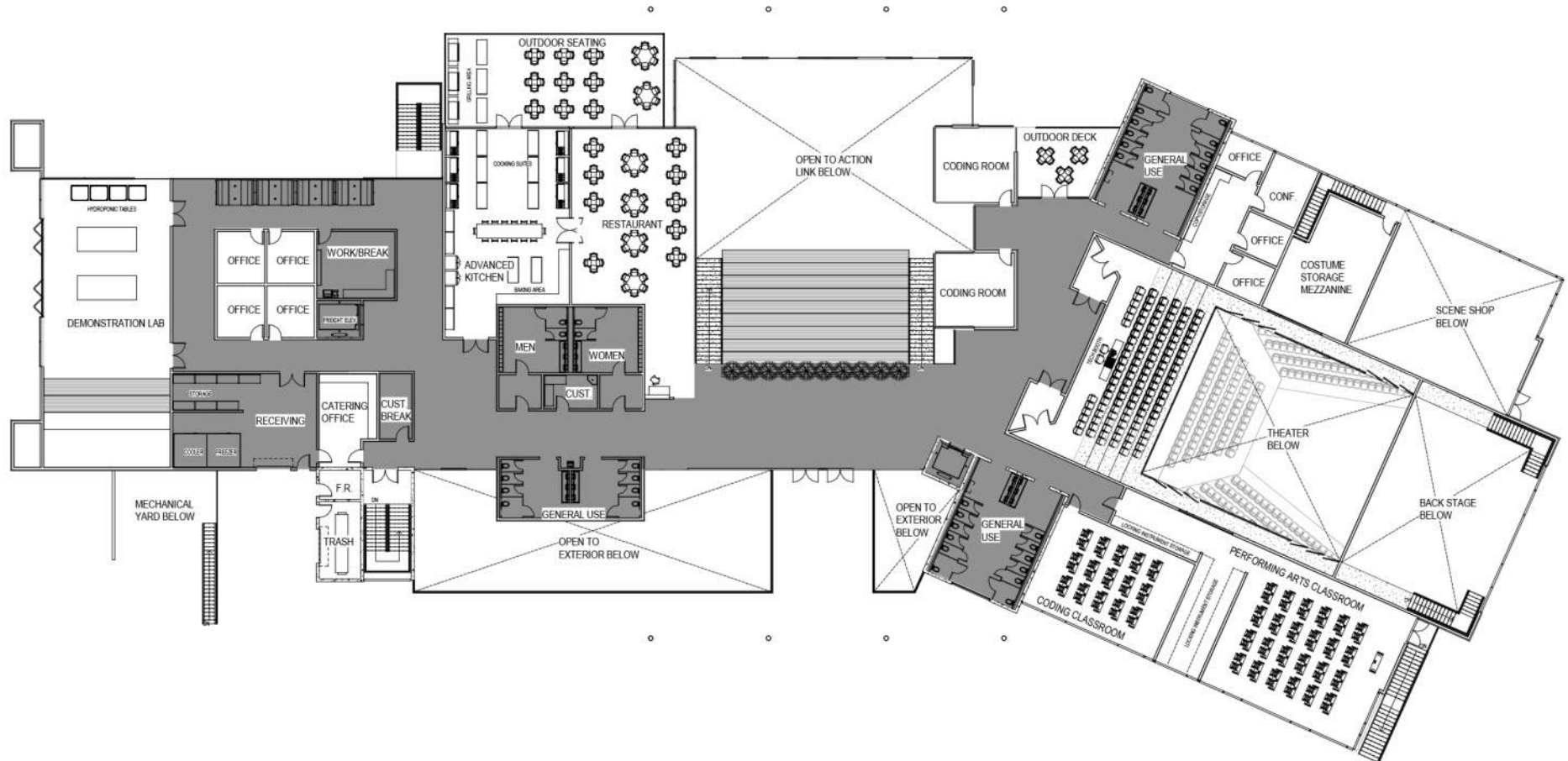
OUTDOOR AMPITHEATER - WEST SIDE



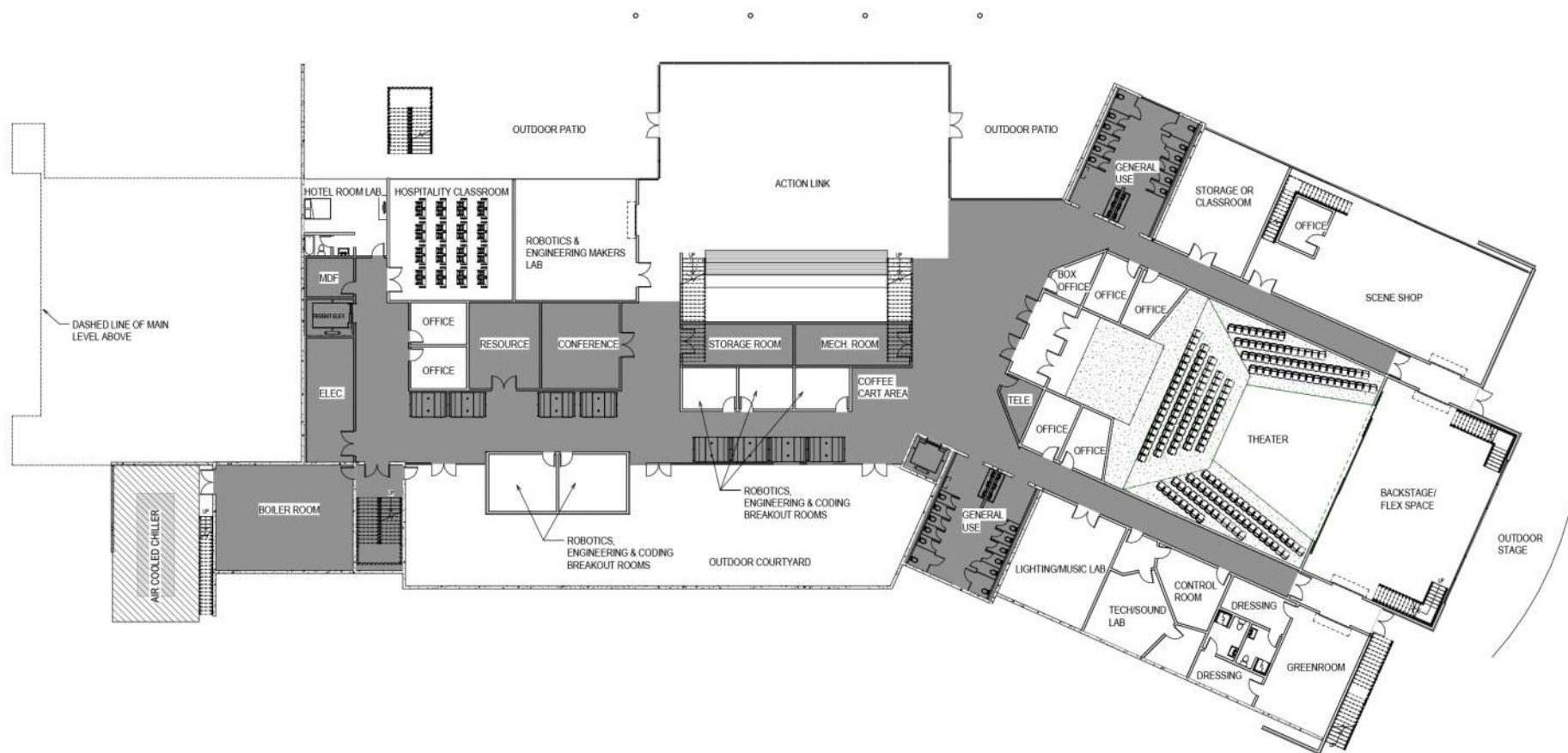
COMMON BUILDING SPACES

- LOBBY/COMMON SPACE-
 - a. “Innovation Spaces”: Their goal is to “create community”, “facilitate collaboration” and “create serendipitous encounters”. These shared spaces will be designed to foster face-to-face creative interaction.
 - b. “Display Space”: The goal is to create “student recognition”, “student creativity”, “community inspiration”. These common spaces will be designed to promote and celebrate ideas.
- RESTROOMS - GENERAL USE throughout.
- CONFERENCE ROOMS - There two conference rooms for all to use. One on the lower level near hospitality and one on the upper level near the offices outside the theater.
- STAFF BREAKROOM/WORKROOM - One is currently allocated, one on the culinary side.
 - a. Dual use “42 inch bar height” table for Staff Breaktime use and Layout/Prep space. 4 Bar heights stools.
 - b. Breakroom fixtures: Sink, Refrigerator, Microwave
 - c. Work room equipment: Standard Printer copier
 - d. Counter top space with combination open and closed storage base cabinets and upper cabinets.
- CIRCULATION
- FIRE RISER ROOM
- ELECTRICAL ROOMS - One main electrical room located on the lower level.
- MECHANICAL ROOMS/CHASES - A boiler room is located on the lower level below the driveway to receiving. There will be an air cooled chiller just outside the boiler room on the lower level with access from the receiving area. Two or three units will be located on the roof above the general use restrooms and the stairwell as well as one unit located below the risers of the Action Link for displacement ventilation in the theater.
- TRASH/RECEIVING
- OUTDOOR PATIOS - Located outside culinary (on the east), hospitality (on the north), and action link (on the south) to provide students with numerous options for gathering, group study, and student retention.
- STORAGE - located under the seat steps for action link.

COMMON BUILDING SPACES MAIN/ENTRY LEVEL



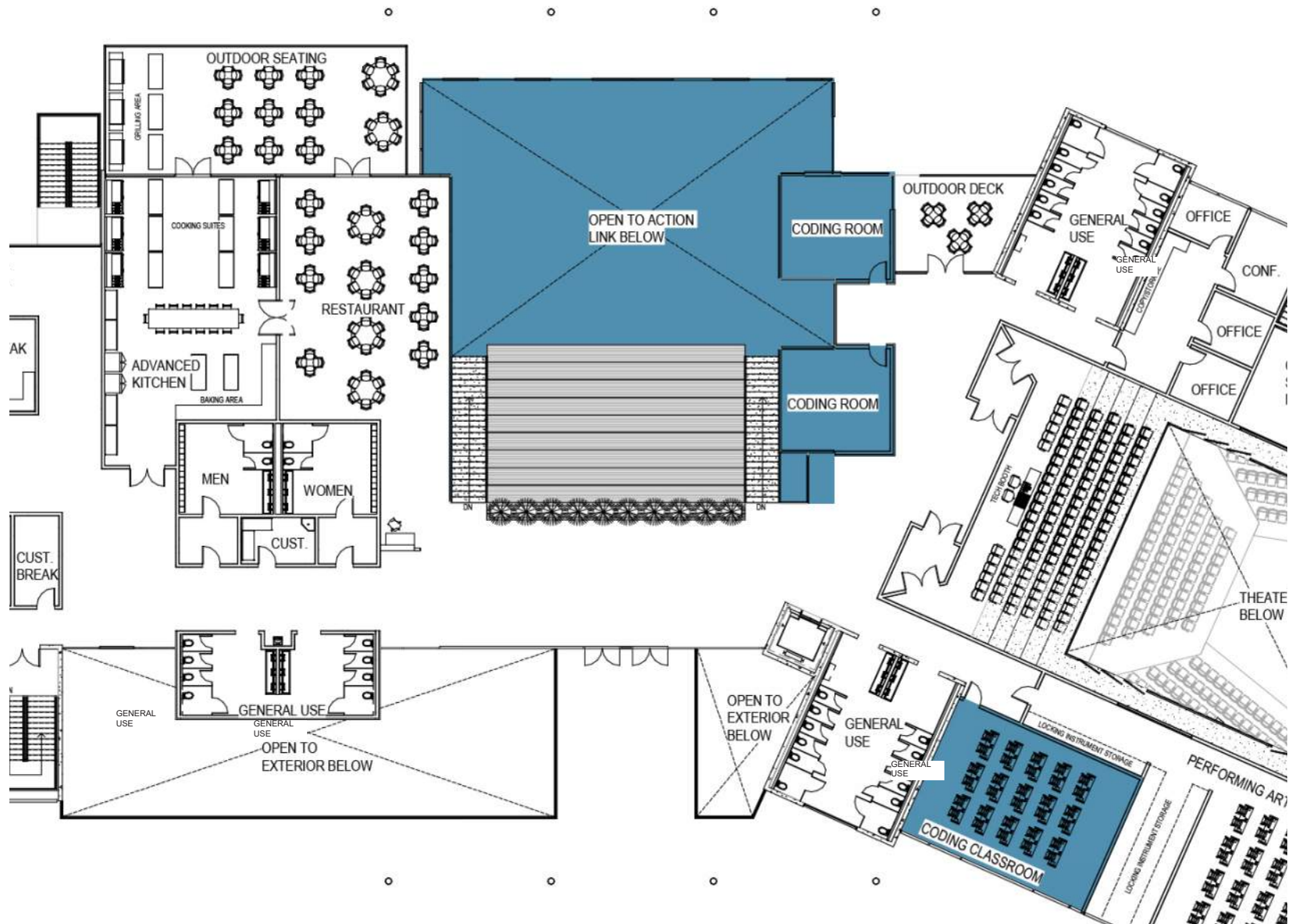
COMMON BUILDING SPACES LOWER LEVEL



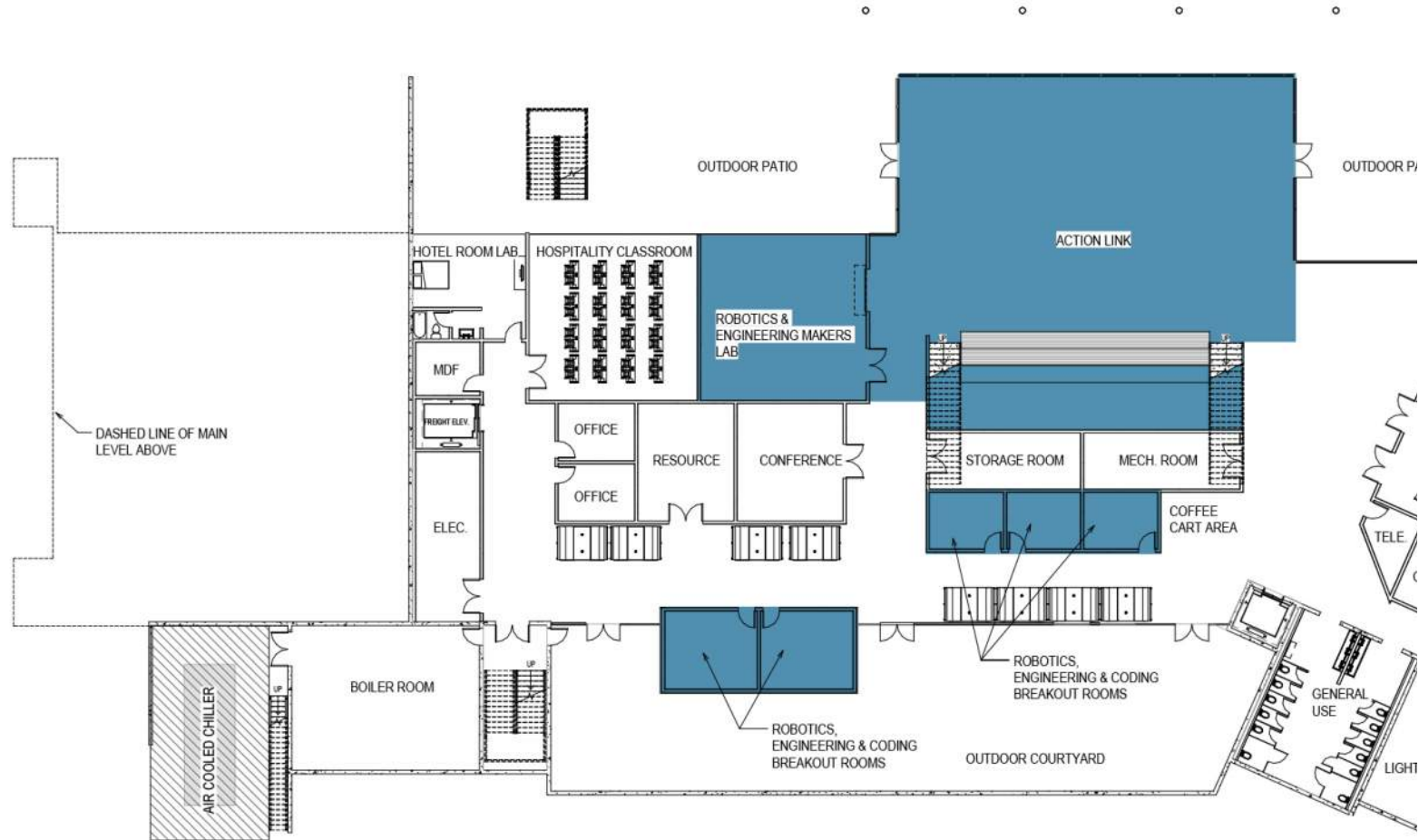
CODING, ROBOTICS & ENGINEERING SPACES

- CODING ROOMS - There are two coding rooms on the main level that overlook the action link. They will be mostly glass with frosted areas for writing and coding.
- ENGINEERING & ROBOTICS MAKER'S LAB - Located on the lower level with direct overhead garage door access to the Action Link where they will hold competitions. This space will have tables and tools for adjustments to robots/build space.
- CODING COMPUTER LAB - This will be an Apple Lab with 15-20 Computers located on the main level close to the coding rooms.
- ACTION LINK - Used for competitions and general student population. Also can be used for dinner events for theater, TED talks, and many other functions. Will need a counter/serving area where food/beverages can be located for events.
- BREAKOUT ROOMS - Four breakout rooms can be used by all, but will be used by robotics on the day of competitions and by introductory engineering students for collaborative work. A freight elevator has been added to the program for larger robotics to be transported to lower level.

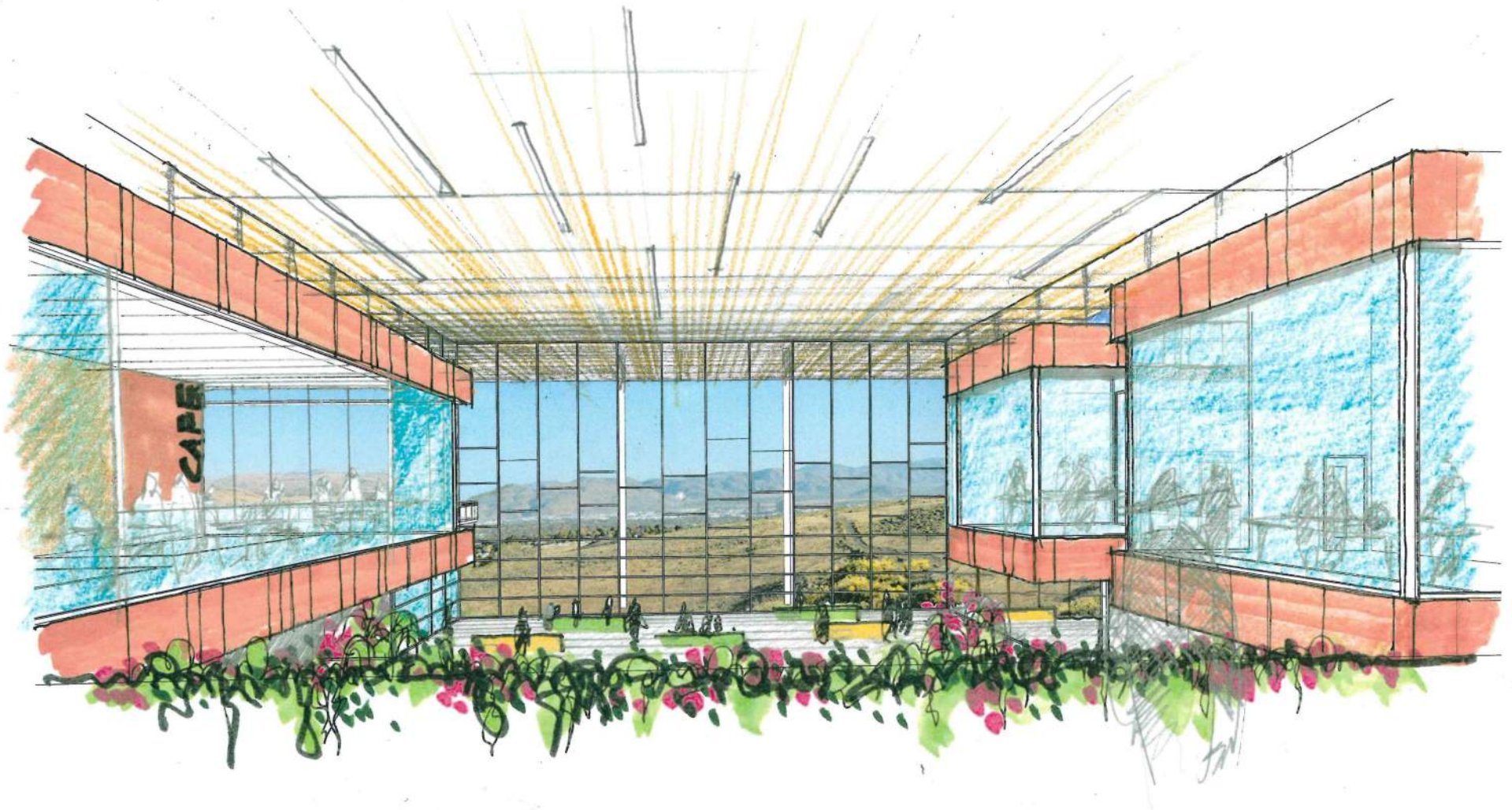
CODING, ROBOTICS & ENGINEERING SPACES MAIN/ENTRY LEVEL



CODING, ROBOTICS & ENGINEERING SPACES LOWER LEVEL



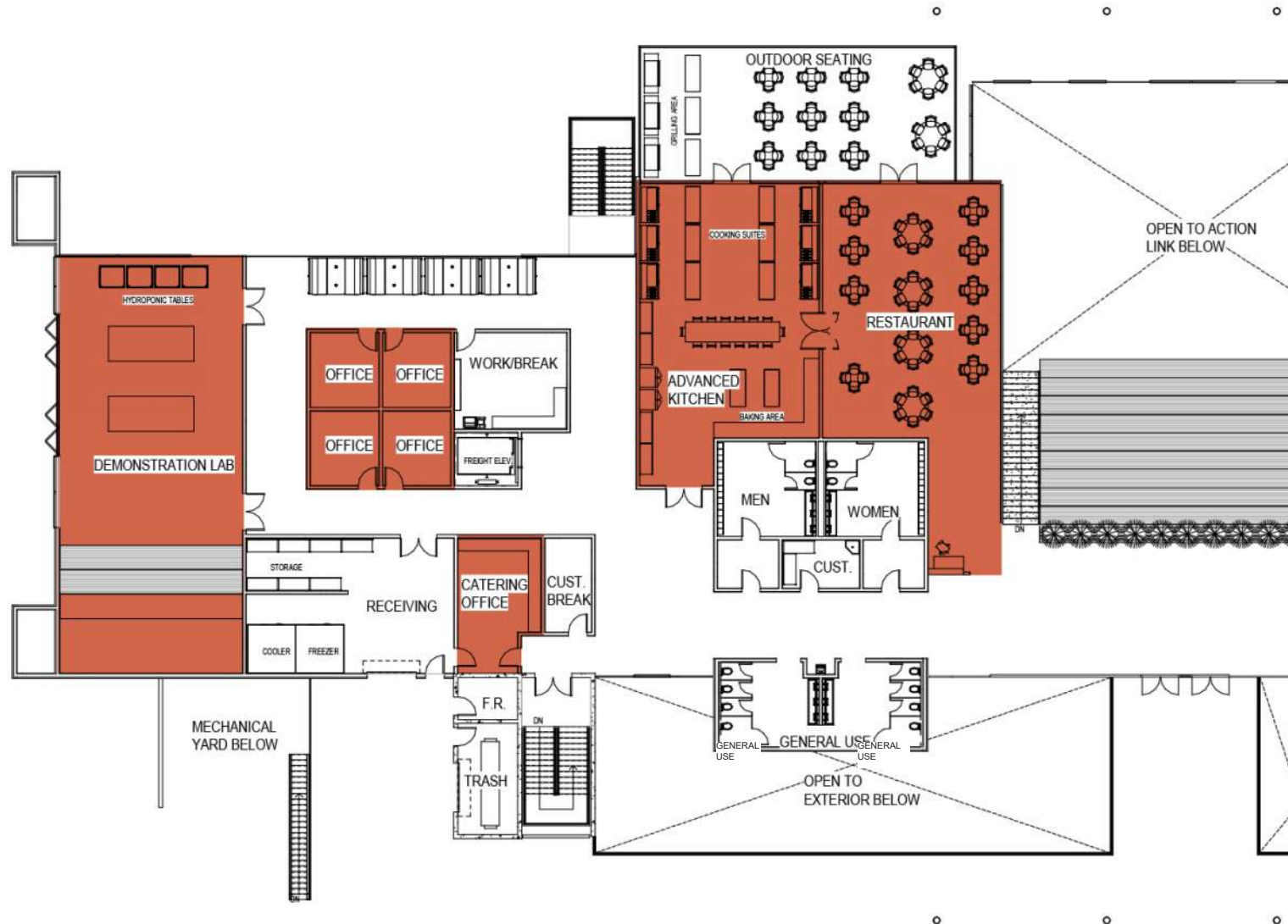
ACTION LINK PERSPECTIVE



CULINARY SPACES

- OFFICES - Four offices are allocated for Culinary.
- RESTAURANT - Seating indoor/outdoor. Will need further discussion on how often the restaurant will be open and the use of the advanced kitchen to provide the food.
- ADVANCED KITCHEN/CATERING- Accommodation of 12 students in 2-3 different discipline areas; Advanced Equipment for large-scale production; Advanced equipment and work space for baking / pastry (i.e.: mixers, deck oven); Mini-hot line for limited restaurant service
- DEMONSTRATION LAB - Tiered seating to allow easy viewing of demonstrations for teaching or events. Room for food science and hydroponics.
- STUDENT SOCIAL ZONE/RESOURCE - comfortable seating that allows for group or single study and is powered for easy plug in of labtops, phones, etc. Resource room is located on the lower level for use by culinary.
- LOCKER ROOMS - Contains (15) two tiered lockers in both mens and womens for a total of 30 combined long with a few water closets and lavs.
- FOOD/GENERAL STORAGE- Receiving area has room for a walk in cooler, walk in freezer and dry storage for food and pots/pans.
- CATERING OFFICE - Located off of receiving to accept shipments and includes counter space as needed to fulfill orders. There is also a reception desk outside the catering office if needed that can be multi-functional for other areas of the building.

CULINARY SPACES MAIN/ENTRY LEVEL



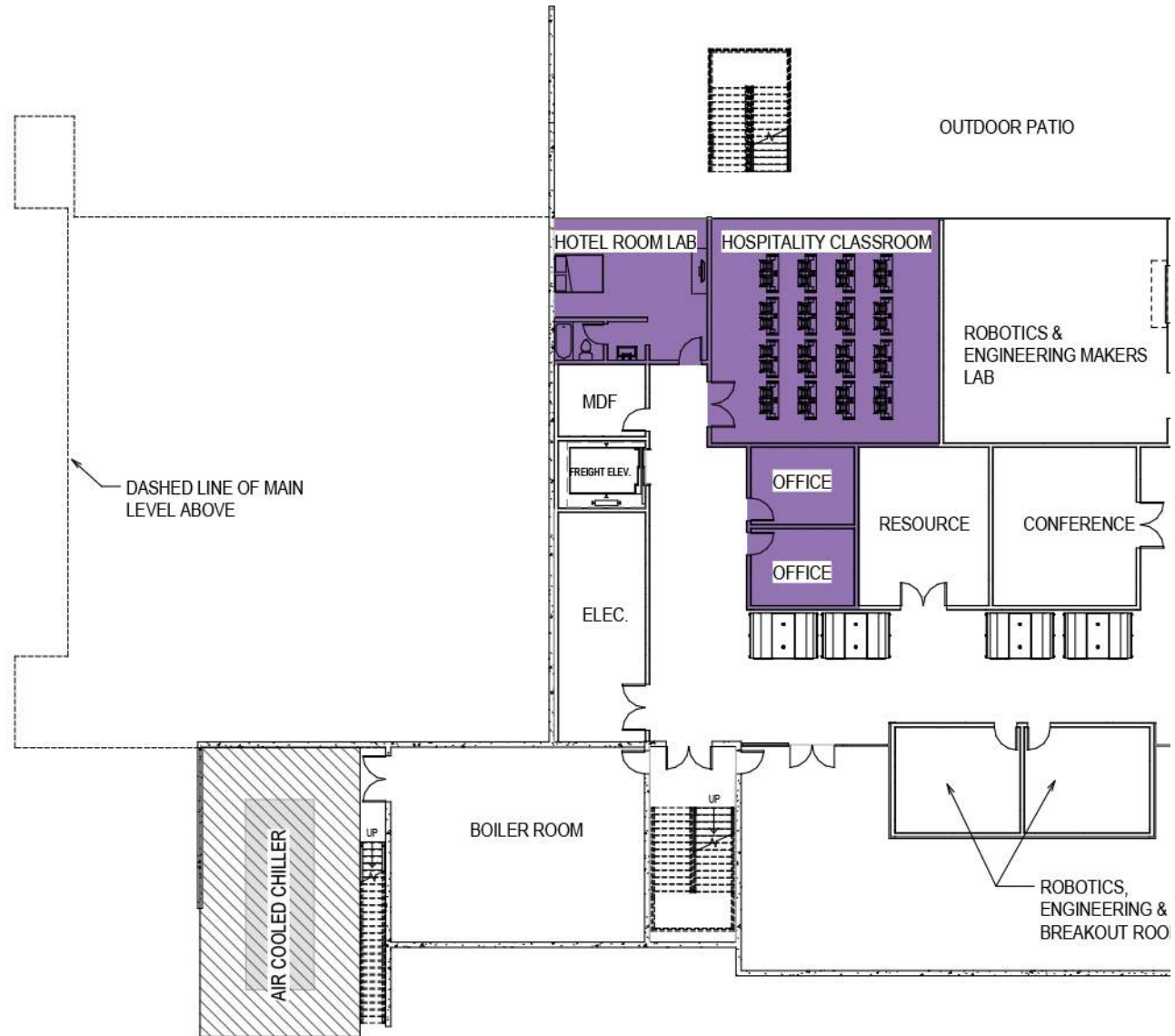
RESTAURANT/ACTION LINK PERSPECTIVE



HOSPITALITY SPACES

- OFFICES - Two offices are provided for Hospitality.
- CLASSROOMS - One general classrooms are provided for hospitality.
- SOCIAL HUB SPACE - Social space with comfortable seating/study can be shared with robotics.
- HOTEL ROOM LAB - One room dedicated to a hotel lab with a hotel room layout/bathroom.

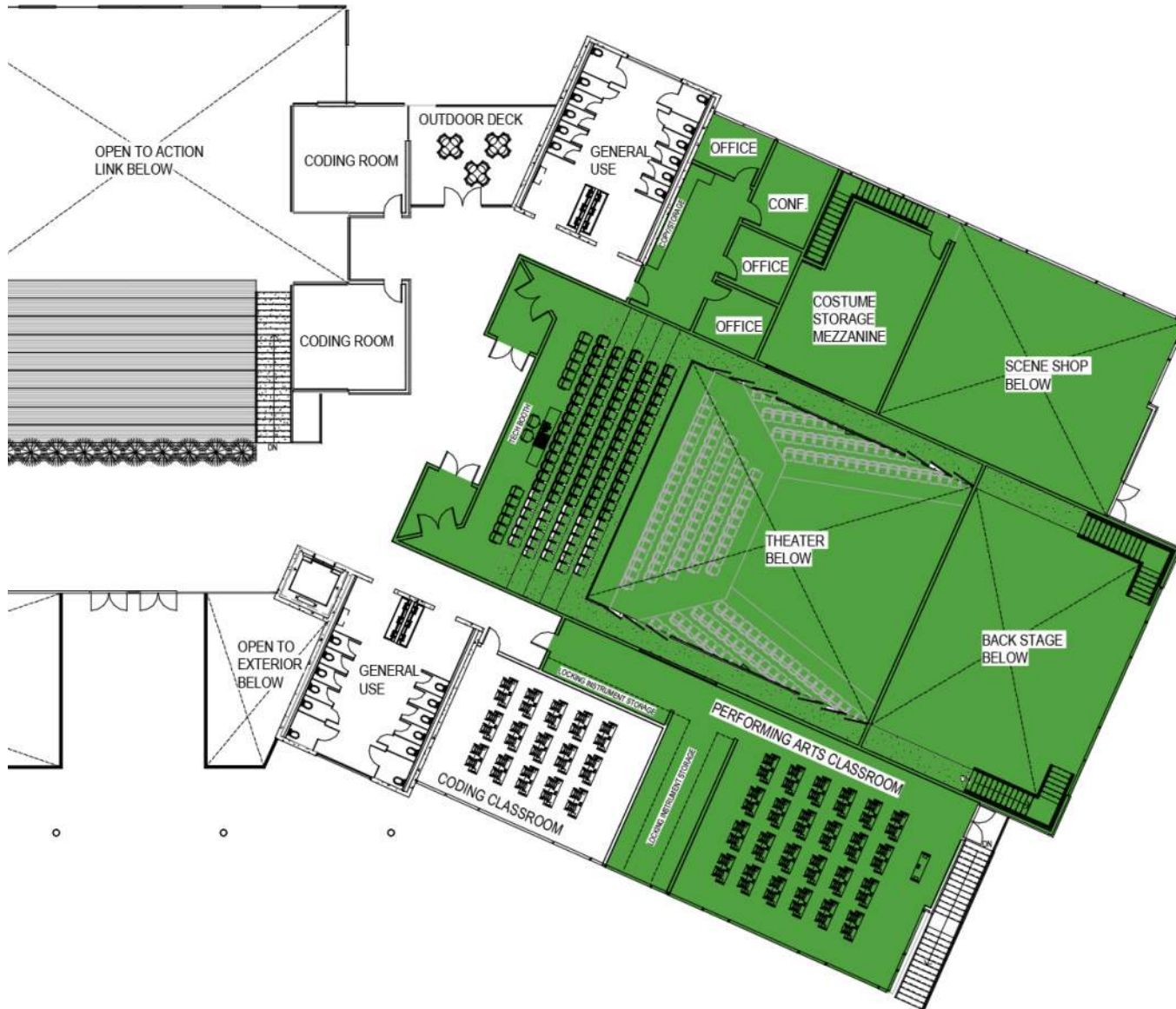
HOSPITALITY SPACES LOWER LEVEL



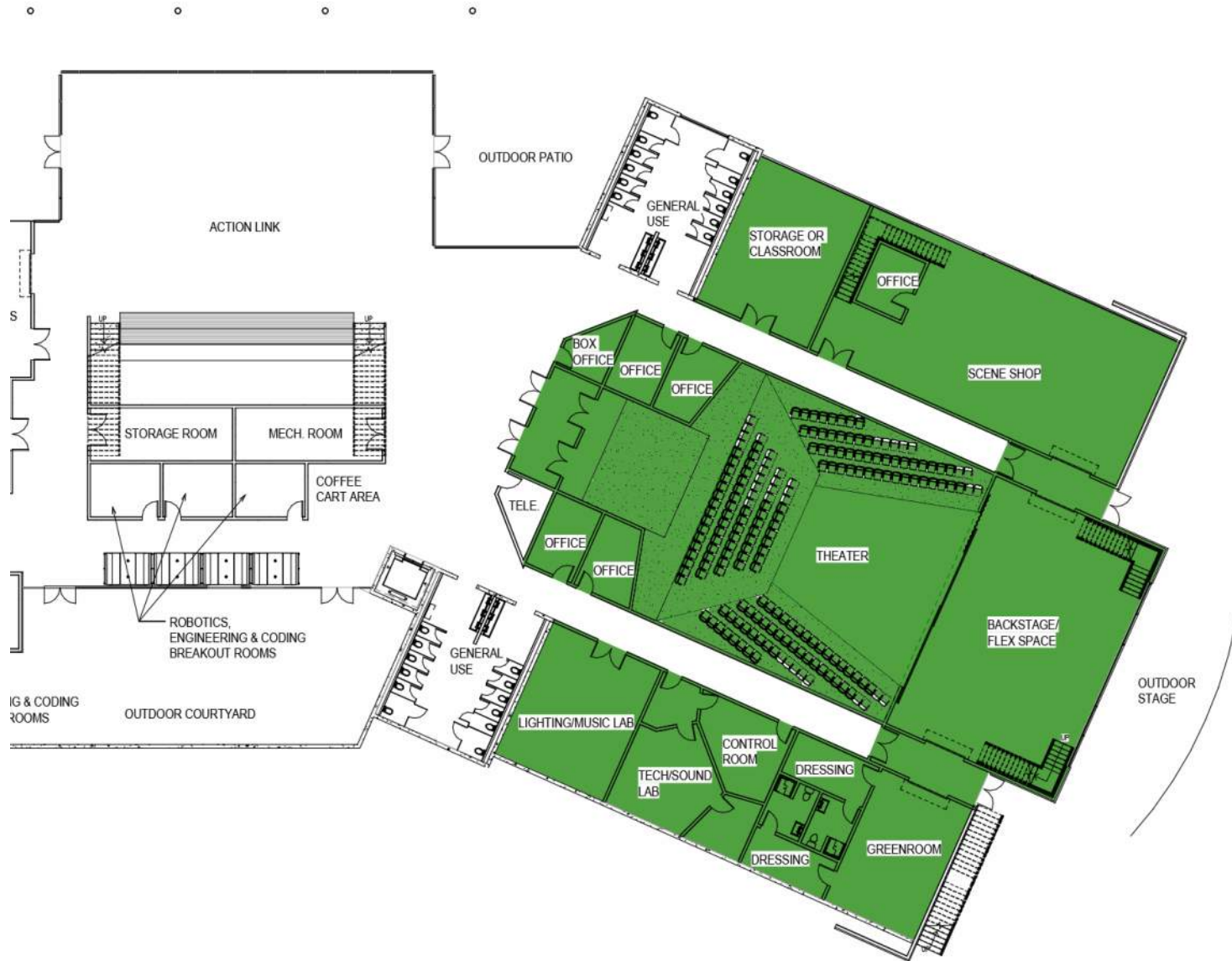
PERFORMING ARTS SPACES

- OFFICES - Seven offices are allocated for performing arts and potentially culinary on the main level and one office in the scene shop on the lower level.
- CLASSROOM - There is one large performing arts classroom on the main level for with instrument storage.
- THEATER - 300 Seat thrust stage theater with sloped seating on the lower level and tiered seating from the upper level.
- OUTDOOR AMPHITHEATER
- SCENE SHOP - One office located in the scene shop. Will have an exterior loading dock and an overhead door to access the stage. Access to a costume storage mezzanine and two story space for larger items.
- LIGHTING LAB/MUSIC TECH - On the lower level
- TECH/SOUND LAB - The recording lab has an sound isolation entrance, a studio, a control room, and a vocal booth.
- STORAGE - Located next to the scene shop, this will be for general storage.
- GREEN ROOM - Just off the stage with a roll up door for easy stage access and to roll scenes in and out during a performance.
- DRESSING ROOMS - Two located within the dressing area with easy access to the stage, each with their own restroom.

PERFORMING ARTS SPACES MAIN/ENTRY LEVEL



PERFORMING ARTS SPACES LOWER LEVEL



TMCC WELCOMES YOU!

YOU ARE AN IMPORTANT PART OF OUR COMMUNITY AND COLLEGE.

TMCC Values include:

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

As the TMCC Community, we affirm our commitment to efforts to sustain a diverse, inclusive learning environment.



TRUCKEE MEADOWS COMMUNITY COLLEGE

7000 Dandini Blvd., Reno, NV 89512
775-673-7111 • www.tmcc.edu

EQUITY, INCLUSION, AND SUSTAINABILITY OFFICE

diversity@tmcc.edu • diversity.tmcc.edu

SPECIAL THANKS TO:

- TMCC Faculty Senate Professional Standards Committee
- TMCC Diversity Committee
- COCC Diversity Committee

REFERENCES:

Central Oregon Community College.
Creating Community.

Council for the Advancement of Standards
in Higher Education (2015). *CAS professional
standards for higher education* (9th ed.).
Washington, DC: Author.

TMCC is an EEO/AA (equal employment opportunity/affirmative action) institution and does not discriminate on the basis of sex, age, race, color, religion, physical or mental disability, creed, national origin, veteran status, sexual orientation, genetic information, gender identity, or gender expression in the programs or activities which it operates.



IN IT TOGETHER

CREATING AN INCLUSIVE LEARNING COMMUNITY



SHARED PRINCIPLES

Adapted from CAS Statement of Shared Ethical Principles

We take **RESPONSIBILITY for our actions and both support and empower an individual's and group's freedom of choice.**

- We promote positive change in individuals and in society through education
- We foster an environment where people feel empowered to make decisions
- We hold ourselves and others accountable

We **PLEDGE to do no harm.**

- We create environments that are educational and supportive of the growth and development of the whole person
- We exercise role responsibilities in a manner that respects the rights and property of others without exploiting or abusing power

We **ENGAGE in altruistic attitudes and actions that promote goodness and contribute to the health and welfare of others.**

- We treat others courteously
- We consider the thoughts and feelings of others
- We work toward positive and beneficial outcomes



We actively promote human **DIGNITY and endorse equality and fairness for everyone**

- We treat others with respect and fairness, preserving their dignity, honoring their differences, promoting their welfare
- We recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts
- We extend fundamental fairness to all persons

We are **FAITHFUL to an obligation, trust, or duty.**

- We maintain confidentiality of interactions, student records, and information related to legal and private matters
- We honor commitments made within the guidelines of established policies and procedures

We seek and convey the **TRUTH in our words and actions.**

- We act with integrity and honesty in all endeavors and interactions
- We relay information accurately
- We communicate all relevant facts and information while respecting privacy and confidentiality

We actively promote connected **RELATIONSHIPS among all people and foster community.**

- We create environments that promote connectivity
- We promote authenticity, mutual empathy, and engagement within human interactions

JOIN TOGETHER

The TMCC Community can **JOIN TOGETHER to foster this inclusive learning environment by:**

- Engaging in conversation and discussion about what it means to be respectful.
- Attending workshops, events, and programs to learn more about those whose values, perspectives, and lifestyles differ from your own.
- Modeling and encouraging this behavior.
- Speaking out against offensive speech and behavior.
- Actively working to promote a welcoming community.
- Resolving conflict in an open and mature manner through discourse, conversation, and education.
- Visiting the Diversity and International Student Center Office (DISCO) and asking how you can become involved.

If you have any questions or concerns, please contact:

TMCC HUMAN RESOURCES

775-673-7168 • humanresources@tmcc.edu



YOU ARE WELCOME HERE!



Truckee Meadows Community - List of Advisory Committees

Graphic Communications Advisory Committee
Peppermill Casino
WCSD
University of Nevada, Reno
Primeval Pixels
Masquerade Media Inc
CustomInk
GMAA
Grind Creative
StanCan Design
WCSD
Noble Studios
Tech Sciences Advisory Committee: Aviation
Flirtey
Michael Baker International
NV Energy
Carbon Autonomous Systems LLC
NV Energy
Flirtey
Carbon Autonomous Systems LLC
Flirtey
Flirtey
Michael Baker International
Tech Sciences Advisory Committee: Construction & Design
Aloiau Architecture
United Construction
ACE High School
ACE High School
Henry Brugess Architecture
Cathexes
ACE High School
Copenhaver Architecture
Architects Plus
MBA Architects
Frame Architecture
Aloiau Architecture
Hawkins and Associates
Hooft Architecture

Cathexes
H&K Architects
TMCC
CFA
Tate Snyder
ACE High School
VanWoert Bigotti Architects
TMCC AIAS
Tech Sciences Advisory Committee: Drafting
Ebara International Company
Collins Consulting
Victory Woodworks
IGT
University of Nevada, Reno employee
IGT
Man of Steel
Click Bond
Reno High School
ACE Charter High School
Tech Sciences Advisory Committee: HVAC-R
C & C Refrigeration
University of Nevada, Reno
RSD
Pinnacle Heating & Air
TMCC
RHP Mechanical Systems
University of Nevada, Reno
Washoe County
Tech Sciences Advisory Committee: Machining
A & B Precision Metals
ACE
PTD
CGI
T.R.I. Inc
ACAM
Quality Plastics
Centerline Machine Works
Hamilton Company
Gyford
Advanced Precision
Hamilton Company
TMCC/Advanced Precision
Polymer Plastics, LC
JLM Industrial Supply, Inc

ACE High School
JLM Industrial Supply, Inc
Tech Sciences Advisory Committee: Production
IGT
ECN Automation
Nevada Manufacturer's Association
Tesla
TREX
Hidden Valley Ranch
French Gourmet
Hamilton Co, Manufacturing Engineer
Damon Foods
Kimmie Candies
Con-Agra Foods
Pacific Cheese
Hamilton Co, Production Supervisor
Rockwell Automation
Click Bond
Click Bond
Grove Madsen
Click Bond
Veka
Urban Outfitters, Manager
Hamilton Co, HR Recruiter
Alsco Reno, GM
Panasonic
Mary's Gone Crackers
Hamilton Co, Production Supervisor
Tesla
Pioneer Nut Co.
Natures Bakery, Quality Manager
Pacific Cheese
Amazon, Manager
NOW Foods, Maintenance Manager
James Hardie
Tech Sciences Advisory Committee: Transportation
T & A Performace
Fred's Auto Repair
Wayne's Automotive
Cashman Equipment
Sierra Freightliner
Sierra Freightliner
Greg's Garage
Peterbilt Truck Parts

TEC Equipment
Silver State International
ENGs Motor Truck Co
Summit Racing
Cashman Equipment
NV Energy
Q & D Construction
Sierra Nevada Job Corp
NV Dept of Transportation
TA Truck Service
Cummins Rocky Mountain
Buick, GMC, Cadillac
Silver State International
A Master Mechanic
Operating Engineers
NV Energy
Washoe County School Dist.
O'Reilly Auto Parts
Newmont
Tech Sciences Advisory Committee: Welding
Jensen Metal Tech
MSM Sheet Metal
TMCC
Jensen Metal Tech
Reno Iron Works
Maverick Engineering
Job Corps
Business Advisory Committee: Hospitality & Tourism
Nugget Casino
RSCVA
RSCVA
Incline Village General Improvement District (IVGID)
IVCBVB
IVCBVB
TravelNevada
TravelNevada
Reno-Tahoe Airport Authority
City of Reno
Peppermill Resort Spa Casino
Eldorado, Silver Legacy, Circus Circus
Atlantis Casino Resort Spa
Atlantis Casino Resort Spa
Atlantis Casino Resort Spa
Tahoe Beach Retreat

Diamond Peak
Diamond Peak/Golf Courses/SKAL
Sierra Nevada College
Reno Aces & Reno 1868 FC
Reno Tahoe Limousine
Business Advisory Committee: Logistics Management
Amazon
Arrow Electronics
Bender Group
Chewy.com
Ebara
HAWS
High Quality Organics
ITS Logistics
Kimmie Candy
NAI Alliance
Natures Way
Nevada Army National Guard
Nevada Army National Guard
Urban Outfitters
Vander Co
Vander Co
Zulily
Zulily
Business Advisory Committee: Culinary Arts
US Foodservice
Roundabout Catering
TMCC Culinary Arts
Provisions Bakery
Whole Foods
Whitney Peak
Silver Peak Brewery
Organic Herb Trade
P.F. Changs
Campo Restaurant
Business Advisory Committee: Early Childhood Education
T.E.A.C.H. Early Childhood Nevada and NevAEYC
Truckee River Child Development Center
University of Nevada, Reno
The Children's Cabinet
Community Services Agency Head Start
WCSD Nevada Pre-K Standards
Nevada Office of Early Learnings & Development
Washoe County Child Care & Early Childhood Services

The Nevada Registry
CCDF
TMCC ECE Program
E.L. Cord Child Care Center
E.L. Cord Child Care Center
E.L. Cord Child Care Center
Adjunct Instructor - Infant / Toddler Specialist
Sciences Division Advisory Committee: VET Tech
small animal tech
shelter tech
specialty tech
wildlife rehabilitation
small animal vet
industry
small animal, exotics, instructor
equine medicine & mgmt
instructor, wildlife biology
new member, representing vet assisting program
Sciences Division Advisory Committee: Nutrition
VA Medical Center
DT Internship Preceptor - Instructor
VA Medical Center
Carson Tahoe Hospital
WIC
University of Nevada, Reno Medical School - Head Start
Program Coordinator - Professor
Sciences Division Advisory Committee: Radiology
CTRMC
VAMC
NNMC (chair)
CTH Radiation Oncology
St. Marys
St. Marys (vice chair)
Tahoe Forest Hospital
Renown
Renown Imaging
ROC
Renown Imaging
Renown Imaging
TMCC Student
TMCC Instructor
TMCC Program Director
Sciences Division Advisory Committee: Dental Hygiene
Chairperson

Vice Chairperson
Secretary
Current Hygienist
Current Hygienist
Local Dentist
Local Dentist
Local Dentist
Local Dentist
TMCC Professor
TMCC Professor
TMCC Program Director
Sciences Division Advisory Committee: Dental Assisting
Retired dentist, dental community
Dental community
Dental community
Dental community
Dental community
Dental community
NNDS, Director
Dental Assistant to Dr. Welmerink
Dental Assistant VA Medical Center
Current TMCC DA Student
TMCC PT Instructor
TMCC DA Professor
TMCC DA Professor
Program Coordinator, Professor
Sciences Division Advisory Committee: Fire
Chief, State Fire Marshal
Sparks Firefighter/Academy Commander
Deputy Chief East Fork Fire
Fire Chief Central Lyon Fire
Captain Sparks Fire
Fire Chief Truckee Meadows Fire
PT Instructor and Wildland Program Coordinator
Division Chief Reno Fire
Fire Chief Storey County Fire
PT Instructor and Battalion Chief Central Lyon Fire
Fire Chief North Tahoe Fire
Fire Chief Carson City Fire
Sciences Division Advisory Committee: EMS
Operations Manager, Paramedic at REMSA
EMS Specialist, State EMS Agency
Deputy Chief, East Fork Fire
Division Chief, Paramedic Truckee Meadows Fire

Captain, Paramedic Sparks Fire
University of Nevada, Reno Health Sciences
Air Ambulance Provider
Division Chief, Paramedic Reno Fire
Medical Director for TMCC EMS/Physician at Renown
Fire Chief at North Lake Tahoe Fire
Captain Sparks Fire/Clinical Coordinator for TMCC EMS
Retired Paramedic, Community Representative
EMS Full Time Faculty
EMS Full Time Faculty
EMS Full Time Faculty
EMS Program Director
Sciences Division Advisory Committee: EM/HS
Faculty Boston University Healthcare Emergency Mgmt
Colonel NV Air Ntnl Guard
Chief NV Division of Emergency Management/ Committee Chair
Storey County Emergency Mgmt
TMCC Faculty
Washoe Co. Emergency Mgmt/Adjunct Faculty
TMCC Faculty
Adjunct Faculty/Retired Fire Chief
Adjunct Faculty/Retired EM
Adjunct Faculty
Adjunct Faculty/Asst Director TSA RTAA
Adjunct Faculty/Retired EM
Adjunct Faculty/Retired Public Health
Sciences Division Advisory Committee: Nursing
CNO, Carson Tahoe Regional Medical Center
Director, Nevada Department of Education
Director, Nevada Hospital Association
CNO, No NV Medical Center
Educator, No NV Medical Center
CNO, Renown Regional Medical Center
Educator, St Mary's Regional Medical Center
CNO, St. Mary's Regional Medical Center
TMCC CNA - Chair
Director, University of Nevada, Reno BSN Program
VA Sierra NV Medical Center
Director, West Hills Hospital
Educator, Willow Springs