▲ TMCC
Truckee Meadows Community College

Planning Council Meeting

PLANNING COUNCIL MINUTES

Monday, March 21, 2022
9:00 am
Red Mountain 256 & Zoom Web Conference

In Attendance: YeVonne Allen, Dr. Jeffrey Alexander, Dr. Karin Hilgersom, Elena Bubnova, Sarah Jabir, Anne Flesher, Estela Gutierrez, Kofi Poku, Valerie Kelley, Edwin Lyngar, Heather Haddox, Gwendolyn Clancy, Tina May, Virginia Irintcheva, Dr. Natalie Brown, Barb Evans, Natalie Russel, Adine Stormoen, Dr. Melissa Deadmond, Kim Studebaker, Cynthia Pierrott, Patricia Miller, Geoffrey Hawkins, Leslie Jia, Amy Cavanaugh, Elise Bunkowski, Cecilia Vigil, Helen Scott

TMCC Bylaws, Policies and Procedures
A second reading of the changes to Bylaws Article IV, Section J was presented to the council for review. A motion to approve was made by Dean Anne Flesher with a second from Vice President of Academic Affairs Dr. Jeffrey Alexander. The council voted to approve with no objections and no abstentions.

Retention Part II
Dr. Natalie Brown, Executive Director of the Advisement and Transfer Center, and Dean Flesher gave an update on retention to the council covering various retention metrics, the NV Promise effect and the FA "Course Applicability" Mod.

Part Time Faculty Survey Results
Heather Haddox and Edwin Lyngar gave a presentation to the council on the part time survey results. Discussion was held on ways to compensate expectations that are currently unpaid, engagement and establishing a task force to work on recommendations for positive change.

TMCC Financial Aid Update
Director Leslie Jia gave a Financial Aid update the council highlighting types and sources of financial aid, policy implications, and factors contributing to student loan debt.

Student Services & Diversity Strategic Master Plan
Executive Director YeVonne Allen presented the Student Services and Diversity Strategic Master Plan for 2022-2027 covering goals and objectives.

Planning Council Committee and TMCC Constituency Updates
In the interest of time committee chairs and constituency leaders submitted their reports electronically for council members to review independently.

Next Meeting: April 18, 2022

AGENDA ITEM 11C: MERIT POLICY

Article IV: Personnel Policies   Section J. Merit Awards
Proposed Changes – Planning Council Review January 31, 2022

Eligibility for merit awards

1.1. Academic and Administrative Faculty shall be eligible to be considered for merit awards during fiscal years when a merit pool ~~appropriation is provided~~ is mandated ~~and~~/or funds are available. (NSHE Handbook, Title 4, Ch 3, Section 25; NSHE Policies and Guidelines Manual, Chapter 3, Section 5)

1.2. Academic and Administrative Faculty with full time regular contracts, both tenured and tenure track, shall be eligible to be considered for merit awards. Faculty holding a Rank 0 contract shall be eligible to be considered for merit awards. Faculty who are grant funded, and whose grants include funding for merit pay for that faculty member, shall be eligible to be considered for merit pay. All other temporary one-year and half-year contracted faculty shall not be eligible for merit awards.

1.3. Academic and Administrative faculty who begin employment after ~~December 31 of the applicable year~~ September 30 of the evaluation year shall not be eligible to be considered for merit awards for that year. ~~The applicable year is defined as the year that starts on July 1st and ends on June 30 of the year immediately prior to the fiscal year in which the merit award is disbursed.~~

- Evaluation year is defined as:
    - o For academic faculty: the year that starts on July 1st and ends on June 30 of the year immediately prior to the fiscal year in which the merit award is disbursed.
    - o For administrative faculty: the year that starts on January 1st and ends December 31st of the year immediately prior to the fiscal year in which the merit is disbursed.

1.4. Awards of merit for administrative faculty shall be based on the overall rating received by the faculty member on the Administrative Faculty Performance ~~Review – Form "A"~~ Evaluation for the applicable evaluation year.

1.5. Awards of merit for academic faculty shall be based on the overall rating received by the faculty member in the annual evaluation process as defined by Article 12 of the TMCC-NFA contract for the applicable evaluation year.

1.6. Academic and administrative faculty must receive a "commendable" or "excellent" overall rating on their annual evaluation for the applicable evaluation year to be eligible for consideration for merit awards.

1.7. Faculty who do not participate in the evaluation process for the applicable year shall not be eligible to be considered for merit award for that year.

1.8. Faculty on leave without pay for more than one half of their contract period of the applicable year shall not be eligible to be considered for merit award for that year.

1.9. Academic Faculty on sabbatical for the applicable year shall be eligible to be considered for merit awards for that year.

1.10. Merit awards shall be added to the base salary for all faculty.

Distribution of merit awards

2.1. The amount of merit pay award for each faculty member shall be determined by that faculty member's overall annual evaluation rating for the applicable evaluation year.

2.2. Academic evaluations shall be completed by May 1st of the year in which the associated merit award is being distributed. Administrative evaluations shall be completed by March 1st of the year in which the associated merit award is being distributed.

2.3. Merit awards shall be distributed only to eligible faculty members who receive a "commendable" or "excellent" overall rating on their annual evaluation.

2.4. Merit pay awards shall be distributed to eligible faculty by a "3-4-5-6" distribution plan. Under this plan there will be four levels of merit pay awarded with each tied to an evaluation rating score. The lowest level award will be equivalent to three-sixths (3/6) of the highest level award. The second level award will be equivalent to four-sixths (4/6) of the highest level award, and the third level will be equivalent to five-sixths (5/6) of the highest level award.

2.5. Faculty who receive an overall "commendable" evaluation rating shall receive either a three-sixths (3/6) award for a "commendable 1" rating, or a four-sixths (4/6) award for a "commendable 2" rating. Faculty who receive an overall "excellent" evaluation rating shall receive either a five-sixths (5/6) award for "excellent 1" or six/sixths (6/6 - highest level) award for "excellent 2".

2.6. The highest level merit pay award amount will be determined by dividing the ~~pool of merit money appropriate to TMCC~~ respective pools of merit money for eligible academic and administrative faculty by the sum of all of the awards given in each rating level multiplied by the corresponding fraction for that award rating.

> *Example*: There are ~~300 total~~ 150 eligible faculty and a merit ~~appropriation~~ pool of ~~$400,000~~ $100,000.
>
> *Faculty evaluation ratings earned:*
> excellent 2 (6/6): ~~69~~ 80 faculty
> excellent 1 (5/6): ~~90~~ 30 faculty
> commendable 2 (4/6): ~~72~~ 15 faculty
> commendable 1 (3/6): ~~54~~ 10 faculty
> satisfactory: ~~12~~ 13 faculty
> unsatisfactory: ~~3~~ 2 faculty
> ~~300~~ 150 total faculty
>
> *The highest award m would be calculated:*
> ~~$400,000~~ $100,000 = (~~69~~ 80 x 6/6m) + (~~90~~ 30 x 5/6m) + (~~72~~ 15 x 4/6m) + (~~54~~ 10 x 3/6m)
> ~~$400,000~~ $100,000 = (~~69~~ 80 + ~~75~~ 25 + ~~48~~ 10 + ~~27~~ 5)m
> m = ~~$1,826.48~~ $833.33
>
> *Thus the merit awards for each rating would be:*
> excellent 2 (6/6 of ~~$1,826.48~~ $833.33): ~~$1,826.48~~ $833.33
> excellent 1 (5/6 of ~~$1,826.48~~ $833.33): ~~$1,522.07~~ $694.44
> commendable 2 (4/6 of ~~$1,826.48~~ $833.33): ~~$1,217.66~~ $555.55
> commendable 1 (3/6 of ~~$1,826.48~~ $833.33): ~~$913.24~~ $416.67
> satisfactory: $0
> unsatisfactory: $0

Appeal of evaluation for merit award

3.1. Evaluation ratings that affect merit awards may be appealed by the faculty member under this section or under the NFA contract, Article 13, whichever is applicable. Evaluation appeals for an overall "unsatisfactory" rating may follow the procedures in Section K. Unsatisfactory Evaluation Review.

3.2. If a faculty member wishes to appeal an evaluation rating that affects their merit award, he/she shall seek a meeting with the evaluator and shall contact the evaluator within ten (10) working days of the receipt of the evaluation report to request such a meeting.

3.3. The evaluator shall meet with the faculty member and issue a written determination and deliver it to the faculty member within ten (10) working days of the meeting request, stating if the evaluation rating shall be maintained or modified.

3.4. If the faculty member is not satisfied with the results of the meeting with the evaluator, the faculty member may request a review of the evaluation by a Merit Award Appeals Committee (MAAC). There shall be an academic MAAC and an administrative MAAC, to review evaluations of the respective faculty. The Merit Award Appeals Committees shall be comprised of three faculty members appointed by the Faculty Senate, and cannot include the affected faculty member. The academic MAAC shall have at least two academic faculty members, and the administrative MAAC shall have at least two administrative faculty members. The MAAC shall review cases and issue a written statement within ten working days of the faculty member's request.

3.5. The written statements produced by the evaluator and the MAAC will be reviewed by the appropriate Vice President or senior staff member in a timely manner. For academic faculty the Vice President of Academic Affairs shall be the reviewer. For administrative faculty the appropriate senior staff member as determined by the president shall be the reviewer. The decision from the reviewer shall be final and cannot be further appealed and shall become a part of the evaluation documentation.

3.6. The appeals process shall be finalized by June 26 of the year in which the associated merit award is being distributed.

Approved by SBBC vote - 02.25.2022

Update on
Student Retention   - Part 2

Presentation to the Planning Council
3/ 21/ 22

Overview

Retention is defined as the rate at which cohorts of new (first-time) students return to your institution the next fall. Students who complete their program of study during that year are also considered to be retained.

- Retention: PT vs FT students

- Trend Break: Retention by Financial Aid Status

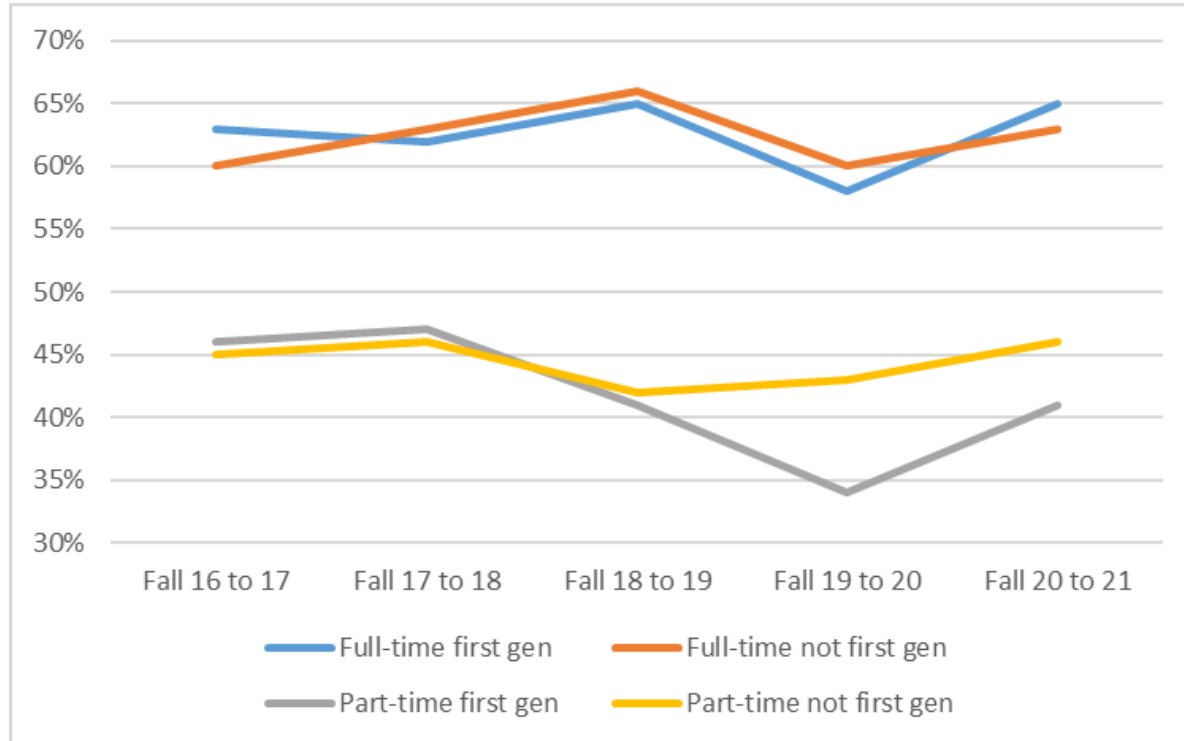- Effect of Co-req Math on Retention

Retention by Gender
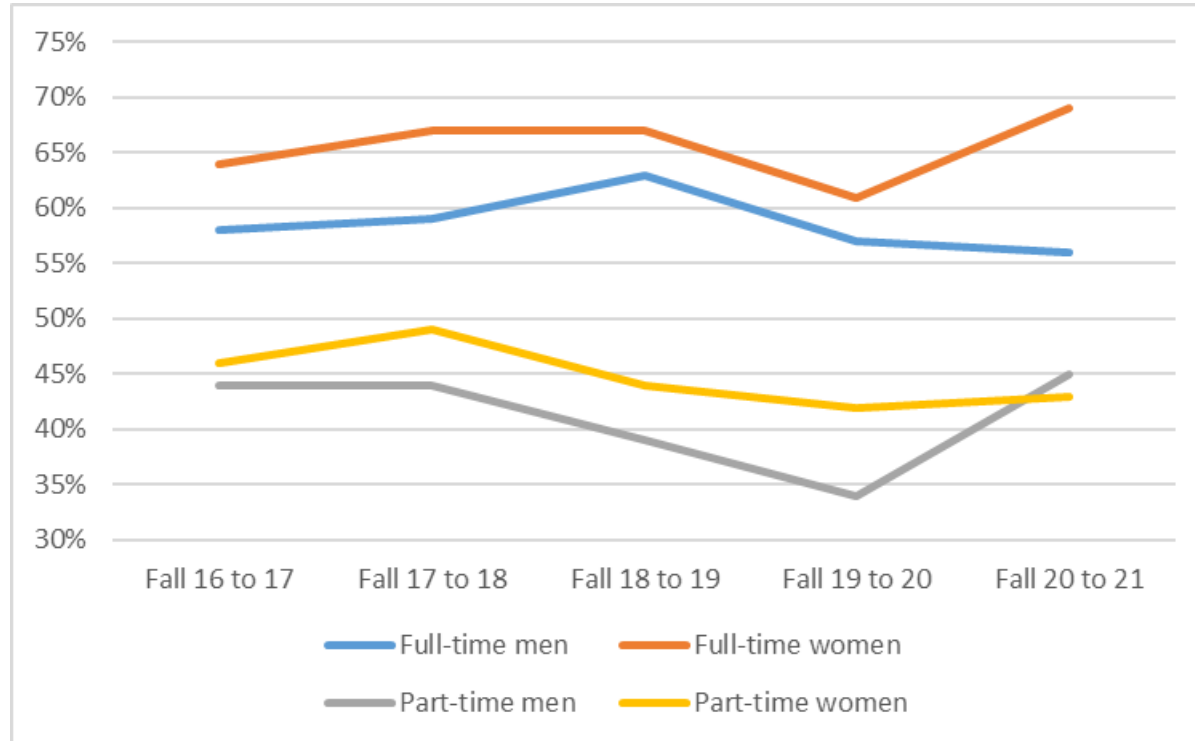
Retention by Ethnicity
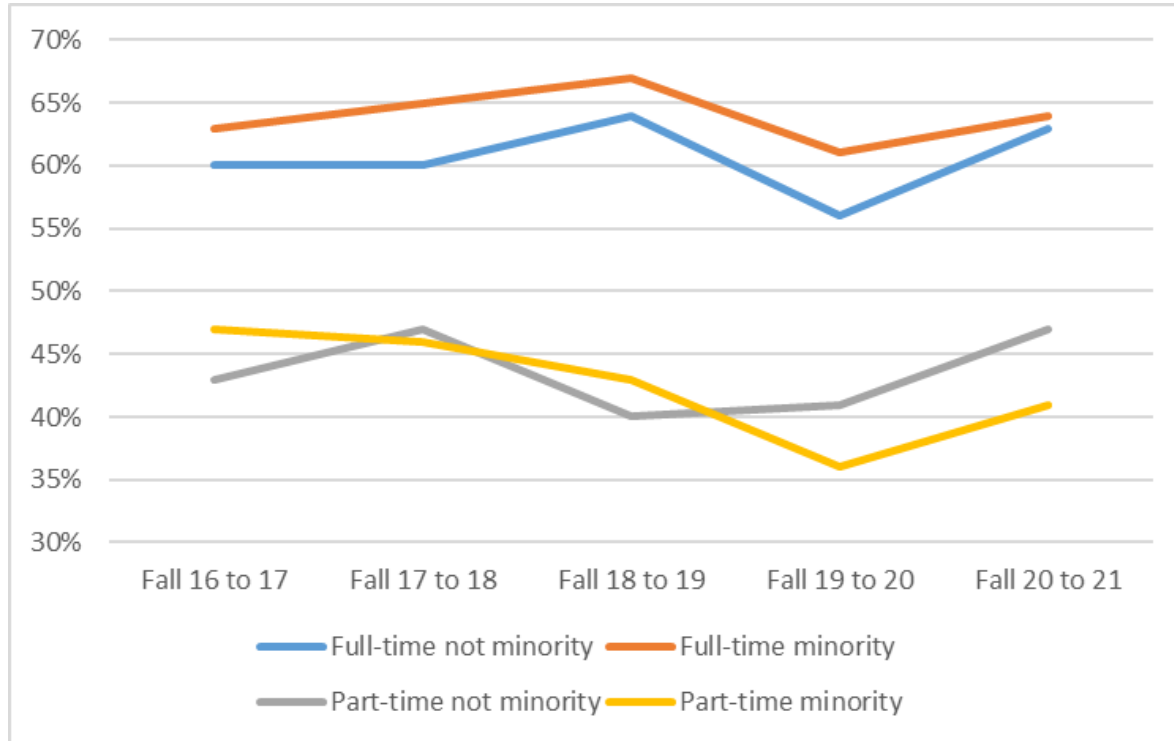
Retention by First Gen Status

Retention by Financial Aid Status
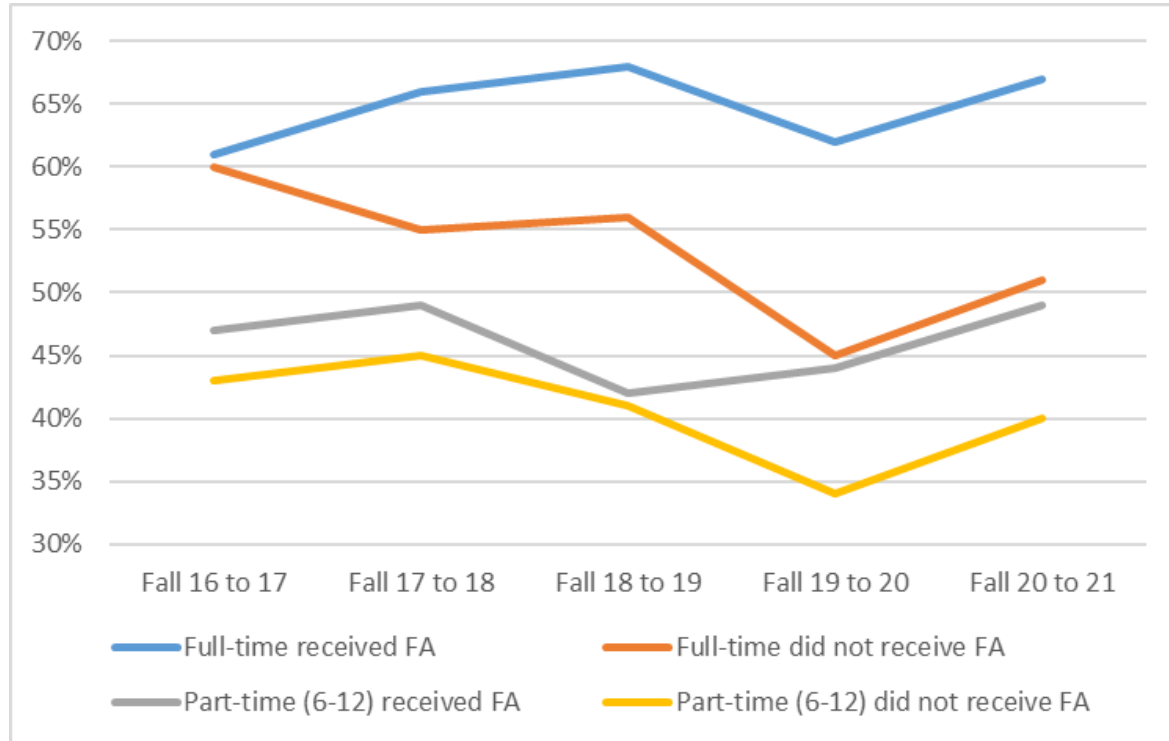
Retention by Financial Aid Status (8 years)
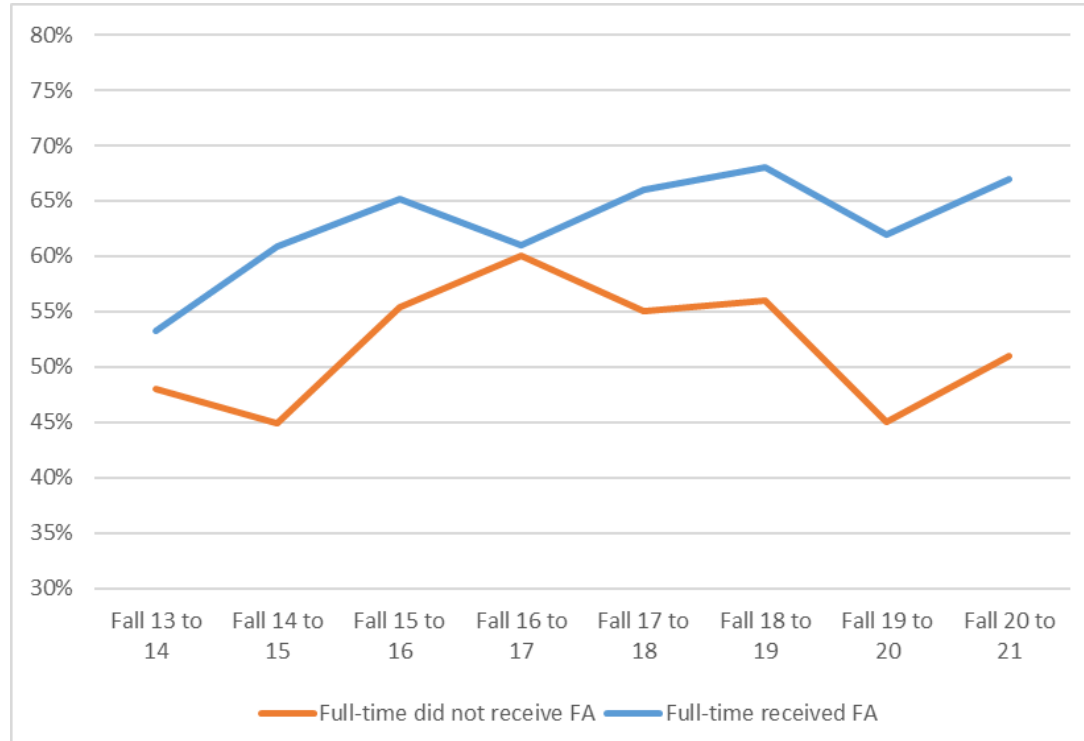
The NV Promise Effect
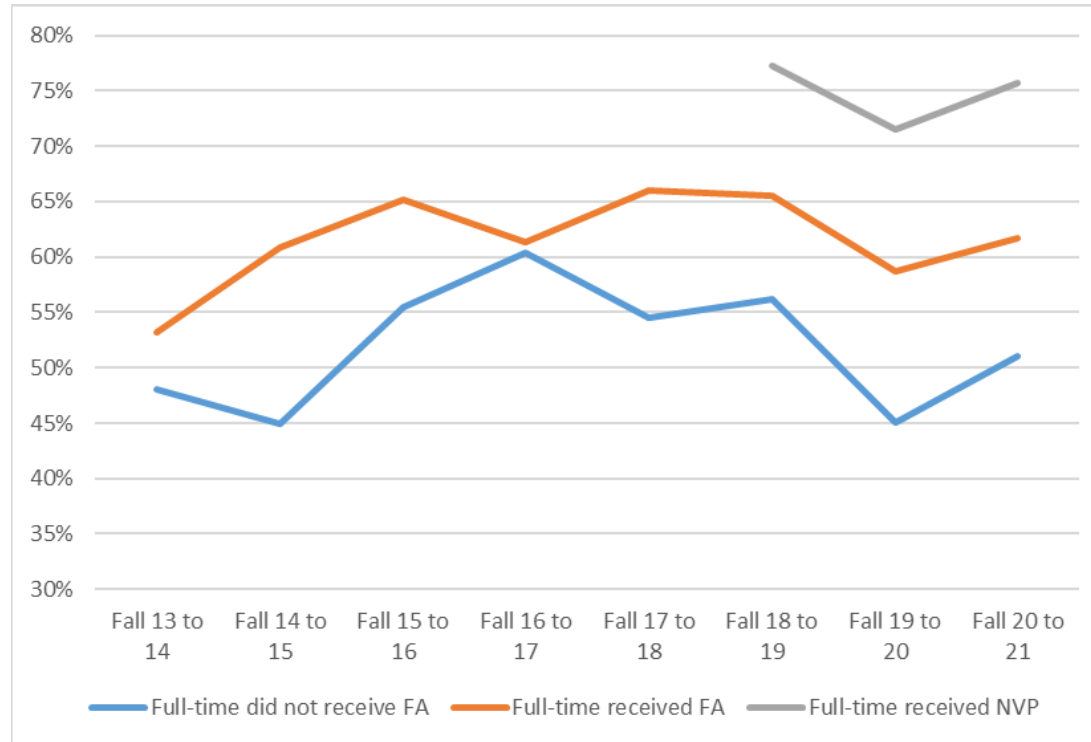
Implementation of FA "Course Applicability" Mod

Number of Students Receiving the
FA Mod Communication by Term
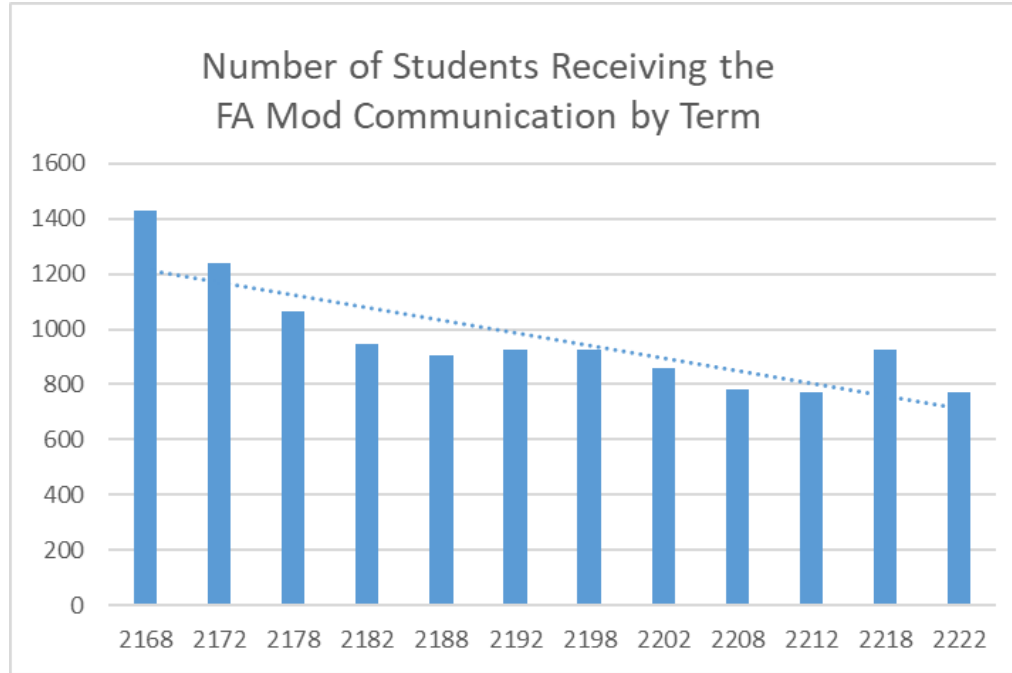
The Effect of the FA Mod on Retention

New, FT Student Retention by FA Mod Communication Status

	Did not receive an FA Mod Comm	All courses approved for FA in 2nd Fall	At least one course denied for 2nd fall
Fall 17 to 18	59%	84%	75%
Fall 18 to 19	60%	92%	86%
Fall 19 to 20	52%	90%	84%
Fall 20 to 21	58%	91%	85%

Source: **TMCC IR Data Warehouse**

TMCC
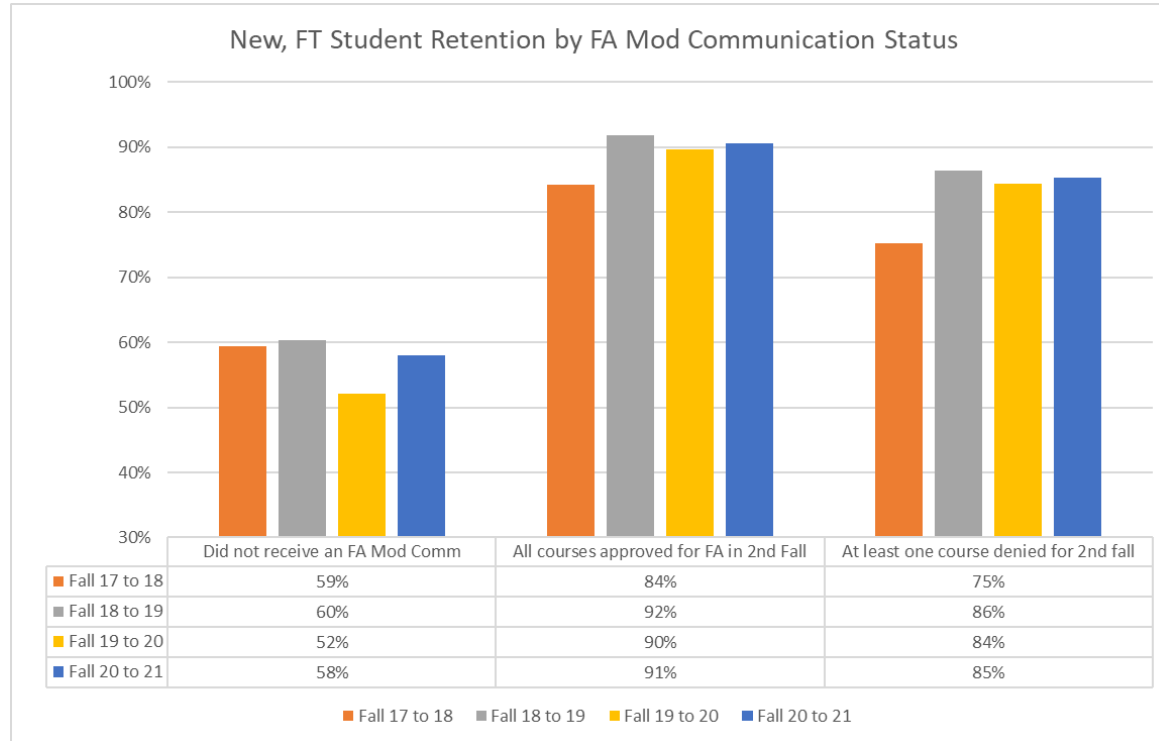
Course Pass Rates in MATH
(Among Cohorts of New Full-time Students)

	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
MATH 95	66%	57%	55%	60%	57%		
MATH 96	57%	52%	54%	54%	53%	81%	
MATH 20/120						46%	56%
MATH 120	65%	42%	45%	50%	63%	68%	76%
MATH 26/126							36%
MATH 126	44%	49%	54%	50%	61%	77%	69%

* Passed = C or better

Source: **TMCC IR** Data Warehouse

The Effect of the Co -Req Policy on Retention

(Among Cohorts of New Full-time Students)

Fall to Fall Retention	Fall 15 to 16	Fall 16 to 17	Fall 17 to 18	Fall 18 to 19	Fall 19 to 20	Fall 20 to 21
passed remedial math	78%	71%	74%	75%	71%	
failed remedial math	51%	49%	45%	52%	42%	
passed math 120 or 126	82%	78%	82%	85%	82%	81%
failed math 120 or 126	59%	62%	69%	63%	58%	49%
passed math 20/120						84%
failed math 20/120						40%

Passed = C or better

GRS 2021 Cohort

Math Outcomes and 1-Term Retention Rates

MATH Taken	Total	passed*	returned spring 22		failed	returned spring 22		1-Term Retention	
		#	#	%	#	#	%	#	%
below 120	7	6	5	83%	1	0	0%	5	71%
120/20	170	89	79	89%	81	36	44%	115	68%
120	68	52	49	94%	16	4	25%	53	78%
126/26	199	59	55	93%	140	84	60%	139	70%
126	142	105	101	96%	37	30	81%	131	92%
above 126	27	19	18	95%	8	7	88%	25	93%
no Math	309							222	72%
Total	922							690	75%

* Passed = C or better

The overall 1-term retention rate for the GRS 2021 cohort is 75%. This is the average 1-term retention rate we have seen for the last 5 years.

Questions?

Part Time Survey

Heather Haddox

Edwin Lyngar

Part-Time Workers At TMCC

- Committed and loyal
- Teaching 45% of college level classes, higher for non-credit courses
- Full time growing at 2% a year / part time 10% a year (Bickerstaff & Xiaotao Ran)
- 523 Currently active PT faculty 2021-2022
- Commitment to community
- Overlooked for full-time positions
- Lacking: Benefits, upward mobility, path to full time work, financial stability
- Microaggressions due to "meritocracy"

PT Improvement: 2017- present

- Part timers can send dependents to TMCC for free as of 2018

- Part time longevity bonus

- Two part time senators

- More representation and interest in P/T issues

- Management (in our view) are committed to improving

- More part time recognition, people concerned about exploitation

Top Level Observations

Results:

Part timers can be placed into three large categories

FTE restrictions are limiting people who would work more

In some departments for ABE paid:

- Pay for meetings and prep time

- Not under NSHE other than course load

Statistical Validity Overview

- We had Roughly 450, part timer faculty

- Just under 100 participated in the survey

- More than 70% of part timers teach between 2-6 credits

Part-Time Faculty Perception Survey

	1	2	3	4	5	6	7	8	9+	TOTAL
Fall	0.00% 0	5.49% 5	29.67% 27	5.49% 5	2.20% 2	28.57% 26	1.10% 1	0.00% 0	27.47% 25	91
Spring	1.16% 1	8.14% 7	30.23% 26	5.81% 5	2.33% 2	31.40% 27	1.16% 1	1.16% 1	18.60% 16	86

Q6 What motivates you to teach at TMCC?

	1	2	3	4	5	TOTAL
Income	25.00% 23	13.04% 12	22.83% 21	19.57% 18	19.57% 18	92
Gain experience as a grad student	21.43% 18	2.38% 2	5.95% 5	2.38% 2	67.86% 57	84
Teach part-time with hopes to obtain full-time employment at TMCC	41.57% 37	10.11% 9	8.99% 8	8.99% 8	30.34% 27	89
Personal enrichment/enjoyment	52.13% 49	15.96% 15	4.26% 4	6.38% 6	21.28% 20	94
Giving back and nurturing the next generation	45.16% 42	19.35% 18	6.45% 6	3.23% 3	25.81% 24	93
The collegiality and community of the college setting	24.18% 22	25.27% 23	25.27% 23	4.40% 4	20.88% 19	91

Expectations Versus Reality - Support

	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	N/A	TOTAL
Professional Development opportunities	39.13% 36	31.52% 29	20.65% 19	7.61% 7	1.09% 1	92
Support (monetary and/or time) for professional conferences and workshops	35.87% 33	29.35% 27	21.74% 20	9.78% 9	3.26% 3	92
Funding for professional journals/association dues	21.74% 20	21.74% 20	15.22% 14	28.26% 26	13.04% 12	92
Technical support for classroom computing problems	55.43% 51	18.48% 17	10.87% 10	7.61% 7	7.61% 7	92
Technical support for online/canvas related assistance	66.30% 61	19.57% 18	5.43% 5	6.52% 6	2.17% 2	92
Support for building online classes	45.05%	30.77%	14.29%	7.69%	2.20%	

|	VERY AVAILABLE	AVAILABLE	SOMEWHAT AVAILABLE	NOT AVAILABLE	N/A	TOTAL
Professional Development opportunities	41.30% 38	32.61% 30	16.30% 15	6.52% 6	3.26% 3	92
Support (monetary and/or time) for professional conferences and workshops	6.52% 6	14.13% 13	20.65% 19	43.48% 40	15.22% 14	92
Funding for professional journals/association dues	3.26% 3	6.52% 6	5.43% 5	54.35% 50	30.43% 28	92
Technical support for classroom computing problems	38.04% 35	35.87% 33	14.13% 13	0.00% 0	11.96% 11	92
Technical support for online/canvas related assistance	59.78% 55	33.70% 31	3.26% 3	0.00% 0	3.26% 3	92

Q14 Importance of potential employment benefits

Part-Time Faculty Perception Survey

	1	2	3	4	5	TOTAL
Pay for office hours	46.74% 43	20.65% 19	15.22% 14	7.61% 7	9.78% 9	92
Pay for prep time for canceled courses	54.95% 50	17.58% 16	9.89% 9	6.59% 6	10.99% 10	91
Voluntary health care insurance	31.11% 28	14.44% 13	15.56% 14	10.00% 9	28.89% 26	90
Pay for attending professional development during in-service	36.96% 34	29.35% 27	23.91% 22	6.52% 6	3.26% 3	92
Salary scale that includes compensation for education and/or experience	64.13% 59	19.57% 18	6.52% 6	4.35% 4	5.43% 5	92
Preferential consideration for re-hire and course selection based on evaluations	46.74% 43	21.74% 20	20.65% 19	5.43% 5	5.43% 5	92
Preferential consideration for full-time position	51.65% 47	15.38% 14	9.89% 9	4.40% 4	18.68% 17	91

Examining our cohorts
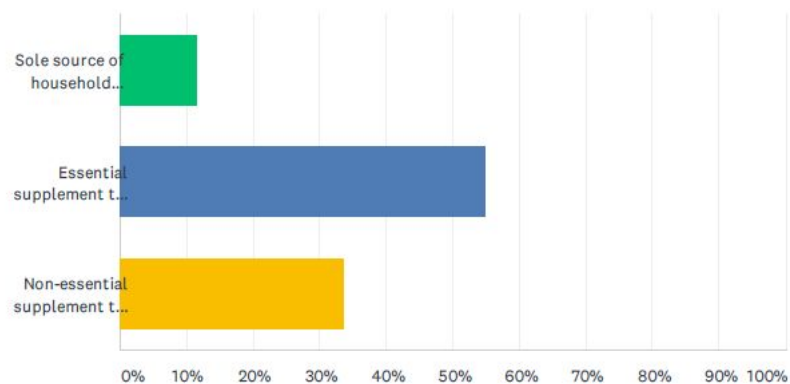
- Dueling priorities in part time work between the love the work and the desire for full time work.

- Roughly 50/50 split between part time and those seeking full time or meaningful employment

Q12 Indicate how important are compensation and benefits personally.

	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	N/A	TOTAL
Pay	66.25% 53	25.00% 20	6.25% 5	1.25% 1	1.25% 1	80
Compensation relevant to amount of education	56.04% 51	24.18% 22	12.09% 11	4.40% 4	3.30% 3	91
The new loyalty incentive program which gives incentive payments to long-term instructors on a point system	50.00% 46	17.39% 16	15.22% 14	7.61% 7	9.78% 9	92
Tuition fee reductions for classes taken by self at NSHE schools	40.22% 37	20.65% 19	13.04% 12	19.57% 18	6.52% 6	92
Tuition fee reductions for classes taken by dependents at NSHE schools	39.13% 36	10.87% 10	16.30% 15	20.65% 19	13.04% 12	92

Nationwide Research

- 25% of adjuncts rely on public assistance, 40% struggle to meet basic needs (Flaherty, 2020).

- Only 15% of adjuncts say they can comfortably provide for themselves (Flaherty, 2020).

- 40% of P/T faculty aren't aware of campus activities (Bickerstaff & Xiaotao Ran, 2020).

- More likely to be marginalized (CCRC, 2014).

- Examples of PT to FT programs: Valencia College (Opportunities for FT path), Richland College (40% of staff used to teach PT, pays stipends for PD). North Central Michigan College has tremendous PT faculty support (CCRC, 2014).

- Investing PT faculty is investing in student success (Bickerstaff & Xiaotao Ran, 2020).

TMCC Values/Mission

- **Quality:** How can you provide quality education to students without investing more in PT faculty. Look good or be good? Who are the most qualified?

- **Ethical practices and integrity:** How are PT faculty being treated ethically if they are living in poverty and exploited?

- **Excellence:** How are PT faculty being invested in to become "highly motivated" and "well trained"?

- **Respect, compassion, and equality:** Do PT faculty receive this? Surface diversity for its own sake *hurts* diversity. Exclusionary practices (merit raises only for FT faculty).

- **Innovative:** How are we being innovative with our policies and programs affective PT faculty?

Future Implications: Invest in PT Faculty

- Mentorship program currently in the works, BUT must be funded

- Paying for professional development, prep time (ABE department does this)

- Training program leading to different title, i.e. Associate faculty: nontenure?

- Part to full time program/path

- Application fatigue: Applying and re-appying

- Revisiting FTE at the NSHE level

- Share these observations with cabinet? Senate?

Resources

- Bickerstaff, S., & Xiaotao Ran, F. (2020, July) How did six community colleges design supports for part-time faculty? Community College Research Center. https://ccrc.tc.columbia.edu/publications/six-community-colleges-supports-part-time-faculty.html

- Bringing part-time faculty into focus. (2014). Community College Research Center. https://www.ccsse.org/docs/ptf_special_report.pdf

- Flaherty, C. (2020, April 20). Barely getting by. Inside Higher Ed. https://www.insidehighered.com/news/2020/04/20/new-report-says-many-adjuncts-make-less-3500-course-and-25000-year

Questions / Comments

- "The desire for the cool job that you're passionate about is a particularly modern and bourgeois phenomenon — and, as we'll see, a means of elevating a certain type of labor to the point of desirability that workers will tolerate all forms of exploitation for the 'honor' of performing it." Studies have also shown that "obsessive passion" can increase work conflict, which in turn increases the chance of burnout. Whizy Kim Sept. 28, 2021, "Scambition"

APPLY ›

55%

of classes taught by full-time faculty.

Financial Aid 101

TMCC Planning Council
March 21, 2022
Presented by Dr. Leslie Jia and Dr. Natalie Brown

Overview

- Overview of Financial Aid
- Policy Implications on Federal Student Loans
- Factors Contributing to Student Loan Debt
- Student Loan Default
- Financial Aid Packaging Philosophy
- TMCC Financial Aid Disbursements
- 5 Things All Departments Should Know

Types and Sources of Financial Aid

Work-Study
Earned Money

Loans
Borrowed Money

Grants
Free Money

Scholarships
Free or Earned Money

Policy Implications

Loan Accessibility

- Higher Education Act of 2005 increased loan limits
- Data from 2007-2008 show an increase in loan borrowing

Community College Students

- Federal financial aid policies apply to all students equally across the board
- Enables part-time students to borrow the same amount in student loans as students who are enrolled full time

4

Factors Contributing to Student Loan Debt

Ethnicity

African American and Hispanic students are twice as likely to have student loan debt compared to Caucasian students

Pell Grant Recipients

Historically, Pell grant recipients have accrued more student loan debt compared to non-Pell grant recipients

Community College Students

A combination of slow progress towards degree completion, low transfer rates, and academically underprepared, despite efforts to demonstrate successfully completing college-level course work.

Cohort Default Rate (CDR)

Method used by ED to monitor the use of federal student loans by college institutions

Sanctions Associatied with CDR

30%

- Unable to participate both in direct loans and the federal Pell grant for the remaining fiscal year
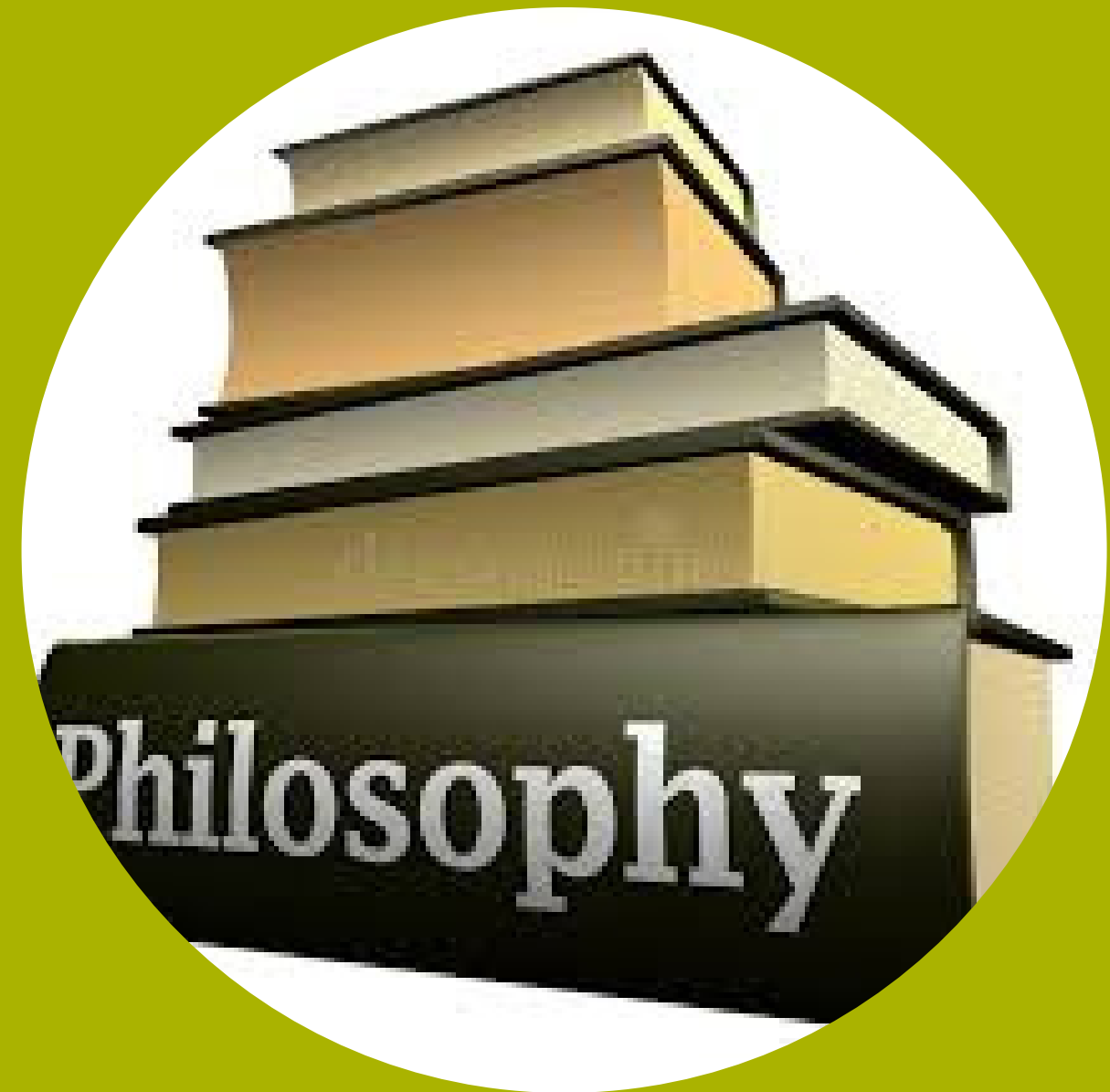- Sanctioned for two additional fiscal years

40%

- Unable to offer student loans for the remaining
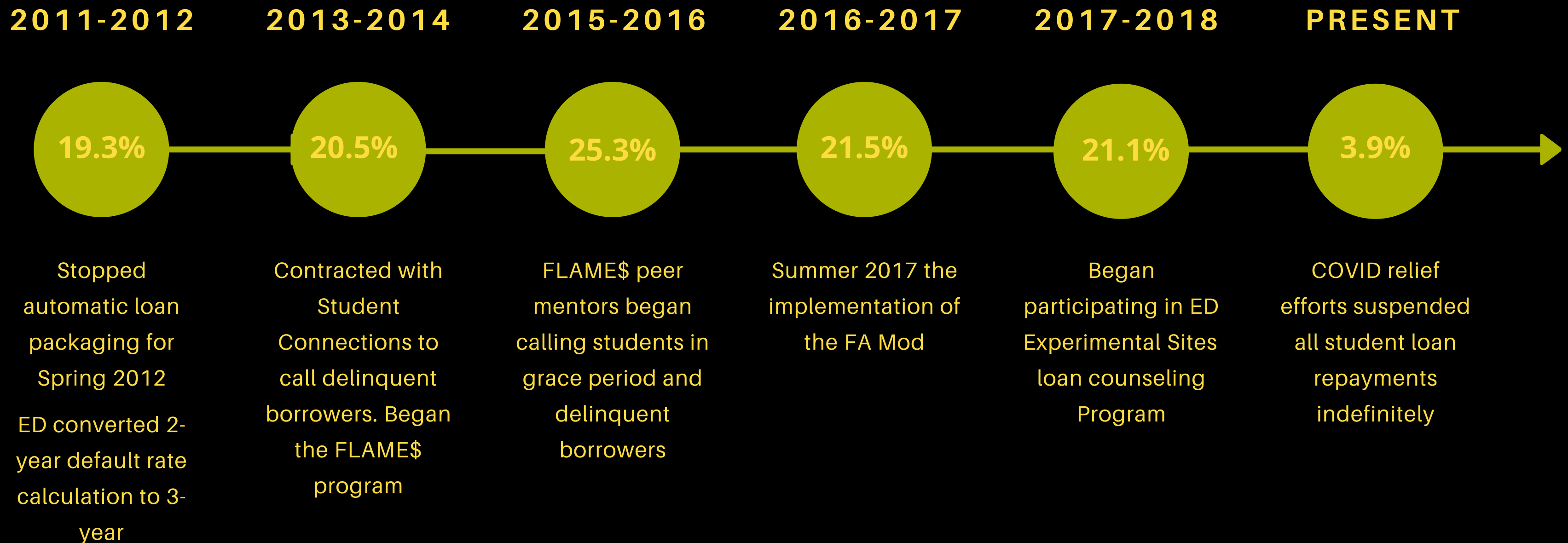- Sanctioned for two additional fiscal years

7

Packaging Philosophy

- No automatic packaging-students must complete a student loan request form
- Grant aid is awarded to our neediest low-income students to avoid debt

History of Loans at TMCC

2011-2012

19.3%

Stopped automatic loan packaging for Spring 2012

ED converted 2-year default rate calculation to 3-year

2013-2014

20.5%

Contracted with Student Connections to call delinquent borrowers. Began the FLAME$ program

2015-2016

25.3%

FLAME$ peer mentors began calling students in grace period and delinquent borrowers

2016-2017

21.5%

Summer 2017 the implementation of the FA Mod

2017-2018

21.1%

Began participating in ED Experimental Sites loan counseling Program

PRESENT

13.9%

COVID relief efforts suspended all student loan repayments indefinitely

Defaulter Analysis

For the past several years, TMCC has performed a review of the characteristics of defaulters at TMCC. Data below is from an analysis performed on the 2014 cohort.

Summary of Defaulter Characteristics

- Average age: 35
- Average aggregate debt: $12,155
- Average GPA: 1.97
- Average overall credits attempted:37
- Average credits completed:26

Top Degrees Declared

- Associate of Arts-Business
- Associate of Arts
- General Studies
- Associate of Science
- Associate of Science-Community Health Science
- Undecided

EFC

- 0-169 students
- 1-5000- 61 students
- 5000-10000- 14 students
- > 10000- 15 students

Graduated

No- 250
Yes- 17

First Generation Students

Yes-218
No- 49

Financial Aid Disbursement

2020-2021

Federal Grants	$7,046,670.37
State Grants/Scholarships	$3,044,471.25
Institutional Grants/Scholarships	$2,438,084.48
External Scholarships	$276,479.78
Loans	$2,654,777

Loans
17.2%

External Scholarships
1.8%

Institutional Grants/ Scholarships
15.8%

Federal Grants
45.6%

State Grants/ Scholarships
19.7%
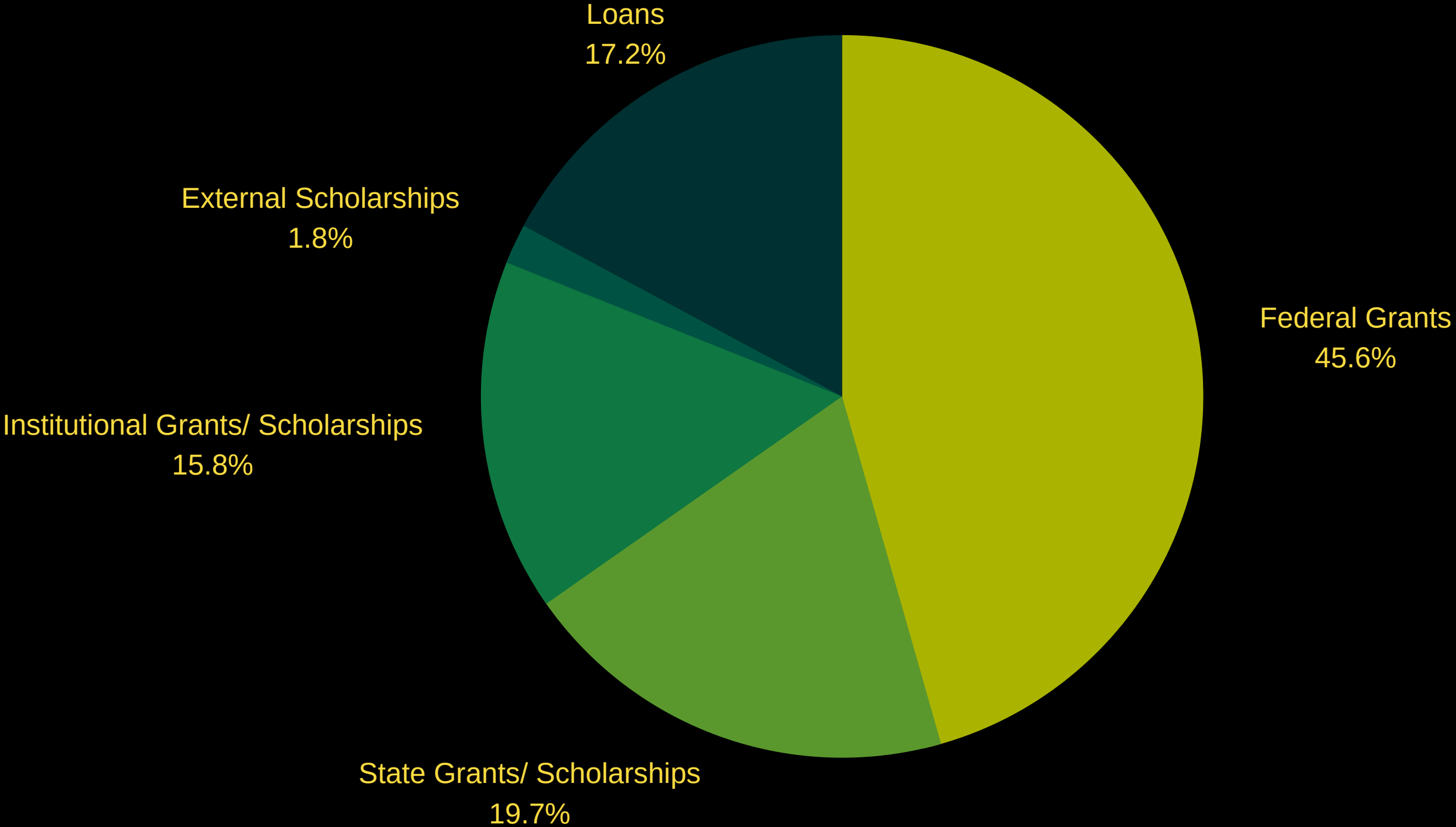
Data does not include work study or HEERF II

Takeaways

- Students must have a U.S. standard diploma or an equivalent to be eligible for federal aid.
- Students who earned their bachelor's degree are no longer eligible for the Federal Pell grant.
- The Federal Pell grant is prorated based on students semester enrollment and their estimated family contribution (efc).
- Courses offered each semester must fall within the start and end dates of each semester.
- New academic programs that are offered must be approved by ED.
- Students must meet financial aid satisfactory academic progress each semester for aid eligibility.
- Financial aid appeals are available to students with extenuating circumstances.

Thank you for listening!

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Student Services and Diversity Strategic Master Plan 2022-2027

TMCC

Truckee Meadows Community College

SSD Goal 1: Create welcoming, inclusive environments and student-centered processes to facilitate student access and success.

Objective 1.1

- Implement targeted efforts to increase enrollment for specific populations Non-traditional students (25+), underrepresented student populations, high school students

TMCC Goal: Access- increase TMCC's enrollment to keep pace with our community's growth and diversity

Truckee Meadows Community College

SSD Goal 1: Create welcoming, inclusive environments and student-centered processes to facilitate student access and success.

Objective 1.2

- Promote enrollment of diverse student groups through: VUB Program, Athletics, International Program, Educational Partnership Programs (EPP)

TMCC Goal: Access- increase TMCC's enrollment to keep pace with our community's growth and diversity

Truckee Meadows Community College

SSD Goal 1: Create welcoming, inclusive environments and student-centered processes to facilitate student access and success.

Objective 1.3

- Provide training to the campus community to nurture a welcoming, safe and inclusive environment: Creating Accessible Content, Safe Zone, Mental Health First Aid, DEI Workshop

Objective 1.4

- Promote faculty participation in SSD programs

TMCC Goal: Access- increase TMCC's enrollment to keep pace with our community's growth and diversity

TMCC

SAFE ZONE

Truckee Meadows Community College

SSD Goal 2: Nurture students in developing essential skills for attaining educational and career goals.

Objective 2.1

- SSD Programs provide innovative and effective services to improve Student Outcomes.

TMCC Goal: Success - increase student success metrics to those of our aspirational peers.
Workforce - …build a competitive, highly-skilled workforce.

Truckee Meadows Community College

SSD Goal 2: Nurture students in developing essential skills for attaining educational and career goals.

Objective 2.2

- The SSD Division provides student engagement activities that build interpersonal, intrapersonal, and practical skills.

TMCC Goal: Success - increase student success metrics to those of our aspirational peers.
Workforce - …build a competitive, highly-skilled workforce.

Truckee Meadows Community College

SSD Goal 2: Nurture students in developing essential skills for attaining educational and career goals.

Objective 2.3

- SSD provides wrap around supports, financial help, coaching/mentoring, collaboration with community agencies and connections to employers for un- and under-employed Nevadans: Jacobs Presidential Scholars and EPP

TMCC Goal: Success - increase student success metrics to those of our aspirational peers.
Workforce - …build a competitive, highly-skilled workforce.

SSD Goal 2: Nurture students in developing essential skills for attaining educational and career goals.

Objective 2.4

- SSD programs assist students in identifying their career goals, the academic programs that will help them achieve their career goals, as well as providing them with job preparation training (resume writing, interviewing skills, development of soft-skills for employment success)

TMCC Goal: Success - increase student success metrics to those of our aspirational peers.

Workforce - …build a competitive, highly-skilled workforce.

SSD Goal 3: Improve student engagement throughout the learning environment.

Objective 3.1

- SSD provides programming for under-served populations (specifically, first generation students and men): Men of Color Mentoring Program, Summer Bridge, Success First, TRIO SSS and TRIO VUB

TMCC Goal: Close achievement gaps among underserved populations.

Truckee Meadows Community College

SSD Goal 4: Ensure units are student-centered, sustainable, collaborative and operating with maximum efficiency.

Objective 4.1

- SSD departments and programs will support campus-wide sustainability efforts.

Objective 4.2

- SSD Departments and programs collaborate across the division to facilitate a quality experience for students while eliminating a duplication of services.

Objective 4.3

- SSD Units engage each year in comprehensive assessment processes linking assessment to program improvement and utilizing student input/feedback.

TMCC Goal: Ensure ongoing stewardship of resources.

Truckee Meadows Community College

Questions?

Truckee Meadows Community College