

# **Evaluation of Institutional Effectiveness (Y7)**

## **Peer-Evaluation Report**

**Truckee Meadows Community College**

**Reno, Nevada**

**October 12, 2022 – October 14, 2022**

A confidential report of findings prepared for the  
Northwest Commission on Colleges and Universities

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## Evaluation Committee

<b>Name</b>	<b>Role in Committee</b>	<b>Academic Title</b>	<b>Campus</b>
Brenda Hanson	Chair	Dean of Compliance	Flathead Valley Community College
Ali Mageehon	Evaluator	Vice President of Instruction	Southwestern Oregon Community College
Kerry Levett	Evaluator	Vice President for Student Learning and Success	Cascadia College

NWCCU Liaison to the Committee:

Ed Harri  
Senior Vice President  
Northwest Commission on Colleges and Universities

## **I. Introduction**

A three-person evaluation team conducted a Year Seven Evaluation of Institutional Effectiveness (EIE) visit to Truckee Meadows Community College from October 12 to October 14, 2022. The visit covered Standards One and Two in response to the *Year Seven Self-Evaluation Report* submitted by the Truckee Meadows Community College to the Commission on August 12, 2022.

## **II. Assessment of Self-Evaluation and Support Materials**

The evaluation team received the 126-page self-evaluation EIE report and corresponding exhibits from Truckee Meadows Community College (TMCC) ahead of schedule with sufficient time to thoroughly review the documents before the visit. The exhibits included items linked within the report as well as the academic catalog, class schedule, audited financial statements, special accreditation reports, and internal studies. The self-evaluation was well-written and followed the 2020 standards. The exhibits were also well-organized and easy to navigate.

TMCC's Accreditation Liaison Officer (ALO) regularly and proactively communicated with the evaluation team chair leading up to the visit ensuring the evaluation team had all the materials they needed, and interviews scheduled for a productive and thorough review of TMCC's fall 2022 EIE.

## **III. Visit Summary**

The evaluation team was able to meet with all individuals and groups with whom it had requested appointments. More specifically, the evaluation team conducted collegial interviews with the executive leadership team, the Board of Regents chair, the assessment and planning office, faculty senate and classified staff leadership, the institutional research director, the budget manager and controller, the financial aid director, the interim director of human resources, the learning commons director and staff, the vice president of student services and diversity and executive directors, the academic leadership team, and several committees including Accreditation Committee, Academic Standards and Assessment, Curriculum Review Committee, and Planning Council.

Additionally, faculty, staff, and student forums were held with ample representation. In the faculty forum, 19 faculty members attended; in the staff forum, 24 staff members attended; and 7 students attended the student forum.

The evaluation team, also, collectively visited all four campus sites.

Throughout the visit, the evaluation team observed college pride and industry support, as well as heard faculty and staff talk about their commitment to student success and their use of data. Similarly, the students spoke highly of their experiences at TMCC and their appreciation of the community of support and encouragement they received from their mentors, advisors, faculty, campus resources, and student employment supervisors.

The evaluation team appreciated the honest, candid responses from the faculty, staff, and students they interviewed.

#### IV. Topics Addressed as an Addendum to the Self-Evaluation Report

As a part of the visit, the evaluation team assessed progress made by TMCC to address Finding 1 of the fall 2022 Policies, Regulations, and Financial Review (PRFR). Per Finding 1, the following standards are areas where improvement is needed: Standards 2.A.2, 2.D.1, 2.F.4, and 2.G.4.

These items will be addressed within Standard 2 of the report.

#### V. Standard 1: Student Success and Institutional Mission and Effectiveness

##### a. Standard 1.A: Institutional Mission

###### i. 1.A.1

*1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.*

Truckee Meadows Community College (TMCC) adopted a new mission statement that was approved by the Nevada System of Higher Education (NSHE) Board of Regents in March 2021. The mission statement, displayed on a large banner greets students as they enter the Welcome Center at the main Dandini campus, states:

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

This intentionally outward student-focused, “limbic” mission statement developed collaboratively with input from students, faculty, and staff defines the institution’s broad educational purposes and its commitment to student learning and achievement.

##### b. Standard 1.B: Improving Institutional Effectiveness

###### i. 1.B.1

*1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

TMCC has developed a system by which institutional planning occurs through a series of conversations at the institution, division, and unit levels. The Executive Leadership Team and President’s Cabinet play key roles in determining institutional priorities, which are then presented at Planning Council, which is the hub group that discusses the connections between strategic planning, institutional effectiveness, and policy. Planning Council then disseminates information to units so that the planning and decision-making process is recursive and engages multiple stakeholders. In addition, as noted during the site visit, campus constituents can make requests of the Planning Council to consider implementation of high-impact processes that have the potential to support student achievement key performance indicators (KPIs). Examples shared during the campus visit included scaling up use of OERs, integrating undergraduate student research, and focusing on diversity, equity, and inclusion in student supports.

The Planning Council plays a key role in considering the data, as well as gaps between aspirational targets and actual measures, thereby driving priorities for planning for the institution. TMCC's shared governance structure, while multi-layered, brings multiple constituents to the table. Planning Council focuses on institutional policy and priorities of the strategic master plan, while the President's Cabinet focuses on operational decision making. President's Cabinet members also serve on the Planning Council, which means that both groups are aware of conversations taking place at both levels. The team noted that there was some internal confusion regarding resource allocation as it ties to the strategic master plan. TMCC had utilized a Resource Allocation Process (RAP) prior to the pandemic and indicated that the college was in the process of bringing this back. Some stakeholders found it challenging to articulate the role of the RAP in the budget allocation process.

TMCC has a very clear model of how goals and KPIs from the strategic master plan can flow to division and unit plans in the student services and diversity area. The student services and diversity team, led by the vice president of student services and diversity developed a five-year unit assessment process that includes a division master plan, an annual review of data, and an annual report that is shared via campus forum. In addition, the academic advisement unit also develops an annual report. The student services assessment process has potential as a campus wide model for how to intentionally connect an operational division's work to the institution's strategic master plan utilizing data in a meaningful way.

TMCC is clearly utilizing data for the purposes of understanding and improving student achievement. What is not as clear is how the college is tying student learning outcomes to student achievement through the strategic master plan process. TMCC has one KPI focused on student learning with the measurement being focused on general education learning outcomes because the general education learning outcomes impact overall student achievement at the institutional level. In terms of connecting student achievement and student learning, the team noted that forward facing dashboards do not include student learning outcomes data, as that information is managed in the newly implemented eLumen system. Additionally, some faculty did not seem fully engaged in the assessment process utilizing eLumen, though others were fully committed to seeing an effective implementation.

*Compliment:* The team compliments TMCC's Student Services and Diversity Division team on a systematic approach to annual planning and assessment that has been in progress since the mid-cycle review. The leadership team has fully embraced utilizing division and unit level KPIs that map to the strategic master plan, goals, and KPIs. The team also communicates its annual process in a transparent manner through a forum that is open to all campus members.

*Concern:* The team was concerned about the limited evidence that indicates there is a close connection between student achievement and student learning data. The use of eLumen, while having potential to support TMCC's student learning outcomes efforts, may be creating an unintentional disconnect between data systems.

*Concern:* Despite multiple opportunities for employees to participate in shared governance thru committee work or be represented in standing committees or ad hoc taskforces by their colleagues, the evaluation team discovered a communication breakdown at times resulting leading to inconsistent dissemination of information being shared or received throughout the college community.

ii. 1.B.2

*1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

TMCC's strategic plan was approved in March 2021 and is intended as a blueprint for the college through 2027. The college has made progress in refining the number of KPIs they are measuring, as well as focused more attention on measures of output rather than input. The college based these changes on feedback from the mid-cycle visit. TMCC now has 12 objectives and 36 KPIs. The college has also identified six KPIs that can be disaggregated based on equity measures and three KPIs that focus specifically on historically underserved student groups. KPIs that are relevant to operational decision making at the division level have been moved to division level planning processes and are monitored at that level, as is evident in the Student Services and Diversity division's planning process.

TMCC monitors regional and national peers in context of various KPIs. TMCC compares themselves to other colleges within the NSHE system, reviewing NSHE system dashboards to monitor IPEDS graduation rates, graduation rates plus transfers-out, awards conferred, and skills certificates conferred. Nationally, the college also examines graduation rates in comparison to its IPEDS peer cohort. Finally, the college has identified an aspirational peer institution (Everett Community College). Institutional performance metrics are reported, including peer comparisons, annually to the Board of Regents.

Despite the many challenges presented by the Covid-19 pandemic, TMCC has maintained focus on using high-level data to drive decision making at the Executive Leadership, President Cabinet and Planning Council levels. The focus on student outputs within the KPIs allows the college to utilize data to make decisions to reallocate resources to support student success initiatives.

iii. 1.B.3

*1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

TMCC has adopted a shared governance model that involves stakeholders in the planning process. The Planning Council is the hub for engaging with stakeholder groups. External influences also include NSHE Board of Regent mandates and a TMCC Institutional Advisory Council, both of which influence strategic planning. TMCC's strategic master plan is informed by NSHE's strategic goals.



Allocation of resources is informed by the planning process. TMCC indicated in their report that allocation occurs through two processes: the Resource Allocation Process (RAP) and the Program/Unit Reviews (PURs). However, during the visit, it was clear that the RAP process was disrupted by the COVID-19 pandemic and the college's need to pivot quickly in a period of uncertainty and enrollment decline, thus leading to a more ad hoc approach. In addition, it was noted that programs are on a five-year cycle for the PUR, and allocation decisions in between the cycle period appear to be more informal based on immediate needs. In addition, there are several avenues for budget allocation: through the RAP, through personnel requests that are vetted by deans and executive administration, and through innovation requests through the College Foundation.

*Concern:* Some stakeholders were often unclear on how processes for budgeting and resource allocation, particularly through the resource allocation process occur. Many cited the impact Covid-19 had on maintaining continuity in the planning process, though they indicated the intent to return to the RAP process with particular focus on connecting strategic priorities to requests for new funding allocations.

iv. 1.B.4

*1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

TMCC monitors its internal and external environments through multiple approaches and avenues. In addition to monitoring metrics mandated by the Nevada System of Higher Education, TMCC also monitors through PURs, through the institutional general education student learning outcomes, and through the Perkins V Comprehensive Local Needs Assessment. Student Services also maintains an assessment dashboard to monitor student success outcomes as they relate to support services. The college also uses surveys, including the Community College Survey of Student Engagement (CCSSE) and a campus climate survey of TMCC employees. Additional surveys occur to monitor student satisfaction. TMCC also assesses student satisfaction through a student graduation survey that has a high response rate. Academic and student service areas also engage in program monitoring and review through PURS.

External monitoring occurs through participation in a variety of regional, state, and national organizations. In addition, the college's Institutional Advisory Council assists the college with monitoring workforce needs and providing feedback.

TMCC has developed a shared governance structure that includes stakeholders in participatory planning and decision-making. At the center of the structure is the Planning Council, whose members analyze and address issues that arise in the data for the KPIs. The Planning Council then makes recommendations regarding how to operationalize changes that have the potential to increase metrics for the KPIs. The President's Cabinet and Executive Leadership teams make operational decisions on matters that need immediate resolution, which sometimes includes reallocating resources to support

changes. In addition, at the division level, teams can make decisions regarding allocating resources of existing budgets to achieve particular unit level goals.

c. Standard 1.C: Student Learning

i. 1.C.1

*1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.*

TMCC offers programs tied to their service communities and system (NHSE) transfer degrees and programs. There are multiple indicators that TMCC is inextricably connected to their community which drives program offerings. The connection is seen in the strength of the advisory councils as well as in resource acquisition for infrastructure and instructional equipment that support programs. An exceptional example of this strong connection is evidenced in the Public Safety program where the college and local safety agencies (fire and paramedic) collaborate to offer an online program supporting working students supplemented with direct student aid enabling continuous registration through program completion.

Academic program and support information is presented on the website and is integrated in the college catalog. Students noted that website navigation is simple and provides information they need to make decisions. The website navigation offers multiple starting points to find information and includes navigable links to explore further. For example, from the Academic Programs webpage, current and prospective students can select specific programs from picture enhanced program tiles. Program pages provide an overview of applicable degree and certificate options, as well as direct links to the affiliated online catalog pages that articulate program descriptions, requirements, outcomes and transfer and workforce opportunities as applicable. The consistent navigation and information displays simplify user experience in seeking information.

Curriculum Review Committee (CRC), a Faculty Senate standing committee, is charged with general curriculum oversight. The CRC has established published procedures and policies for curriculum review and management. The CRC procedures clarify what decisions are the purview of the assessment and planning office, the Academic Standards and Assessment Committee (ASA), and what requires CRC review. Multiple faculty sit on both CRC and ASA which ensure continuity of work such as writing and improving student outcomes and in moving findings from assessment reviews to curricular improvement changes.

Rigor is addressed in shared practice guidance documents, differentiating between 100, 200, and 300-400 level expectations for accreditation. The development of the new Bachelor of Architecture serves as a process exemplar from start to finish curriculum development where courses were reviewed at each level, making recommendations to program faculty regarding the type of measures (ASA) to ensure rigor at the 300-400 level of the curriculum.

## ii. 1.C.2

*1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

TMCC has established a review process for developing and improving curriculum.

Outcome maps identify where outcomes are assessed within the program curriculum. Curriculum and assessment processes are managed by two standing committees of the Faculty Senate, CRC and ASA, which collaborate with the assessment and planning office. Outcomes are established by the CRC and assessed by the ASA. TMCC adheres to NHSE Board of Regents established policies and requirements for programs and awarding of degrees and certificates.

Program outcomes are noted on the webpage, and course outcomes are listed on course syllabi. Curriculum mapping is expanding to ensure breadth and depth of robust learning across the curriculum. There is an opportunity to define a “program” more clearly for consistent practice of assessment of student learning at the program and credential level. Likewise, there is opportunity to clarify and integrate the role of general education within program curriculum in program information. During the visit, students expressed a lack of understanding the purpose and need for general education courses, especially in applied programs. These opportunities are addressed in 1.C.5.

## iii. 1.C.3

*1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

As noted in 1.C.2, program outcomes are noted on the webpage, and course outcomes are listed on course syllabi which are provide by faculty the first week of the class electronically or by hard copy. Information on degrees and certificates are broadly accessible on the TMCC website and online catalog. Each credential page consistently comprises of an overview, program requirements, program, outcomes, and transfer or workforce opportunities.

## iv. 1.C.4

*1.C.4 The institution’s admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.*

TMCC adheres to NSHE admissions, completion, and graduation requirements. Select admissions program requirements are articulated on the catalog program pages and on department websites. The admissions landing webpage provides a menu from which students self-select their status which will then determine their steps to enroll. The website clearly defines steps to enroll for different types of students. However, the Steps to Enroll at TMCC webpage does not include a link to help prospective students explore programs and program specific requirements. Likewise, the Get Started drop down tab

does not clearly link to programs or graduation requirements. Prospective students must click on the Academics drop down tab to find that information. Several clicks are required to discover select admissions and graduation requirements for each program and/or degree in the online catalog or program webpage.

In addition to the catalog, TMCC has a dedicated graduation website. A series of “how to” videos are also available on the website assist prospective students self-serve the steps to enroll; staff are available to provide direct support.

*Concern:* Although the requirements for select admission programs exist on the website and online catalog, the evaluation team found the requirements not as easy to locate as the general admissions requirements.

v. 1.C.5

*1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

Faculty are the primary drivers of curriculum at TMCC through delegation of two committees of Faculty Senate: CRC and ASA. CRC establishes criteria for assessment and review and approves or recommends curriculum changes yielded from the review process to Faculty Senate. ASA is charged with managing the assessment processes. Faculty self-select to serve on these committees, and several members sit on both committees which enhances workflow between the two committees.

Faculty have adopted four separate sets of student learning outcomes: program, course, general education, and student learning outcomes which are linked to their new WICHE Passport initiative. Additionally, ASA is establishing a process to disaggregate student learning outcome data to identify and respond to equity gaps in student learning.

It was unclear in the materials and discussions with ASA the need and function of each set of outcomes in assessing student learning across the curriculum and at the degree and/or program level. The level of consistent process systematization varies across a continuum for each set of outcomes from a well-established PUR system to the student learning outcomes (SLOs) which have yet to formulate into the assessment process.

While there is a relationship between course and program outcomes, in some cases, faculty described little variation between course and program level outcomes. Program level outcomes appear to be primarily assessed in direct program content related courses rather than across the curriculum. ASA has initiated but not systematized curriculum mapping with the intent to identify the best courses to select for assessment. The general education learning outcomes (GELOs) are integrated and assessed in select courses through a faculty initiative approval process, however GELOs are not uniformly assessed across the curriculum. Student learning outcomes have been identified to align with the WICHE Passport program, but a systematized plan has not yet been established.

ASA is a group of faculty who are passionate to use learning assessment to approve outcomes for all students, especially historically and systematically marginalized students as evidenced by incorporating some student achievement data in the PUR, as well as developing a system to purposefully disaggregate student learning outcome data. Further, ASA demonstrated a desire to engage in continuous improvement of their learning outcomes assessment creating the opportunity expand the use of curriculum mapping to identify learning and achievement gaps at the program/degree level, fully disaggregate student learning outcome data and potentially utilizing the newly formulated student learning outcomes or general education outcomes to assess summative student learning across the breadth of the curriculum to address improvement of instructional programs.

*Compliment:* The evaluation team compliments ASA for intentionally integrating student achievement data into the PUR process to close equity gaps.

*Concern:* Although a system of assessment exists, the evaluation team found little differentiation, for the most part, between course level and program level assessment.

*Concern:* Program level outcomes appear to be primarily assessed in a few program specific content courses rather than across the curriculum.

vi. 1.C.6

*1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.*

As a college of the NSHE, TMCC has adopted general education learning outcomes with uniform rubrics developed by a General Education Task Force using the American Association of Colleges & Universities VALUE rubrics as a foundation. A five-year review cycle has been established for each GELO in a course in which two GELOs must be integrated in a course to qualify as a general education eligible course. ASA is charged with managing the assessment process. Individual faculty self-select courses as general education. As a result, a limited number of courses are officially designated as general education as defined by NSHE. However, ASA is working to expand the GELO designation further across the curriculum. Findings and recommendations for action are included in general education assessment reports, and publicly displayed on the General Education Dashboard.

As noted, and recommended in 1.C.5, clarity is needed in the function of GELOs and the emerging SLOs. Specifically, how each play a role in program level outcomes.

## vii. 1.C.7

*1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

TMCC is developing a culture of continuous improvement through structured and immediate interventions, especially at the course level. Course level examples demonstrate enacting recommendations from action plans such as restructure specific courses to yield higher student content mastery as evidence in the Radiologic Technology (RAD) program's review process of RAD 110 and RAD 126. As noted in 1.C.5, ASA and CRC are linked in this process where ASA has oversight of assessment processes, and CRC has purview of curriculum change. Several faculty sit on both committees which facilitates continuity.

TMCC employs several strategies for "closing the assessment loop." For example, the college-wide Assessment Day highlights and celebrates assessment work. Action plans from the PUR are advanced to appropriate decision-makers, whether curricular changes or requests for resources. The PUR process incorporates annual progress reviews, however several faculty noted that process has waned due to the pandemic. This revelation could open the door to explore the progress review timeline in relationship to how long it takes to move work.

## viii. 1.C.8

*1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

TMCC is governed by NSHE Board of Regents (BOR) policies that regular transfer within the system. The TMCC website, which includes an integrated a web catalog, serves as the primary sources for student information regarding policies and practices on transfer and credit evaluation. Students shared they found the website generally easy to navigate for program information.

Transfer credit is evaluated based on system policy delineated in the BOR Handbook. NSHE utilizes common course numbering to aid transfer credit evaluation within the system. Students seeking to transfer credits from outside of NSHE can request transcript evaluation. TMCC has joined the WICHE Interstate Passport Network as an initiative to make transfer work for more students regardless of their starting point or destination.

Credit for prior learning information is annually published in the catalog including International Baccalaureate, CLEP, credit by examination, military schools, and the armed forces agencies, as well as priority schools. To support active and post duty military students, TMCC has developed a robust Military Credit at TMCC webpage to help students navigate credit and transcript applicability to TMCC programs.

ix. 1.C.9

*1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.*

N/A

d. Standard 1.D: Student Achievement

i. 1.D.1

*1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

TMCC recruits and provides support services for students in a variety of ways, including the Recruitment and Access Center, Success First and other support services. The college also recruits international students. The college orients students through a variety of programs, many of which serve traditionally underserved student populations. In addition, select allied health programs also offer student information sessions throughout the year. TMCC has a mandatory new student orientation (NSO) process for all students. Students have access to information in the NSO in the learning management system and have access to the NSO throughout their first year.

TMCC's catalog clearly identifies degree and certificate pathways, in addition to establishing requirements for transfer. Degrees and certificates have clearly articulated outcomes.

ii. 1.D.2

*1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

As part of the process of developing the Strategic Master Plan, TMCC has identified a set of 14 key performance indicators (KPIs) focused on student access and achievement. The KPIs and associated data dashboards are available on the TMCC forward-facing website. TMCC also has student outcomes dashboards that allow for disaggregated data.

Disaggregated data is available for program-level and course-level student learning outcomes though this data is not forward-facing, but rather, accessible via eLumen whereas institution-level general education learning outcome data is available on the TMCC public-facing website.

In addition, TMCC compares themselves to other colleges within the NSHE system, reviewing NSHE system dashboards to monitor IPEDS graduation rates, graduation rates plus transfers-out, awards conferred, and skills certificates conferred. Nationally, the college also examines graduation rates in comparison to its IPEDS peer cohort. Finally, the college has identified an aspirational peer institution (Everett Community College). Institutional performance metrics are reported, including peer comparisons, annually to the BOR.

iii. 1.D.3

*1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.*

Disaggregated indicators of student achievement are widely published and available on the college's website through extensive public-facing data dashboards. Data is shared both internally and externally and is utilized to inform planning, decision making, and allocation of resources. TMCC holds an annual leadership and management retreat at the start of each academic year to determine priorities for the year based on KPI data.

TMCC can disaggregate institutional-level, program-level, and course-level student learning outcomes, though this data is not available on the public-facing dashboard as it is housed in eLumen.

In addition to identifying indicators for comparisons to peer institutions at the regional and national levels utilizing IPEDs data, the college is also a participant in the Post-Secondary Data Partnership (PDP), which will allow the college to compare disaggregated student achievement and post-graduation success outcomes. At this point, TMCC is not using the PDP data to its full capacity.

iv. 1.D.4

*1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

TMCC has an extensive set of KPIs for student achievement that are available on forward-facing dashboards on the college's website. Through the planning processes described in standard 1.B., the college utilizes disaggregated data to analyze and develop interventions to reduce equity gaps for students. Disaggregated data is utilized for academic



programmatic decisions through PURs. Institutional changes have also been made due to analysis of equity-minded data, including a Men of Color Mentorship Program, the Success First Program, and the college's co-requisite and college-ready gateway policy.

The team consistently saw evidence of examples of strategies and initiatives intended to mitigate gaps in achievement and quality. As the college moves into the post-pandemic era, there was clearly an interest in returning to a more formal process of connecting resources to strategic initiatives.

## VI. **Standard 2: Governance, Resources, and Capacity**

### a. Standard 2.A: Governance

#### i. 2.A.2

*2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

Like many colleges, TMCC has experienced employee turnover over the last few years, driven largely by the pandemic and the job market. This weighs heavily on the organization. TMCC has successfully filled several critical roles since the PRFR, such as hiring a new vice president for academic affairs. TMCC leadership has purposefully explored and deployed multiple strategies to fill critical vacancies including adjusting existing job descriptions, creating new job descriptions, promoting within, deliberately using internal or external searches where warranted, and assessing division and department organizations. They established hiring process flowcharts in February 2022 to consistently determine how to fill vacancies. Further TMCC is committed to soliciting stakeholder feedback as demonstrated through decisions on how to fill the vacant vice president of finance and administration.

The impact of vacancies is evident on TMCC. However, the Executive Leadership Team (L-Team) seeks to mitigate impacts wherever possible. L-Team has established business continuity plans as required by NSHE, and internal functional succession plans to ensure students are supported and operations continue during staffing vacancies and transitions.

### b. Standard 2.D: Institutional Integrity

#### i. 2.D.1

*2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

TMCC has an established and practiced annual catalog production timeline. The timeline is publicly published on the Vice President of Academic Affairs webpage. Likewise, there are process and procedures for curriculum changes that impact the catalog and website pages. Departments have designated web content providers who are responsible for local

content web updates. The web services office coordinates with the web content providers to provide consistency and identify issues for web content providers to address. For global website projects, TMCC established a Web Advisory Committee to bring various college stakeholders together quarterly to review progress and make recommendations as needed.

c. Standard 2.F: Human Resources

i. 2.F.4

*2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

TMCC has established evaluation practices and utilizes Workday to manage evaluations electronically where appropriate. Data on evaluations is provided for each type of employee. Departures and transitions skew evaluation completions. Likewise, the lack of state determined merit pay removes an incentive for completion.

The human resources (HR) department provides communications regarding evaluation timelines. Timelines vary across constituency groups requiring HR to send constant reminders to employees and supervisors.

*Concern:* Although the number of evaluations completed has increased slightly since the PRFR, there appears to be a lack of ownership or authority to require the evaluations to be completed on regular basis.

d. Standard 2.G: Student Support Resources

i. 2.G.4

*2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The evaluation team confirmed that the financial aid department follows federal aid guidelines and requirements. The state audit issues identified in the PRFR were resolved before the audit became public. However, the financial aid director responded to the concern noted in the PRFR by deploying staff cross-training to ensure there are process knowledge backups when facing staffing vacancies, leaves, and transitions into positions. Further, the director noted that given the complexity of financial procedures and processing, unintended staff errors do occur, and they seek to resolve and mitigate those issues expeditiously, as well as correct practice so they do not reoccur as demonstrated in this instance.

**VII. Summary**

Truckee Meadows Community College’s Evaluation of Institutional Effectiveness report was well-written and provided a comprehensive, honest self-evaluation of the institution’s planning and assessment processes. TMCC is indeed mission focused, and data driven. Furthermore, the evaluation team observed a strong sense of community and TMCC pride as well as witnessed a culture of collaboration, partnerships, and support focused on student success through conversations with faculty, staff, students, administrators, and community members and visits to each campus site.

**VIII. Commendations and Recommendations**

a. Commendations

i. Commendation 1:

The evaluation team commends TMCC for its strong connection to the community as evidenced by active advisory committees for technical programs, strong ties to industry as was apparent by state-of-the-art equipment and capital resources at campus centers, and its utilization of an institutional advisory council as part of the overarching planning process.

ii. Commendation 2:

The evaluation team commends TMCC for their process of streamlining their KPIs to support their strategic master plan and developing a comprehensive set of forward-facing data dashboards that are easily accessible and utilized in planning and resource allocation.

b. Recommendations

i. Recommendation 1:

The evaluation team recommends that TMCC:

Develop a transparent and integrated system of summative student learning outcome assessment at the program and institutional level that leads to demonstrated learning improvement across all programs (Standard 1.C.5).