

# Truckee Meadows Community College

February 12, 2024

## Vision

TMCC is a leader in innovative education, meeting student and community needs.

## Mission

Create a future you will love with accessible, innovative educational opportunities at TMCC. Together we can make it happen!

*TMCC is federally recognized as an HSI and an MSI*



# TMCC: A Comprehensive *Community* College

## Faculty



FT Teaching Faculty

**155**

PT Teaching Faculty

**346**

Administrative Faculty

**143**

Executives

**17**

## Educational Goal

EARN A DEGREE  
OR CERTIFICATE

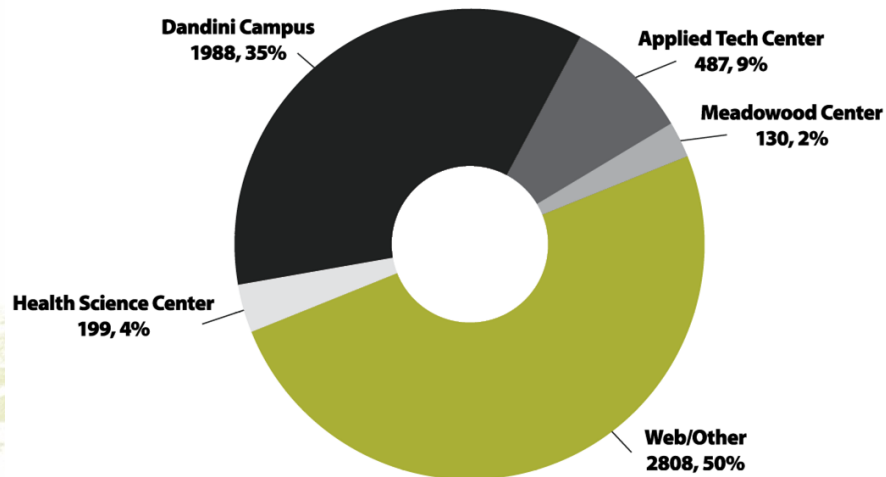
**68%**

NOT DEGREE-  
SEEKING

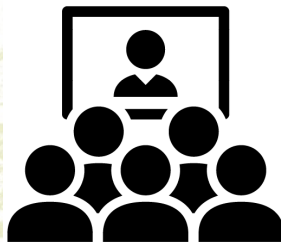
**32%**

Personal Interest, Improve Job Skills,  
Take a Class for Transfer, etc.

## FTE Generated by Campus Location



WOMEN  
**54%**



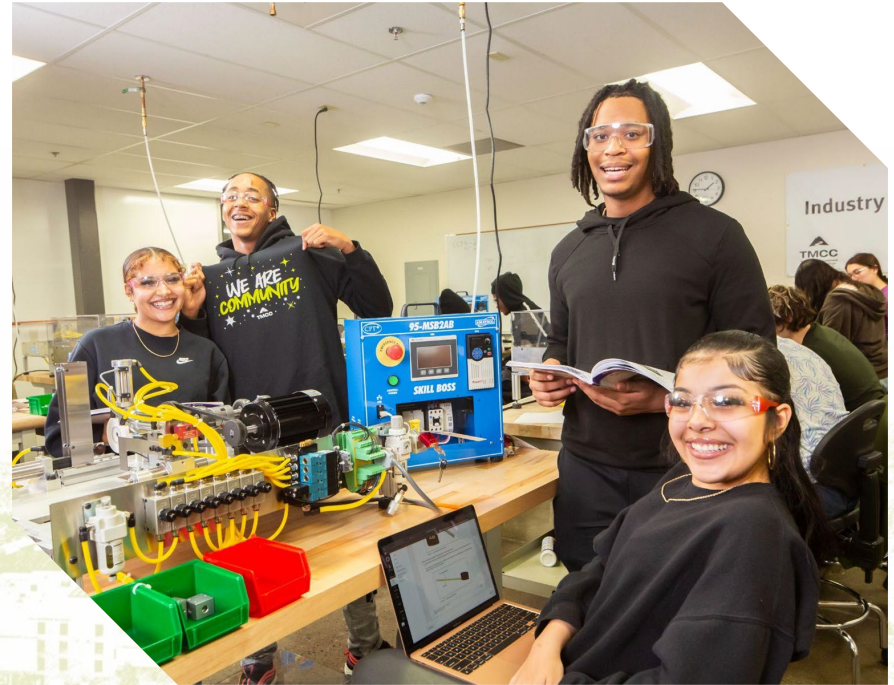
**54%**

OF STUDENT CREDIT  
HOURS ARE TAUGHT  
BY FULL-TIME  
FACULTY

# How Mission & Objectives Guide Budget Priorities

**52% of funding** is allocated to academics & academic support

- As a Comprehensive Community College, our Top Priorities are:
  - ◆ We must support transfer, workforce development (professional technical and health careers), High-School Equivalency, and ESL
  - ◆ We must simultaneously grow and maintain our infrastructure (facilities, deferred maintenance, investment in public safety)
  - ◆ We must maintain state-of-the-art IT systems—including cyber security and network integrity



# Current Funding Formula and Mission Fulfillment

The current funding formula implies students at a predominantly 2-year college should be treated the same as first and second year students at the universities.

But, students at a 2-year college differ in two broad ways:

1. desire to enter technical fields or health career fields, which are often expensive to provide;
2. about half of our students are not college-ready.

The current course taxonomy gives lucrative weights to upper-division and graduate school credits that 2-year colleges do not offer in significant numbers.



# Mission Differentiation: Access

We serve both “traditional” students and Pell-eligible students at an AFFORDABLE price point, including students who:

1. Attend part-time because they have jobs & families  
Average credit load: 8
2. Earned less than a 3.0 GPA in High School
3. Are from underrepresented groups, who may require High School Equivalency and/or ESL courses
4. Need remediation in English, Math, and/or reading for college success
5. Prefer smaller class sizes with highly qualified faculty whose focus is excellence in teaching vs. research
6. Attend high school and are taking advantage of dual-enrollment programs
7. Want to save money

## Budget implications:

1. NSHE policy no longer allows stand-alone remedial courses for adults
2. When university enrollments dip, levers are in place to compensate (ie: admit students below the 3.0 GPA, subsidize dual enrollments, expand lucrative upper-division/graduate level offerings)

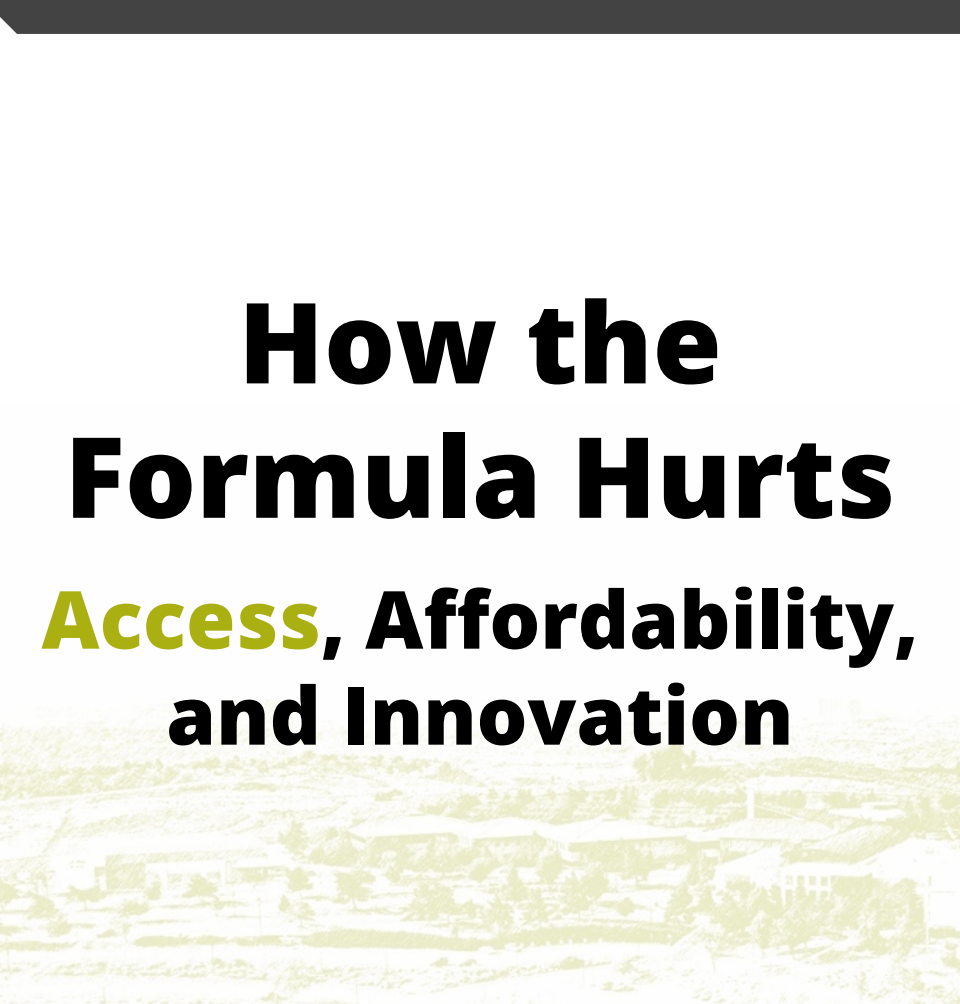
**Community colleges do not have additional levers as we are OPEN ACCESS institutions**

# Mission Differentiation: Workforce



Technical education  
and health careers are  
expensive.

*Example: The formula for  
Nursing is broken.*



# How the Formula Hurts **Access, Affordability,** and Innovation

## Access

Open admissions and support for students, both full- and part-time, in and out of class including:

- tutoring,
- advising,
- counseling,
- use of instructional technology,
- faculty professional development

The formula and certain NSHE code no longer invest in **Access** for all Nevadans.

# How the Formula Hurts Access, **Affordability**, and Innovation

## Affordability

The State Legislature can efficiently subsidize the cost of attending a predominantly 2-Year college. They should do so strategically.



# How the Formula Hurts Access, Affordability, and Innovation

## Innovation

Investment in new programs is declining while industry innovations are rising exponentially.

Sustaining and creating **new workforce programs** is vital to Nevada's economic prosperity.

# Formula Funding Model Ideas

1. Establish a **fair base** that assumes necessary support staff, is quasi- performance based (completed WSCH), and provides a factor for part-time students (*Access: students who work and support families while going to school represent the MAJORITY of Nevadans*).
2. Consider a formula that supports college readiness for **all Nevadans**.
3. Have a 3 year rolling average credit count for Nevada's 2-Year colleges.
4. We recommend that the performance pool be **eliminated**.
5. Receive funding for **non-credit workforce training**.

