PLANNING COUNCIL MEETING MINUTES

Monday, February 28, 2022

9:00 am

Red Mountain 256 & Zoom Web Conference

In Attendance: Laura Vargas, YeVonne Allen, Cecilia Vigil, Estela Gutierrez, Kim Studebaker, Dr. Jeffrey Alexander, Dr. Dana Ryan, Nicole Shimabuku, Darian Richards, Anne Flesher, Dr. Melissa Deadmond, Valerie Kelley, Tina May, Dr. Natalie Brown, Thomas Kearns, Elise Bunkowski, Virginia Irintcheva, Thomas Dobbert, Geoffrey Hawkins, Elena Bubnova, Adine Stormoen, Brandi Scarnati, Cynthia Pierrott, Amy Cavanaugh, Cheryl Scott, Natalie Russell, Gwendolyn Clancey

Student Government Association Mythbusters Presentation

Student Government Association Senator, Sarah Jabir, gave a presentation to the Council explaining the origin and purpose of the Mythbuster program. The presentation concluded with a request of the Council to approve the project as a permanent part of the TMCC website. The council unanimously approved the project without objection or abstention as permanent following a motion from Disability Resource Center Assistive Technician, Thomas Kearns, and a second from Vice President of Student Services and Diversity Estela Gutierrez.

Hispanic Serving Institutions Funding Priorities Survey Results

Laura Vargas presented to the Council on the TMCC Foundation & Grants Hispanic Serving Institutions (HSI) Grants Survey results highlighting the definition of an HSI, Title III and V funding eligibility, the Developing HSI Program, the HSI STEM and Articulation Program and Strengthening Institutions Program.

Status Report: Math and Physical Sciences Division

Dean Anne Flesher gave a presentation of updates on the Math and Physical Sciences Division. Anne covered disciplines and degree paths, faculty and staff positions and openings, enrollment and overall division highlights.

The Year of Sustainability

Cecilia Vigil, Community College Instructor of Biology, gave a presentation to the Council on behalf of Sustainability Champions as a method of proposing a Year of Sustainability. The goal of a year of sustainability would be to implement campus-wide efforts and initiatives to actively reduce our campus' carbon footprint in alignment with CAP 2019 resilience strategies. A motion to approve was made by Faculty Senate Chair Elect and NFA Representative, Amy Cavanaugh, and Faculty Senate Chair Virginia Irintcheva gave a second to the motion. The Council unanimously approved with no objections or abstentions.

Institutional Research Update on Retention: Part I

Institutional Research Director, Cheryl Scott, provided the Council with an update on student retention and progress toward reaching our strategic master plan retention goal.

Planning Council Committee Updates

- Academic and Student Services Committee
    - o Vice President of Student Services and Diversity, Estela Gutierrez, and Vice President of Academic Affairs, Dr. Jeffrey Alexander, reported that at their last meeting the committee discussed co-requisites, dual credit planning and Perkins' funding. Also, the Student Services and Diversity Strategic Master Plan for 2022 and 2027 was reviewed. The plan will be presented to the Council at the March 2022 meeting.
- Accreditation Committee
    - o Dr. Deadmond reported that the committee last met on February 16 where they discussed first editor plans for the Year 7 report and the evaluation of the Year 6 report.
- Budget Committee
    - o No report at this time.
- Diversity Committee
    - o Adine Stormoen, Veterans Upward Bound Assistant Director, provided updates on events and projects from the diversity committee including the Diversity Fair on March 1, the Northern Nevada Diversity Summit coming up on April 6, the Undergraduate Research Showcase on March 10 and the Second Nature Climate

Leadership Summit where TMCC serves as a host institution scheduled for April 5-8. The next meeting will be held March 25 via Zoom.

- Enrollment Management Committee
  - o Associate Vice President Elena Bubnova reported the committee last met on February 24. They received a report on NV Promise students, discussed revisions to the enrollment to-do list, and received an update on the new application for admissions which they hope to go live with for the next registration cycle.
- Facilities Committee
  - o Dr. Ayodele Akinola, reported that the committee continues to meet every two weeks and gave updates on ongoing projects the Red Mountain 325 chemistry lab project, Sierra boiler project, Student Center game room and Oddie District.
- Health and Wellness Committee
  - o Interim Athletics Director, Geoffrey Hawkins, reported that at the last committee meeting focus was on the reimplementation of weekly health tips, working on WCHD contract and an April Health & Wellness day.
- Technology Committee
  - o Thomas Dobbert, Chief Technology Officer, noted that the committee met last Friday and is working on cybersecurity training and insurance as well as Adobe licensing.

Constituency Updates

- Student Government Association
  - o Darian Richards, President, reported that she will be attending this week's Board of Regents meeting at Nevada State College. Senators and Officers have given presentations on the purpose and role of the SGA to some of Gwendolyn Clancy's classes. All SGA Senators have proposed or completed their projects.
- Classified Council
  - o Tina May, President, reported the Council is working on plans for the Easter Egg Hunt in April and preparing for the next Executive Board elections.
- Faculty Senate
  - o Dr. Virginia Irintcheva, Chair, reported that the Faculty Senate passed a resolution on budget transparency which will go to the Board of Regents meeting this week.

Next Meeting: March 28

MythBusters

By Sarah Jabir

What is MythBusters?

Students hear many misconceptions about college that can make their first semester more difficult than it needs to be. My MythBusters project aims to put all of these misconceptions in one place and refute them with the truth.

*Note that MythBusters is not a recreation of the TMCC Resources webpage.

Inspiration

UNR has a similar blog page on their website, however, it is not expansive and seems to only target younger people, whereas I want my project to target people of all ages and backgrounds.

Link to UNR`s Version:
https://www.unr.edu/admissions/blog/busting-6-myths-about-college-life

About the Project

$1800 in funding was obtained from the SGA to purchase a keychain that will have the SGA logo on one side with a QR code that when scanned will show the mythbusters website.

I have partnered with Brandy Scarnati, Director of the Learning Commons to create the content: https://docs.google.com/document/d/1hzQ3YfHQTtE90kedDXZ7YwdwgmdiLykZcwo8l-HV6Zc/edit?usp=sharing

As a permanent part of the TMCC website it can be updated in perpetuity.

Part of SGA Website - will be updated and maintained by SGA Advisor.

What Is Needed

I am presenting today to request that this project become a permanent part of the TMCC website that can be maintained for years to come.

I plan to work with Marketing to come up with a new unique name for TMCC; not MythBusters.

TMCC Foundation & Grants

Hispanic Serving Institution (HSI) Grants - Survey Results

TMCC

Thank you!

- Survey Purpose:

    – To determine what areas we should focus our HSI grant development efforts on, in order to better serve Hispanic/Latinx and low-income students.

    – To strategize and create a menu of ideas we can use to put forward a grant submission in 2023.

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Hispanic Serving Institutions

- HSI's are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment.

- Total enrollment includes full-time and part-time students at the undergraduate or graduate level.

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Hispanic Serving Institutions Funding

- Awards made for a 5-year period

- Notice of Funding put out every other year

- Next New Proposal Year – 2023

- Existing programs may receive supplemental funding in 2022

- Average Award Amounts: $400,000 to $700,000 each year of the award

- In last Developing HSI funding period – 267 applications received – only 44 funded

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Survey Questions

- Please choose three areas funded by (HSI grant) you believe would most benefit Hispanic/Latinx students attending TMCC?

- Please provide a brief explanation for your choices.

- Using the identified areas for funding, what are your ideas for a system, program, and/or improvement that could help TMCC better serve low-income and Hispanic/Latinx students?

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Survey Comments

- See HSI Grant Survey for Planning Council document:
  - Shows the graph showing identified areas
  - Contains a number breakdown of the responses provided
  - Contains comments for the "brief explanation of your choices" and "what are your ideas" sections of the survey.

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Developing Hispanic Serving Institutions Program

- ***Developing Hispanic Serving Institutions (HSI) Program – provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSI's to expand and enhance their academic offerings, program quality, and institutional stability.***

- Average Award Amount: $500,000 ($500,000 each year for 5 years).

Top areas identified:

- Academic Tutoring
- Faculty Development, Educational Pathways, and Student Support
- Counseling Programs

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Hispanic Serving Institutions STEM and Articulation Program

- ***Hispanic Serving Institutions STEM and Articulation Program provides grants to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.***

- Average Award Amount: $775,000 ($775,000 each year for 5 years)

Top areas identified:

- Developing Research Opportunities for Students
- Faculty Development
- Student Services

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Strengthening Institutions Program

- ***Strengthening Institutions Program – provides grants to institutions of higher education to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions to better serve low-income students.***

- Average Award Amount: $400,000 ($400,000 each year for five years)

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Top areas identified:

- Student Services
- Faculty Development
- Building Student Information and Tracking Systems

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Summary: Top Areas Identified

- Student Services
- Faculty Development
- Student Information Tracking Systems
- Developing Research Opportunities for Students

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Next Steps

- Share this information with "boots on the ground" program staff to brainstorm ideas.
- Will develop several concept ideas for possible systems, programs, and/or improvements, that can be used to build a proposal for submission.
- Bring back for discussion.
- Proposed submissions in 2023.

TMCC

Thank you!

TMCC

Q1 Developing Hispanic Serving Institutions (HSI) Program – provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability. Please indicate the three areas funded by the Developing HSI Program that you believe would most benefit Hispanic/Latinx students attending TMCC.

Answered: 13   Skipped: 0
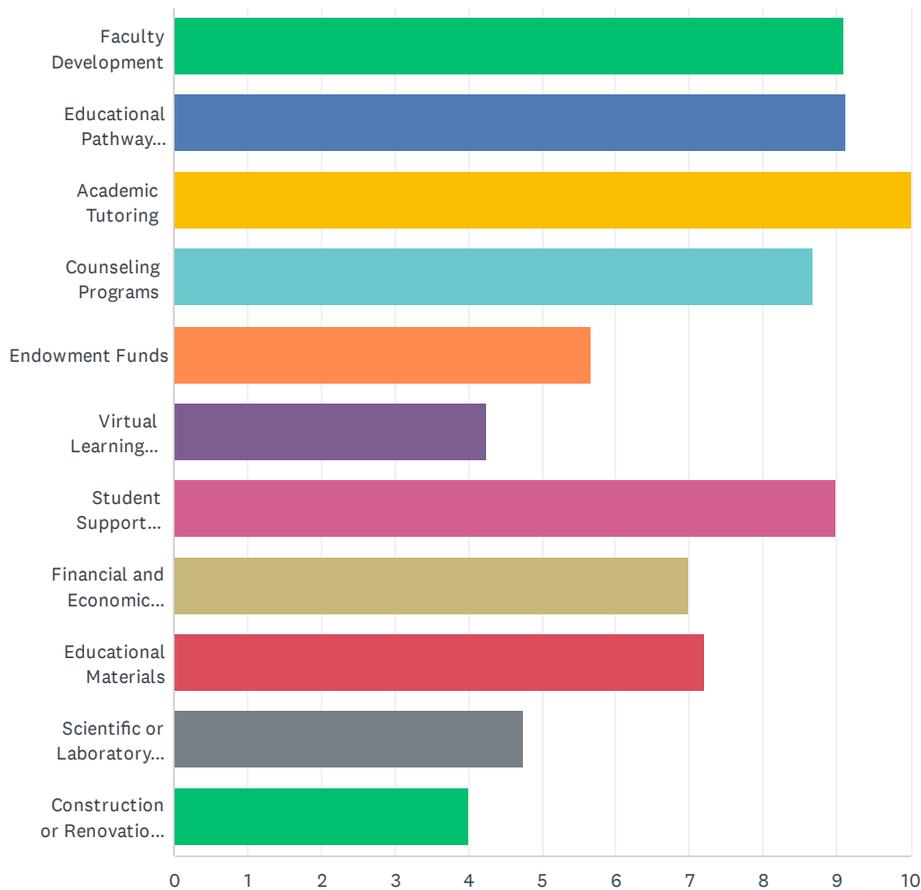
HSI Grant Survey for Planning Council - Spring 2022

|	1	2	3	4	5	6	7	8	9	10	11	TOTAL
Faculty Development	50.00% 5	10.00% 1	20.00% 2	0.00% 0	0.00% 0	10.00% 1	0.00% 0	0.00% 0	0.00% 0	10.00% 1	0.00% 0	10
Educational Pathway Programs	25.00% 2	12.50% 1	37.50% 3	12.50% 1	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8
Academic Tutoring	18.18% 2	72.73% 8	0.00% 0	9.09% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11
Counseling Programs	0.00% 0	33.33% 1	33.33% 1	0.00% 0	33.33% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3
Endowment Funds	0.00% 0	0.00% 0	33.33% 1	0.00% 0	33.33% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	33.33% 1	3
Virtual Learning Academic Instruction	25.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25.00% 1	0.00% 0	0.00% 0	50.00% 2	4
Student Support Services	28.57% 2	28.57% 2	28.57% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14.29% 1	0.00% 0	0.00% 0	7
Financial and Economic Literacy Programs	16.67% 1	0.00% 0	16.67% 1	16.67% 1	16.67% 1	0.00% 0	16.67% 1	0.00% 0	0.00% 0	16.67% 1	0.00% 0	6
Educational Materials	0.00% 0	0.00% 0	40.00% 2	20.00% 1	0.00% 0	20.00% 1	0.00% 0	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5
Scientific or Laboratory Equipment for Teaching	0.00% 0	0.00% 0	25.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25.00% 1	50.00% 2	0.00% 0	0.00% 0	4
Construction or Renovation of Instructional Facilities	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	66.67% 2	0.00% 0	0.00% 0	33.33% 1	0.00% 0	3

Q2 Please provide a brief explanation for your choices from question #1:

Answered: 10   Skipped: 3

#	RESPONSES	DATE
1	Hire full-time, tenure-track, Hispanic/Latinx academic faculty. As a parting gift, Dean Paul Allen eliminated the foreign language coordinator position that was posted April 21, 2021, after Gabriel Chávez had applied leaving that area to flounder. Restore the FL coordinator position. Posted April 21, 2021. https://www.tmcc.edu/vpaa/additional-assignments/foreign-language-coordinator	2/22/2022 6:32 PM
2	Hispanic students struggle with English and Spanish, and this affects other areas. I believe that supporting them through educational programs and academic tutoring will help them, as well as faculty development to support these students.	2/22/2022 11:08 AM
3	Research on placement of ELL/1.5 students in corequisite courses and the significant % of students in Nevada who are ELLs. Faculty training and support services, especially in Gateway courses, could make a significant difference in retention.	2/21/2022 9:31 AM
4	While we should continue to strive to diversify our hiring pools to improve chances at hiring Hispanic/Latinx faculty who "look like" our students, I believe we could benefit from professional development for faculty (and staff) that addresses teaching our Hispanic/Latinx students in a culturally-enhanced way. The educational pathways programs showcase options available to students, and student support services that assist with retention help this population stay in college.	2/18/2022 5:20 PM
5	I think faculty need training in different ways of approaching teaching that will better serve underserved populations. I think students need more support to progress through their classes. And everybody needs money to get through school (books, supplies, child care etc) and faculty development and tutoring cost money too.	2/17/2022 1:02 PM
6	The ESL, Spanish, and Heritage Speaker programs need more marketing and public awareness.	2/17/2022 10:58 AM
7	Hispanic students need close support. Proactive advising, counseling, and success coaching is very important.	2/16/2022 8:50 AM
8	Improving faculty teaching practices and ensuring they are getting ongoing PD support to provide the best education to students possible increases the outcomes for students. Helping students who are struggling with available tutoring for ALL needed subjects without long wait times will help them succeed where they might not. Providing life skills in financial literacy helps students deal with daily challenges and crisis situations so they can persist with their education.	2/15/2022 3:21 PM
9	In order to improve graduation and persistence rates, we need to scale up student support services such as advising, counseling, and retention programs.	2/15/2022 2:30 PM
10	Students in STEM programs desperately need more available tutors. This is the number one area in my division that I hear from instructor and students. Expanding this service to support an embedded tutor on all math and science required classes for the AS degree would also increase the retention rates of students. Every class should also have an SI session available for students of these classes run b y the embedded tutor/SI Leader. My second choice was faculty development, but specifically I was thinking of targeted professional development to build learning communities within the AS degree path. This builds strong connections among students and curriculum and is an evidence-based approach to increased retention in traditionally difficult courses. Lastly, new equipment out promote expanding labs to be more relevant to this student is needed to complement the learning community approach to teaching.	2/15/2022 11:57 AM

Q3 Hispanic Serving Institutions STEM and Articulation Program provides grants to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.Please indicate the three areas funded by HSI STEM that you believe would most benefit Hispanic/Latinx students attending TMCC.

Answered: 13   Skipped: 0
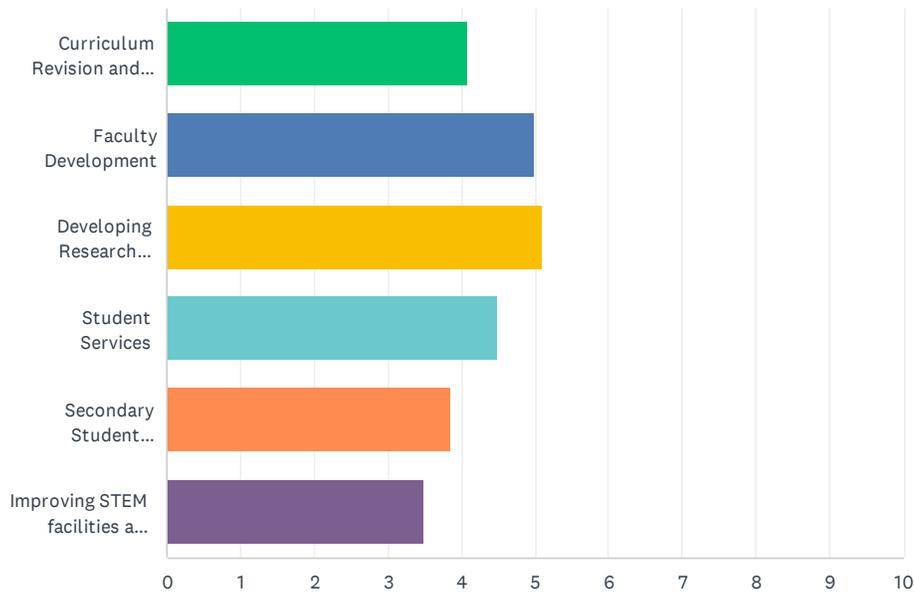
	1	2	3	4	5	6	TOTAL	SCORE
Curriculum Revision and/or Development	10.00% 1	20.00% 2	50.00% 5	10.00% 1	10.00% 1	0.00% 0	10	4.10
Faculty Development	33.33% 3	44.44% 4	11.11% 1	11.11% 1	0.00% 0	0.00% 0	9	5.00
Developing Research Opportunities for Students	60.00% 6	10.00% 1	10.00% 1	20.00% 2	0.00% 0	0.00% 0	10	5.10
Student Services	16.67% 1	66.67% 4	0.00% 0	0.00% 0	0.00% 0	16.67% 1	6	4.50
Secondary Student Outreach	14.29% 1	14.29% 1	42.86% 3	0.00% 0	28.57% 2	0.00% 0	7	3.86
Improving STEM facilities and equipment	16.67% 1	16.67% 1	33.33% 2	0.00% 0	0.00% 0	33.33% 2	6	3.50

Q4 Please provide a brief explanation for your choices from question #3:

Answered: 10   Skipped: 3

#	RESPONSES	DATE
1	Hire full-time, tenure-track, Hispanic/Latinx academic faculty in STE(A)M. Restore the Foreign Languages coordinator position. Posted April 21, 2021. https://www.tmcc.edu/vpaa/additional-assignments/foreign-language-coordinator	2/22/2022 6:32 PM
2	Secondary student outreach I believe is helpful, especially by strengthening connections between TMCC and WCSD, sending faculty (preferably Hispanic) to talk at high schools would attract these students. Student Services and Curriculum Revision would also support this goal.	2/22/2022 11:08 AM
3	Again, support students in their Gateway courses, which are necessary for progressing.	2/21/2022 9:31 AM
4	Improving existing STEM facilities and equipment is immediately impactful and reaches large numbers of Hispanic/LatinX students taking general education science courses. Undergraduate research is a well-documented High Impact Practice (HIP) that provides a more intimate connection to scientific fields early in a student's academic career, which also helps to mitigate equity gaps. Curriculum revision/and or development that is culturally responsive to our Hispanic/LatinX students rounds out this ability to better connect with them in the classroom.	2/18/2022 5:20 PM
5	Research shows that undergraduate research opportunities for underserved students keeps them in their programs, helps them progress, and gets them better jobs when they graduate. Faculty need to be compensated for providing those opportunities and research takes space and equipment.	2/17/2022 1:02 PM
6	As noted above, the HSI programs mostly need more marketing.	2/17/2022 10:58 AM
7	Hispanic students need close support. Proactive advising, counseling, and success coaching is very important.	2/16/2022 8:50 AM
8	Improving faculty teaching practices and ensuring they are getting ongoing PD support to provide the best education to students possible increases the outcomes for students. This is true for curriculum too. Having the most up to date, relevant and interactive and interesting material helps students succeed. Our students do not tend to get involved with research much but I think that if they could be strongly encouraged to do so they would be more invested in their education, in the experience, etc. and more likely to persist and be successful.	2/15/2022 3:21 PM
9	Even as a community college, research opportunities are important.	2/15/2022 2:30 PM
10	My top three suggestions go hand in hand. Developing more opportunities for students to engage in undergraduate research, which is an evidence-based high impact teaching practice, along with faculty development to support this, and curriculum revisions to make content more relevant for Hispanics students. I have many faculty that would engage in this, but just don't know how. We can give them the tools to engage students win-win! Use the grant to lift this practice to a sustainable level.	2/15/2022 11:57 AM

Q5 Strengthening Institutions Program – provides grants to institutions of higher education to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions to better serve low-income students.Please indicate the three areas funded by the Strengthen Institutions Program that you believe would most benefit low-income students attending TMCC.

Answered: 13   Skipped: 0
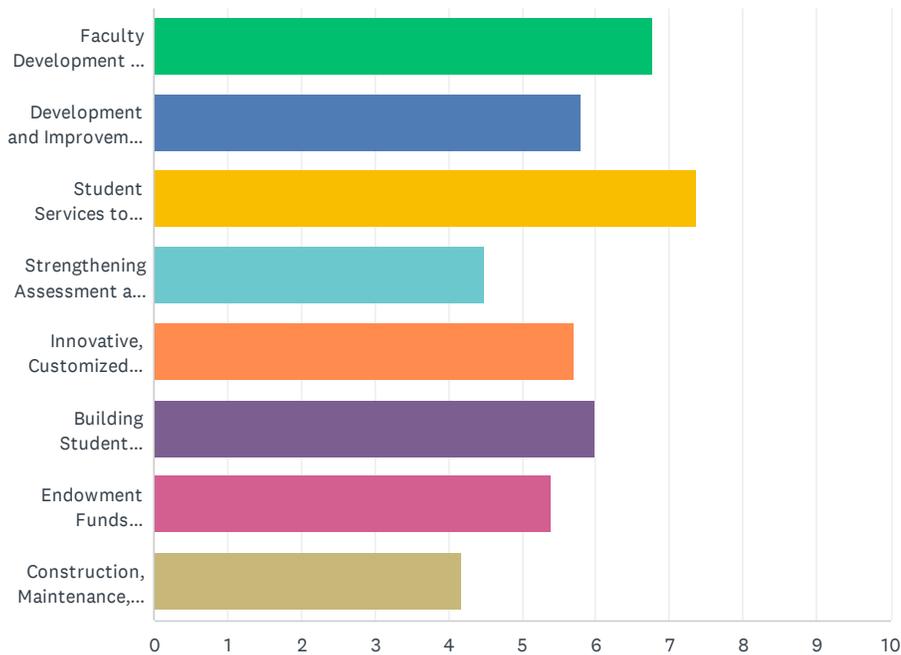
	1	2	3	4	5	6	7	8	TOTAL	SCORE
Faculty Development (in the faculty's field of instruction)	55.56% 5	11.11% 1	11.11% 1	11.11% 1	0.00% 0	11.11% 1	0.00% 0	0.00% 0	9	6.78
Development and Improvement of Academic Programs	20.00% 2	30.00% 3	30.00% 3	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10.00% 1	10	5.80
Student Services to Improve Academic Success (tutoring, counseling, student services programming)	37.50% 3	62.50% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	7.38
Strengthening Assessment and Integrating Academic Advising, Academic Support, and Academic Enrichment under a new Center	0.00% 0	0.00% 0	50.00% 2	0.00% 0	25.00% 1	0.00% 0	25.00% 1	0.00% 0	4	4.50
Innovative, Customized Instructional Courses to prepare and move students into core courses (remedial)	14.29% 1	14.29% 1	28.57% 2	28.57% 2	0.00% 0	14.29% 1	0.00% 0	0.00% 0	7	5.71
Building Student Information and Tracking Systems (to include early alerts, faculty reporting modules)	0.00% 0	40.00% 2	40.00% 2	0.00% 0	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	6.00
Endowment Funds (establish or improve an endowment fund)	40.00% 2	0.00% 0	20.00% 1	0.00% 0	20.00% 1	0.00% 0	0.00% 0	20.00% 1	5	5.40
Construction, Maintenance, and Improvement of Classrooms to include Computer Technology	0.00% 0	16.67% 1	33.33% 2	0.00% 0	0.00% 0	16.67% 1	16.67% 1	16.67% 1	6	4.17

Q6 Please provide a brief explanation for your choices from question #5:

Answered: 9   Skipped: 4

| #	RESPONSES	DATE
1	Hire full-time, tenure-track, Hispanic/Latinx academic faculty. Restore the FL coordinator position. Posted April 21, 2021. https://www.tmcc.edu/vpaa/additional-assignments/foreign-language-coordinator	2/22/2022 6:32 PM
2	Remedial courses would better prepare students for college level courses. Improvement of Academic Programs and Strengthening Assessment would help evaluating and making changes according the needs.	2/22/2022 11:08 AM
3	Faculty are the frontline for ensuring student success. Training on understanding how to support Hispanic/Latinx students will have the greatest impact on student success. Given that we can't offer remedial courses, I'm unsure why that's a choice.	2/21/2022 9:31 AM
4	It begins with having the funds to attend college for low-income students. As computer technology becomes even more integral to completing assignments in courses, outfitting the college with available technology for those who cannot afford it on their own helps to mitigate equity gaps. Tracking systems that talk to our other technology, including our SIS, LMS, learning outcomes assessment platform, where we can see the various facets of a student's academic profile, can help with early intervention when needed. Please note this is not an endorsement of Starfish.	2/18/2022 5:20 PM
5	I think faculty need training in different ways of approaching teaching that will better serve underserved populations. I think students need more support to progress through their classes. And everybody needs money to get through school (books, supplies, child care etc) and faculty development and tutoring cost money too.	2/17/2022 1:02 PM
6	Currently, there is an abundance of Student Services, but the faculty support is lacking. We need to restore the Foreign Language coordinator position so that ESL, Spanish, English, and Heritage Speakers are aligned and communicating.	2/17/2022 10:58 AM
7	Hispanic students need close support. Proactive advising, counseling, and success coaching is very important.	2/16/2022 8:50 AM
8	Improving faculty teaching practices and ensuring they are getting ongoing PD support to provide the best education to students possible increases the outcomes for students. This is true for curriculum too. Having the most up to date, relevant and interactive and interesting material helps students succeed.	2/15/2022 3:21 PM
9	More student services! More support of students who are below remedial level to help them through required math courses! Improving classrooms so students see that they are number one on our campus. Innovative high tech and high touch classrooms, with modular furniture in high use classrooms would be a great use of grants to give our rooms a face lift!	2/15/2022 11:57 AM

Q7 Using the identified areas for funding, what are your ideas for a system/program/improvement that could help TMCC better serve low-income and Hispanic/Latinx students?

Answered: 10   Skipped: 3

#	RESPONSES	DATE
1	Hire full-time, tenure-track, Hispanic/Latinx academic faculty. Restore the FL coordinator position. Posted April 21, 2021. https://www.tmcc.edu/vpaa/additional-assignments/foreign-language-coordinator	2/22/2022 6:32 PM
2	Identifying and strengthening areas of need, such as remedial courses, counseling and academic support services would better serve Hispanic students. Also, identifying Hispanic faculty to work as mentors or liaisons with high schools I think would benefit these goals.	2/22/2022 11:08 AM
3	If classroom pedagogy and curriculum is insensitive/unaware of how to best support Hispanic/Latinx students, it doesn't matter if there's more computers in the classroom or a new advising center. Also, consider the importance of understanding the diverse needs of this cohort through surveys about home language use, etc.	2/21/2022 9:31 AM
4	With both populations, I think it's important to connect with the families almost as much as connecting with the students. Anecdotally, in many instances, these populations are competing with family obligations that supersede college. Having family members on board and supporting their students could go a long way towards their retention.	2/18/2022 5:20 PM
5	I think we need to properly support research and tutoring with appropriate compensation and integration into courses/programs	2/17/2022 1:02 PM
6	Hire more Hispanic/Latinx instructors.	2/17/2022 10:58 AM
7	Hire more academic advisors and success coaches who focus on Hispanic students.	2/16/2022 8:50 AM
8	More top of the line PD, not the same old same old. Spend money on your faculty to learn and grow and to feel valued so they want to do a good job in the classroom. Provide more support and some sort of reward system for actually improving courses and curriculum in a real way.	2/15/2022 3:21 PM
9	Looking at other successful HSI grants in the state, we need to look at pathways for students to graduate and receive a position in the local economy.	2/15/2022 2:30 PM
10	More academic support in and out of the classroom!	2/15/2022 11:57 AM

Division of Math and Physical Sciences Update

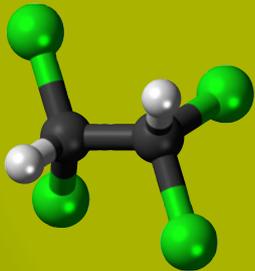TMCC Planning Council

February 28th, 2022
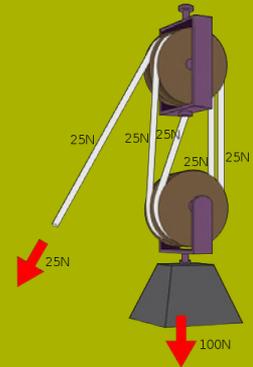
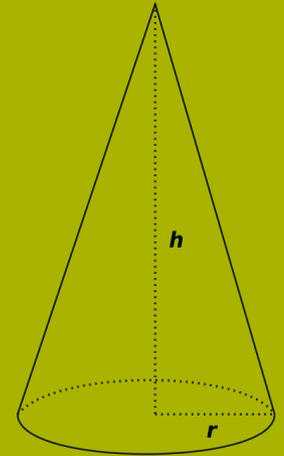# Disciplines and Degree Paths

Associates of Sciences*

Department of Physical Sciences

Astronomy
Computer Program Engineering
Computer Science*
Chemistry*
Data Science*….Coming Fall 2022
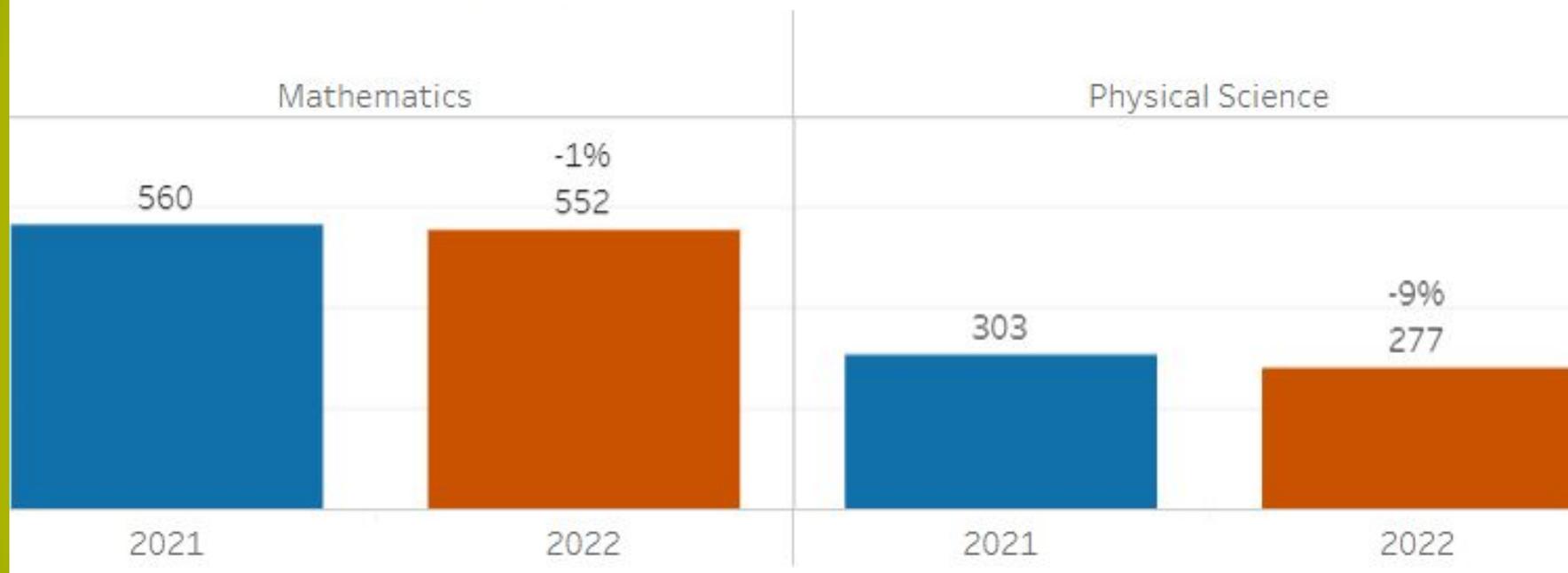Engineering*
Environmental Science*
Geography
Geology
Physics

Department of Mathematics

Mathematics*

Statistics

The College for
the New Nevada | **TMCC**

Faculty & Staff

Division: ½ Executive Assistant

Physical Sciences

7 Full-time Faculty

Admin Assistant III

Current Faculty Searches:

Math (4)

Computer Science (2)

Engineering/Physics (1)

Geography/Geology (1)

Mathematics

18 Full-time Faculty

4 of which are Tenure Track

3 of which are Full-time Temporary Hires

Admin Assistant III

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Department of Mathematics
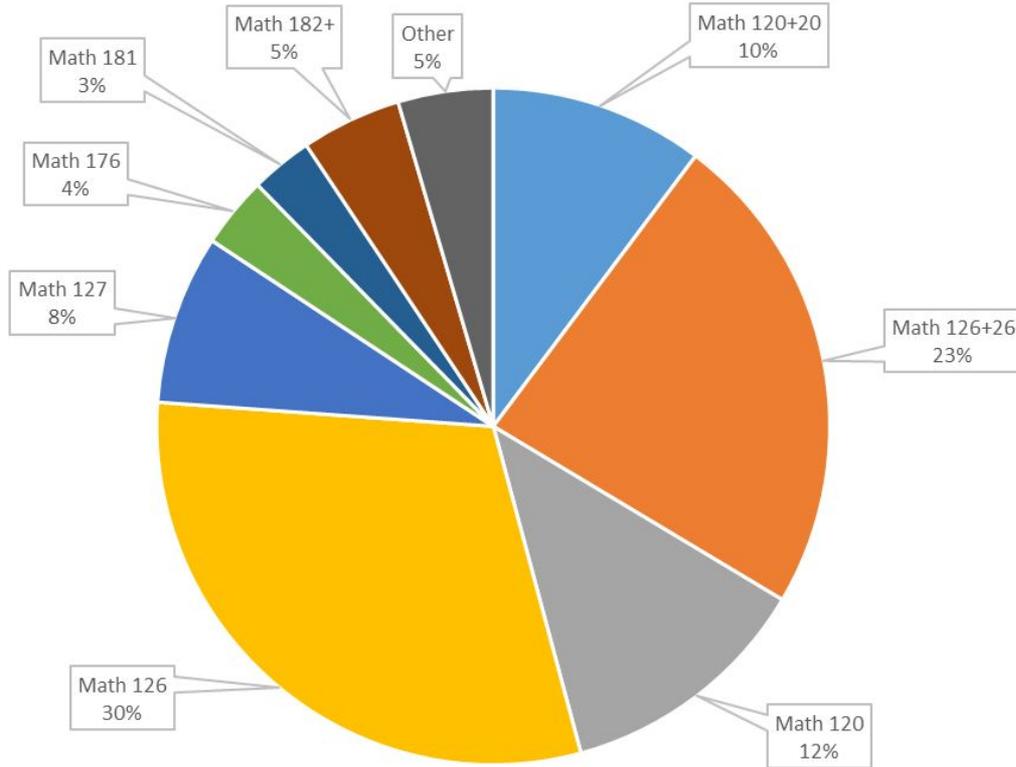
Course	Students
Math 120+20	290
Math 126+26	658
Math 120	346
Math 126	857
Math 127	229
Math 176	96
Math 181	84
Math 182+	136
Other	129

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Snapshot of Coreq Data

Fall 2021	Number Enrolled	Number Completers	
Math 120 w/20	428	287	67%
Math 126 w/26	663	321	48%
TOTAL	1091	608	56%

Since Fall of 2017, at best 587 students who placed 1-2 levels below 120 or 126 completed their college math class in three years. So, we are seeing about the same number of students in one semester that took 3 years in the past.

For Comparison

Completed with a D or Better	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Math 120 (w 20)			70%	75%	67%
Math 120 alone	74%	82%	79%	82%	83%
Math 126 (w 26)					48%
Math 126 alone	70%	76%	72%	77%	68%

Math Corequisite Strategies

- Support for Support Curriculum Development
- Math 20 and Math 26 Coordinators
- Established Community of Practice
- Pathway Advising Tool Kit
- Math 120 and Math 126 Tutoring
- Math Skills and Drills Bootcamps
- Gateway enrollment enforcement plan

On Deck for Math

Math 124 + 24 → Math 176 (Business Calculus) Coming Fall 2022

NV Math Corequisite Conference on April 22, 2022

- Held here at TMCC
- 9 presenters from within NSHE
- Keynote Speaker from Citrus College
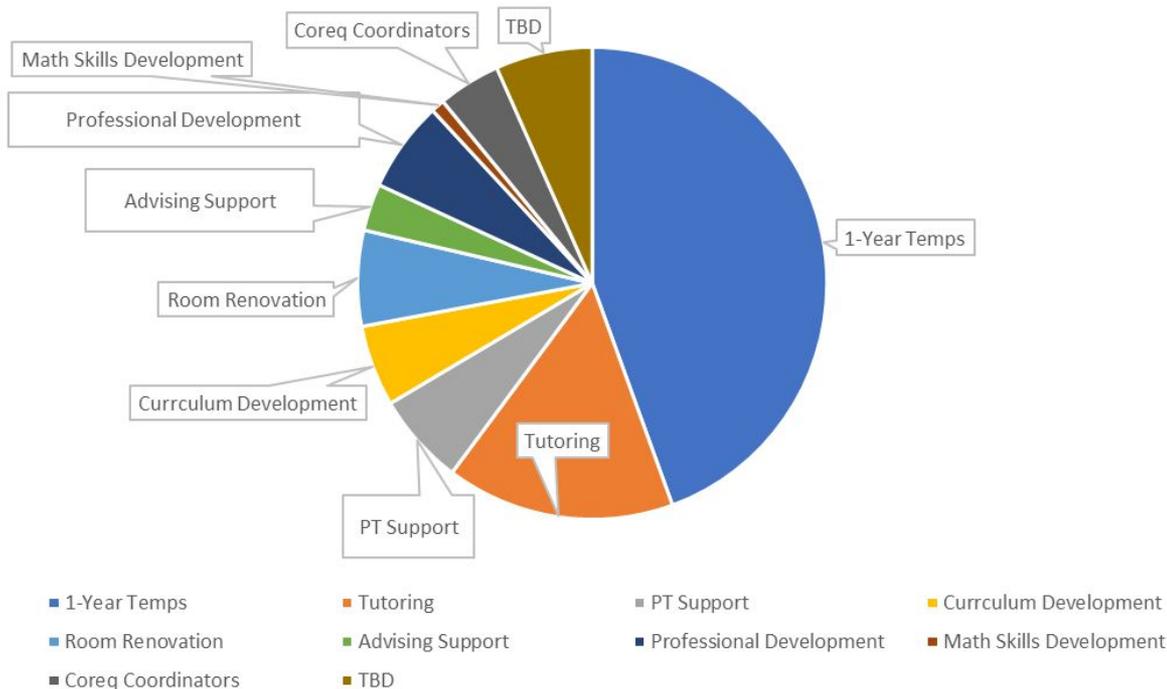- All day event supported with ECMC funds across the system!


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Corequisite Funding Usage (NV Energy, ECMC, SSTF)

Grant and Incentive Funding Breakdown

1-Year Temps	$135,512
Tutoring	$48,000
PT Support	$19,746
Currculum Development	$16,950
Room Renovation	$20,000
Advising Support	$9,800
Professional Development	$19,010
Math Skills Development	$2,830
Coreq Coordinators	$13,152
TBD	$21,000
	$306,000

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Department of Physical Sciences
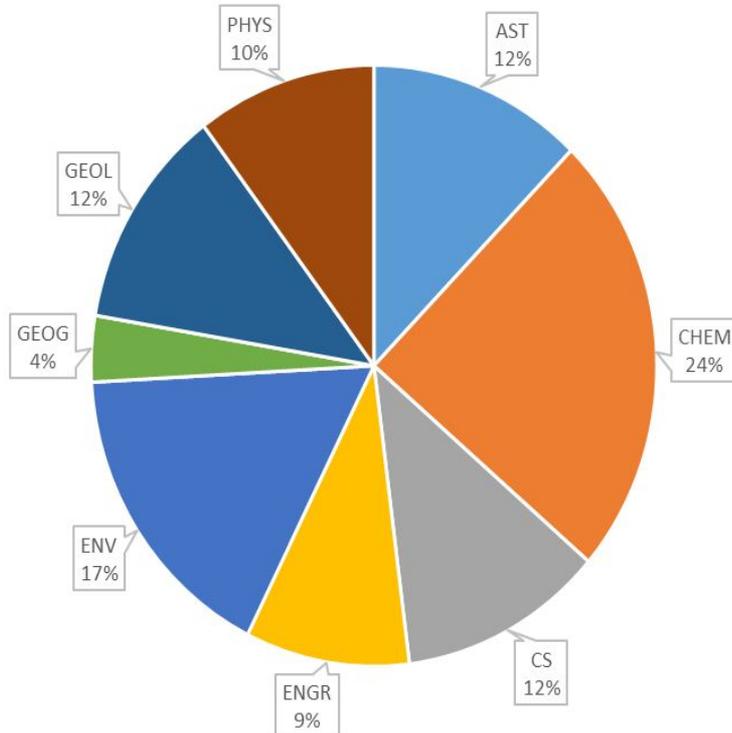
AST	190
CHEM	371
CS	181
ENGR	145
ENV	259
GEOG	55
GEOL	186
PHYS	159

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Physical Sciences Updates

Chem Lab Renovations just about complete
  Two new labs in RDMT 325 & 326
  Upgrades to RDMT 303 & 304

Two programs now considered CTE programs:
  Computer Science & Engineering
    ENGR Advisory Committee established

New AS degree in Data Science on deck for Fall 2022
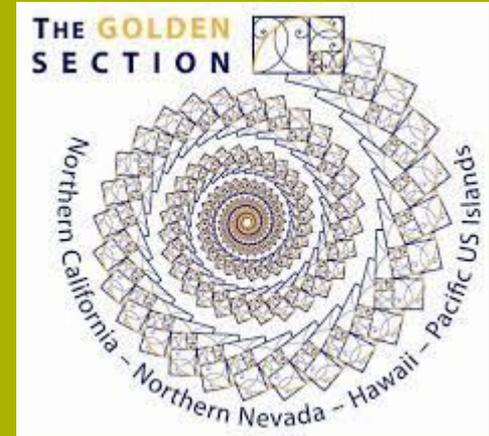 New courses: DATA 101, DATA 210, DATA 220

Overall Division Highlights

2 faculty mentoring undergraduate students

Dr. Sameer Bhattarai - Environmental Science

Dr. Kurt Ehlers - Math & Biology

First ever MPS Symposium in Fall

THE GOLDEN SECTION

Northern California – Northern Nevada – Hawaii – Pacific US Islands

This event will showcase intriguing mathematics and foster community among students and mathematicians in Northern California, Nevada, and Hawaii.

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Big Picture Division Objectives

Recruit more students from under representative population into major programs

Promote more undergraduate research opportunities

Track Gateway Cohort and continue to develop ways to enforce the Gateway and College Ready Policy

Continuous Improvement with an ongoing CoP for Coreq Math Support

Piloting use of ALEKS in Summer Bridge (take 2)
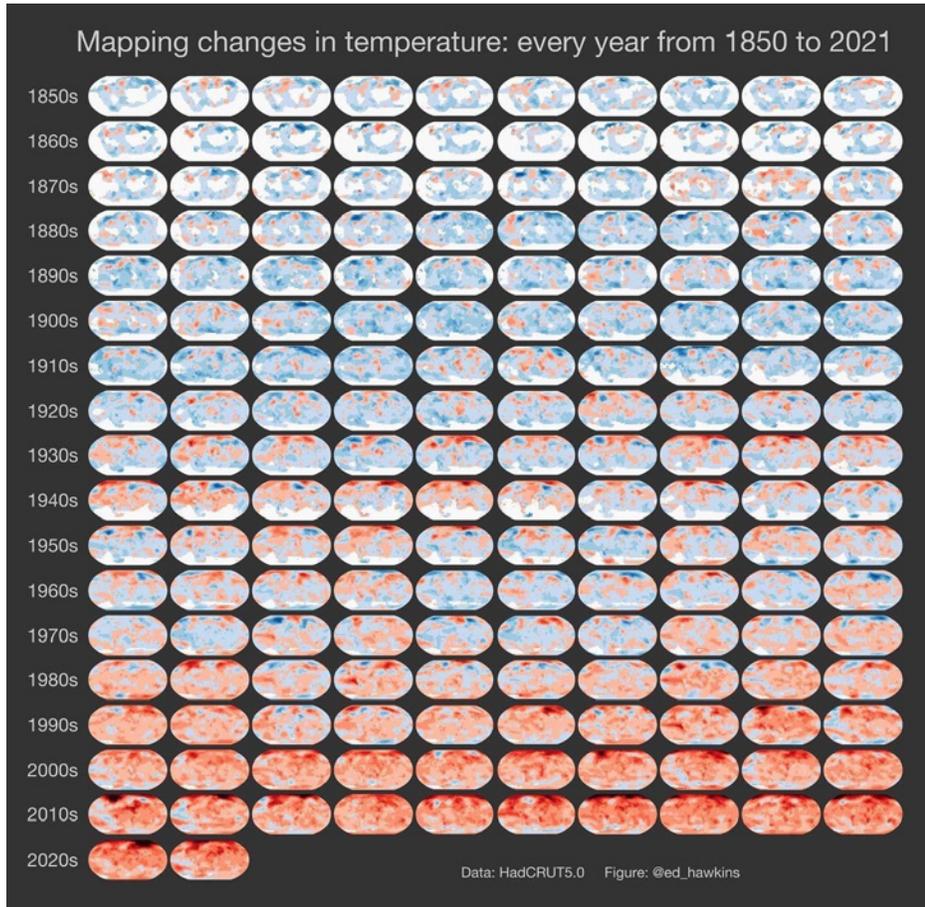
Questions?

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We are stewards of our planet!

Mapping changes in temperature: every year from 1850 to 2021

Data: HadCRUT5.0   Figure: @ed_hawkins

No single sector is doing enough to limit climate change to 1.5˚C

- As world leaders gather for the UN Climate Change Conference (COP26) in Glasgow in 2021, a new report warns that…….

- ……..no sector of society is currently doing enough to limit global warming to 1.5˚C

- Limiting global warming to 1.5˚C is essential to avoiding the worst impacts of the climate crisis

- If no action is taken to reduce greenhouse gas emissions, temperatures could actually rise 3.3- 5.7 ˚C by 2100

- This means that **globally**, each of us have to cut our individual carbon footprints >80% to 2.5 tons per person per year by 2030
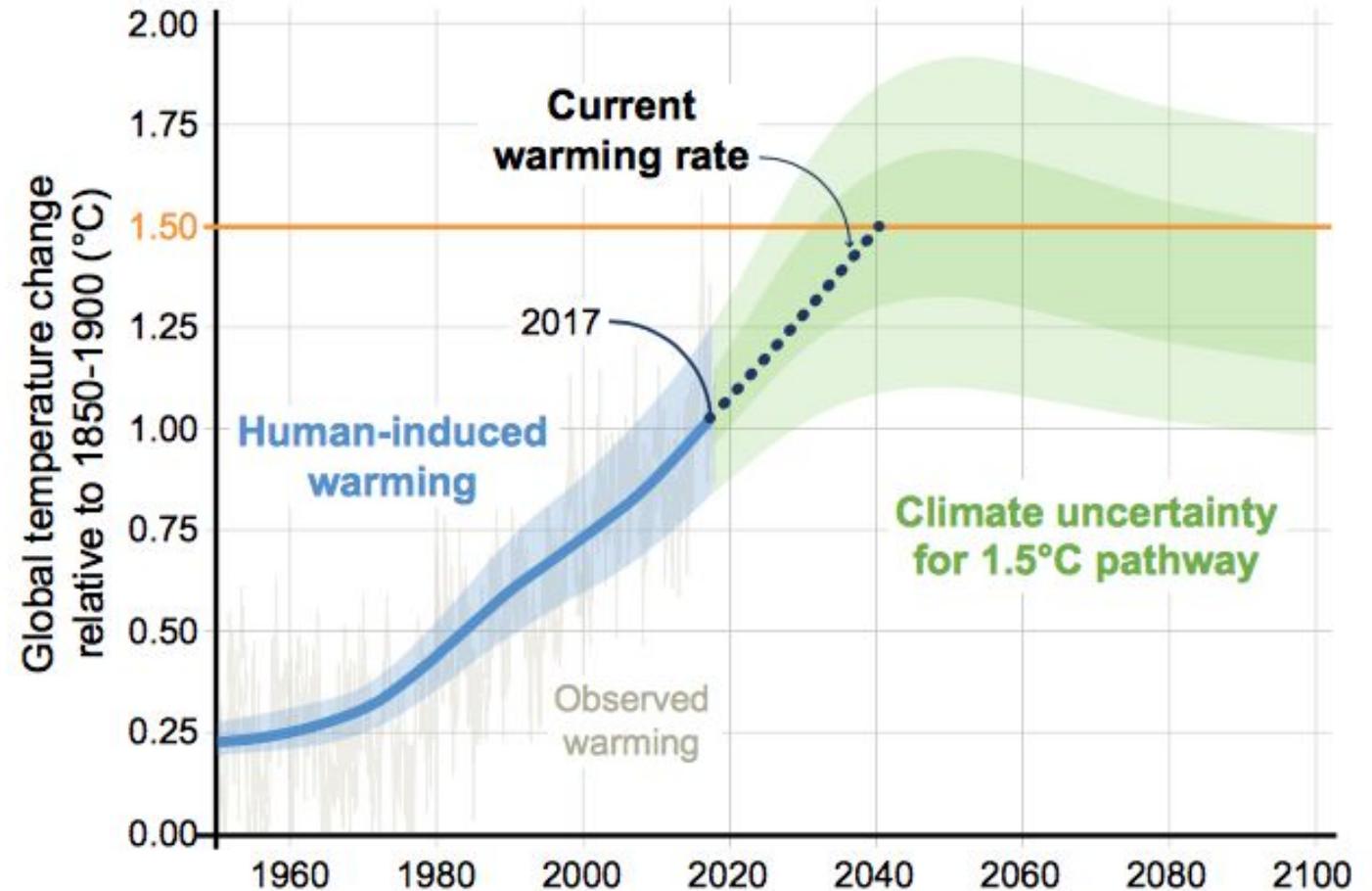
Higher Education Institutions

From TMCC's Climate Action Plan

"TMCC has recognized though their Climate Action Plan 2019 that while outreach is important, a critical and actionable step to reduce our carbon footprint is needed.

Our proposal aims to implement campus-wide efforts and initiatives to actively reduce our campus' carbon footprint in alignment with the CAP 2019 resilience strategies. Our objective is to target our community by sharing the newest science, encouraging stewardship of natural resources, and creating opportunities for the exploration and connection with nature.

Within this framework, these objectives can be uniquely and sustainably implemented by each infrastructural domain and academic discipline across campus. By targeting our campus community through actionable education, our goal is that these efforts will be imparted into our Reno-Sparks community at-large through education, awareness, and lifestyle changes."

Plan of Action

Spring - Summer 2022

1. Propose our action plan to:
   a. TMCC President Dr. Hilgersom
   b. TMCC Planning Council and Faculty Senate
   c. TMCC faculty & classified staff via their respective programs and divisions

2. Prepare for implementing in the 2022-2023 academic year….

TMCC's Year of Sustainability!
Infrastructure

- Land use
- Buildings
- Landscaping
- Purchasing
- Materials and waste management
- Dining services
- Transportation
- Energy consumption
- Water usage

Average monthly production based on system efficiency for the TMCC Solar System production is at (Feb 2022)		
Sierra	94%	**$1,584 monthly** solar PV generation
MDWD	93%	**$1,050 monthly** solar PV generation
Edison	89%	**$109 monthly** solar PV generation

TMCC Year of Sustainability!
Campus Community

- Programs / Certificates
- Courses / Curriculum
- Lesson plans (interdisciplinary)
- Undergraduate Research
- Marketing & Communication (FREE, Biodiversity Day, Earth Day, Distinguished Speaker Series)
- Grants (Institutional and Research)
- Faculty and Staff Professional Development
- Campus Culture (Turn It Off campaign, food waste composting, less paper copying, bike to work/school, carpooling)
- Student Clubs and Organizations (SGA, Garden Club, Math League)

Ripple Effect

Congratulations for being an **Outstanding Student!** TMCC
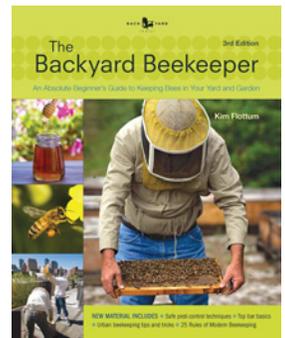
Educated

Kind

Wise

Prepared

Let's Grow Our Legacy – *Vamos Verdes*!

TMCC Named a Green Ribbon School

12 WAYS TO LIVE A MORE SUSTAINABLE LIFE

- Think twice before shopping.
- Make sure your big purchases have big environmental benefits.
- Go #PlasticFree.
- Boycott products that endanger wildlife.
- Pay attention to labels.
- Be water wise.
- Drive less, drive green.
- Green your home.
- Choose Wild Energy.
- Take Extinction Off Your Plate.
- Choose to have a smaller family.
- Use your voice and your vote.

Update on Student Retention

Presentation to the Planning Council
2/28/22

Definitions

- <u>Retention</u>: Continued enrollment (or degree completion) within the same institution

- <u>Persistence</u>: Continued enrollment (or degree completion) at any institution

  NOTE: Retention and Persistence rates are always measured using cohorts comprised of students who are new to college in the summer/fall.

Strategic Master Plan

Student Success

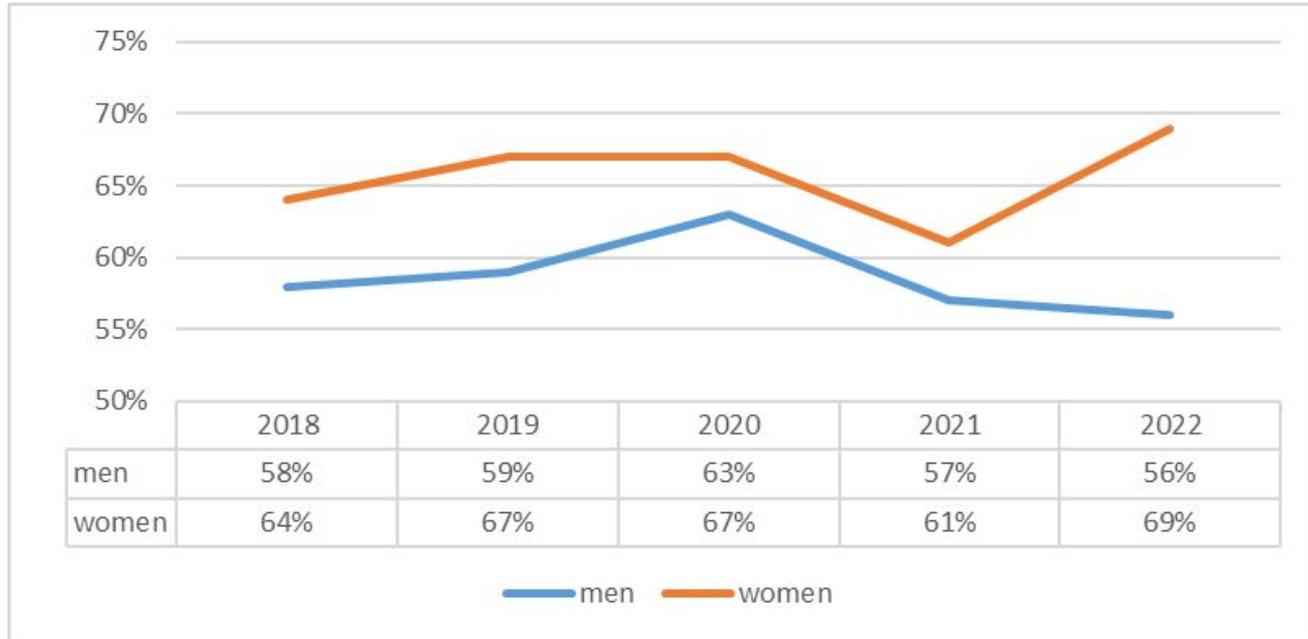### Objective 3. Improve successful completion of students' educational goals

Measure 3.5 Fall to Fall Retention of New, Full-time, Degree-seeking students **TARGET: 63% short-term; 70% long-term**

Measure 3.6 Fall to Fall Persistence of New, Full-Time Degree-seeking students (at any NSHE institution)
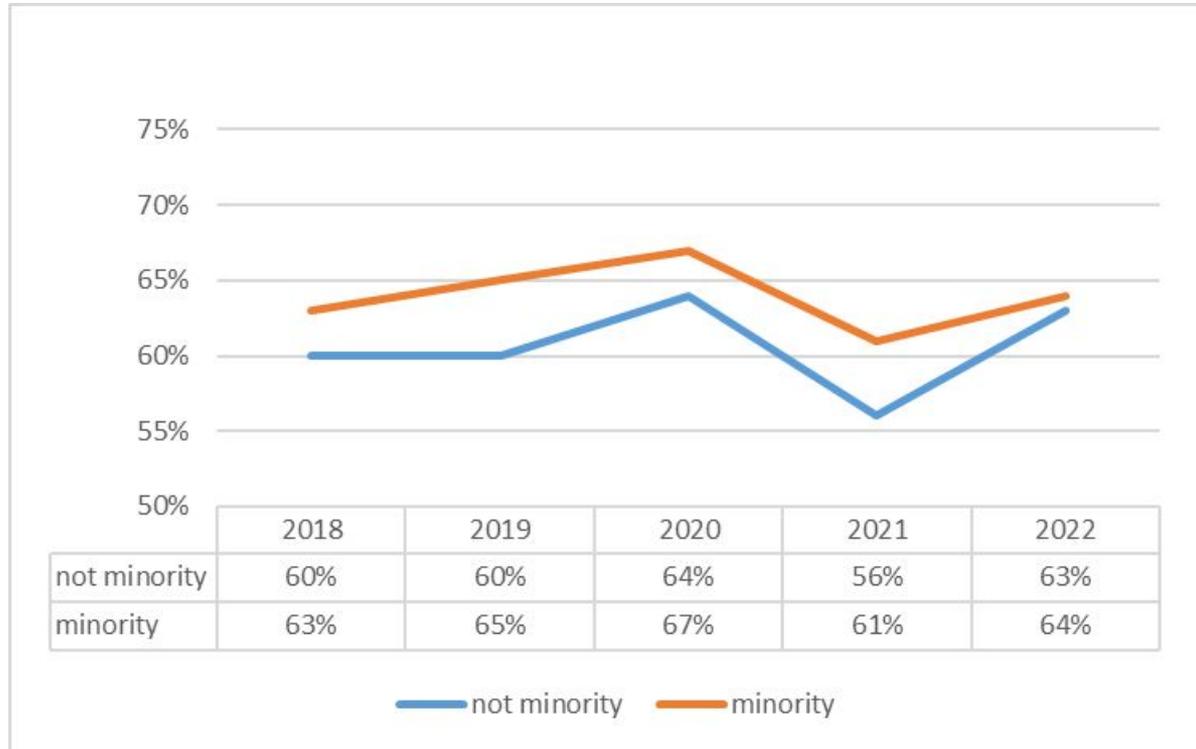
Progress Toward SMP Retention Goal

Retention: by Gender

	2018	2019	2020	2021	2022
men	58%	59%	63%	57%	56%
women	64%	67%	67%	61%	69%

— men — women

Retention: by Ethnicity

	2018	2019	2020	2021	2022
not minority	60%	60%	64%	56%	63%
minority	63%	65%	67%	61%	64%

— not minority — minority

Retention: by First Generation Status

	2018	2019	2020	2021	2022
first gen	63%	62%	65%	58%	65%
not first gen	60%	63%	66%	60%	63%

first gen — not first gen
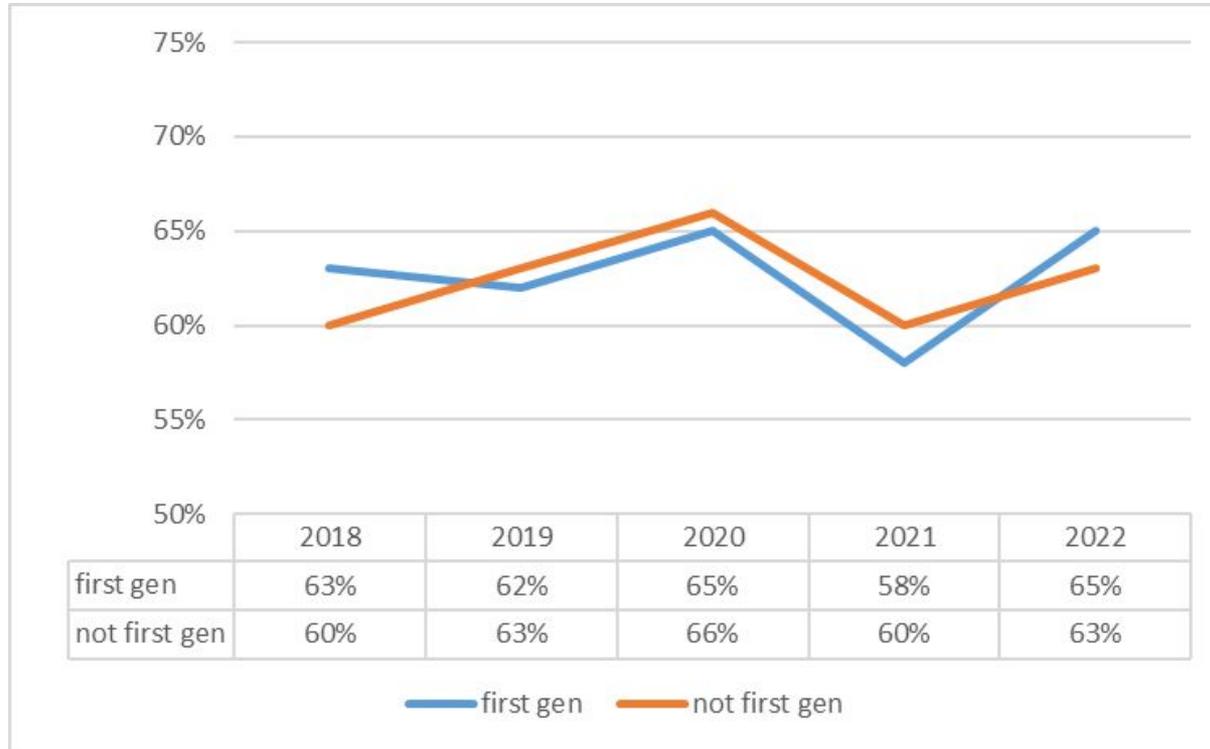
Retention: by Financial Aid Status

	2018	2019	2020	2021	2022
received FA	61%	66%	68%	62%	67%
did not receive FA	60%	55%	56%	45%	51%

received FA   did not receive FA

Source: **TMCC IR Data Warehouse**

Do your own research

https://www.tmcc.edu/institutional-research/data-dashboards/student-success/retention
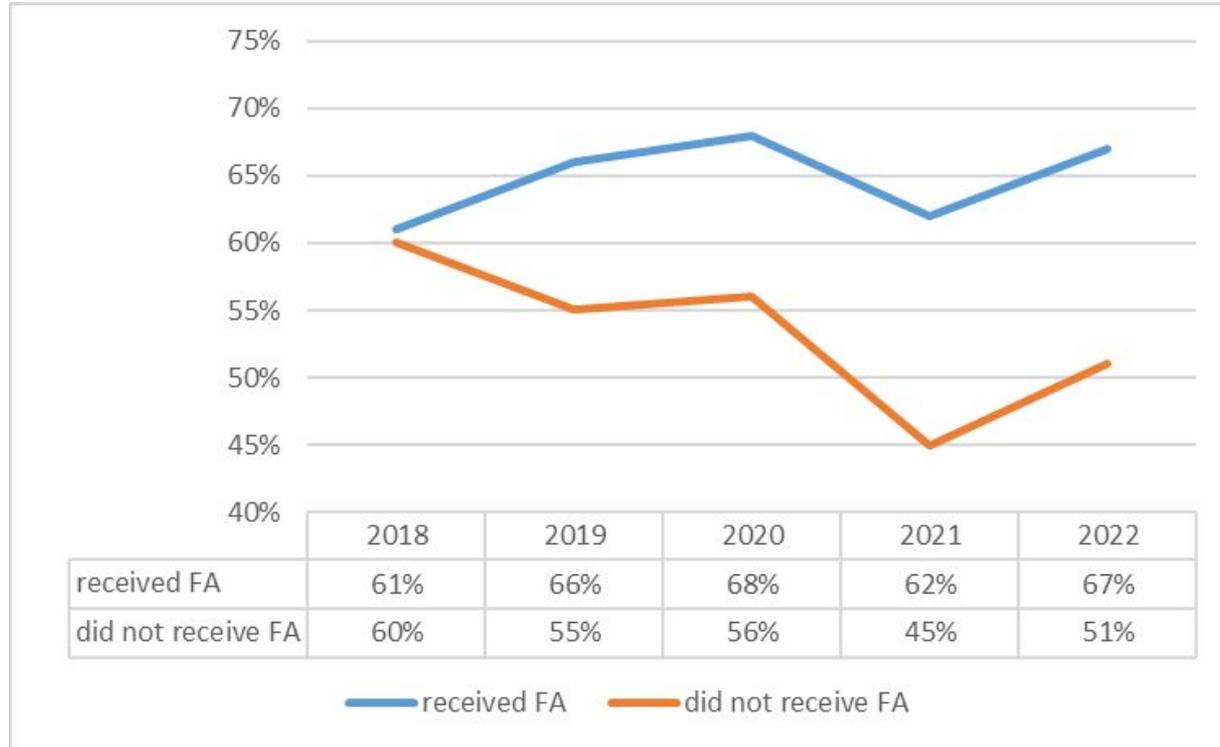
- Status (Full-Time or Part-Time)
- Division
- Department
- Gender
- Ethnicity
- Age Range
- Received Financial Aid
- First Generation

Questions?