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# MEETING MINUTES FOR FEB. 10, 2017

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**Call to order:** 10:02 a.m.

**Present:** Natalie Brown, Melissa Deadmond, Tanya Farnung-Morrison, Meeghan Gray, Mark Maynard, Lori McDonald, Joylin Namie, Brian Ruf (Chair), Karen Wikander.

**Absent:** Eric Bullis, Cheryl Cardoza, Candace Garlock, Marynia Giren-Navarro, Arian Katsimbras, Cheryl Scott (ex officio)

**Guests:** Gwen Clancy

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## Approval of the Minutes from January 20, 2017

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January meeting was canceled due to lack of attendance due to rescheduled Spring convocation.

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## WNWCCU Report and Discussion

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Melissa Deadmond presented the NWCCU (Northwest Commission on Colleges and Universities) Year One Mission and Core Themes Report that determined that TMCC has satisfied the Commission's expectations regarding Recommendations 1 and 2 of the Year Seven Peer-Evaluation Report. Melissa then continued with the section of the Year One report that notes that the Commission determined that Recommendation 4 of the Year Seven Peer-Evaluation Report still does not meet the Commission's criteria for accreditation and accordingly, issued a Notice of Concern (a private sanction) with regard to Eligibility Requirement 12 General Education and Related Instruction. The Commission remains concerned regarding the institution's lack of development of effective and appropriate means for measuring students' achievement of general education outcomes.

To address this concern, a General Education Task Force was created to develop GenEd rubrics to be used in all courses being assessed this semester (Spring 2017) to meet the Commission's requirement to submit our General Education report by September 15, 2017.

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## 2016–2017 Entrepreneurship PUR Review and Discussion

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### Discussion of the PUR

#### Curriculum

- **Strengths:** The following are the strengths of the PUR noted by the committee about Curriculum:
  - Changes to courses driven by assessment findings and updated SLO's for majority of courses taught with a plan to have all updated SLO's in place by spring 2017 (11-12, 18).
  - Formalized mentoring program to part-time faculty in place. New hires supplied with sample course syllabus and test material keeping classes similar. (8)
  - Forming Advisory Committees for each area of program that will include community members, faculty from outside institutions, students, graduates, and an advisor. (5, 18)

- Curriculum changes: Developed a plan for Phil courses that do not count towards a Philosophy degree to be removed and replaced with Phil 211 and 213 making a more, seamless transfer for students to UNR. (4, 7, 17, 19, 41)
- Department goal of maintaining a 100% on-time assessment schedule. (5)
- The program has adjusted its curriculum to meet the needs of the students regarding transferable credit courses and additional online courses added during Wintermester and fall/spring semester. (39)
- Focusing on raising the programs profile by offering innovative courses, such as courses on popular TV shows and movies, which fill quickly. (19)
- Implemented an exit interview program for Philosophy major graduates as part of degree outcomes assessment. (17)
- The program has improved on its regularity of assessment since 2014 and has documented examples of how assessment data were used to improve teaching and learning (11-12)
- Faculty members have selected alternative textbooks at a significant savings to students and further plan to develop in-house materials at an even greater savings (5, 7, 39, 40)
- **Weaknesses:** The following are the weaknesses of the PUR noted by the committee about Curriculum:
  - CAR documents lack quantitative data to measure level of learning. Many of the courses evaluated show excellent results. What does the department describe as excellent results? (11)
  - Assessment list includes contradictory dates. The cycle says PHIL 101 and 102 were assessed in Spring 2015 but the narrative says Spring 2014. (15)
  - 9/15 courses say there is no evidence of assessment. However, many are shown to be assessed As Taught, but the class has had enrollments since the last CAR. (15-16)
  - The AA Philosophy emphasis currently in the 2016-2017 catalog, aligns poorly with UNR's BA Philosophy degree (10, Appendix A).
- **Strategies and Recommendations:**
  - Continue to document your review and revision of the curriculum to match changing student and workforce demand.
  - Given the high percentage of CH/HUM/PHIL students intending to transfer, continue to monitor UNR curriculum changes (as well as those of other NSHE institutions) to align with their requirements and ease the transfer process for TMCC students. (29)
  - Continue to overhaul the PHIL emphasis to increase the transferability of that degree. (41)
  - Continue and emphasize the more cost-effective and student-oriented CH/HUM/PHIL courses in a targeted marketing campaign to attract UNR students. (28)
  - Double check data regarding creating classes that are going to be offered as Fine Arts General Education credits. Right now, for articulation purposes with regards to UNR's silver core, only Philosophy 202 qualifies. Work on articulation with UNR silver core for classes that qualify.

- Core Social Science, Humanities, & Fine Arts (12 credits). Building on the NSHE requirements for social science, humanities, and fine arts, UNR requires students to take the following:
  - Core Humanities (6 credits). 2 Core Humanities courses will satisfy Core Objective, while developing competency in 2 objectives of Silver Vein I.
  - Core Social Science (3 credits). The Core Social Science course will satisfy Core Objective 6, while developing competency in 2 objectives of Silver Vein I.
  - Core Fine Arts (3 credits). The Core Fine Arts course will satisfy Core Objective 7, while developing competency in at least 1 objective of Silver Vein I.
- Core Objective 7: Artistic Composition, Interpretation and Expression Brief Description of Learning Objective: Students will apply techniques of critical analysis to study, interpret, and/or create works of art, dance, music, and theater in the context of culture, society, and individual identity. UNR Silver Core committee for Fine Arts is in the process of making it clear that courses approved for Fine Arts Silver Core are showing more of an applied (process of creating). So far at UNR, courses in Art, Dance, English, Music, Philosophy 202 (Intro to the Philosophy of the Arts), and Theatre. I'm not sure how many of our Humanities classes have been sent forward to UNR for approval for Silver Core in the transfer process.
- Now that regular and ongoing collection of assessment data is established, focus and document efforts to use assessment data to improve teaching and learning (close the assessment loop).
- The PUR shows no indication of General Education assessment shown in the PUR. (11)
- Work with the JumpStart/Dual Credit Coordinator (Susan Mays-Smith) to identify a possible need for CH, HUM, or PHIL course(s) in the high schools that could be used towards the HS diploma.
- Track success rates of classes with English prerequisites separately.

### **Demographics and Enrollment:**

- The observations on strengths in the report's discussion of Demographics and Enrollment are below:
  - Maintaining 5-year average retention rates higher than the division and college. (5, 38)
  - Maintaining a demographics match of TMCC overall in terms of ethnicity and gender (24-29).
  - Attracting students that are younger than the college average (24), helping them succeed in challenging courses with significant amounts of writing and critical analysis (3), supporting the decision to require English courses (ENG101, ENG102) as prerequisites for nearly all CH/HUM/PHIL courses (8).
  - Positive and successful existing and past recruitment efforts (by using social media outreach, posting flyers on the TMCC and UNR campuses and participation in various fairs and open houses on campus) as well as ideas for the future like organizing a presence at the Reno Balloon Races, Hot August Nights and Reno Comicon (29-30)
  - Taking steps to ensure enrollment has led to enrollment growth that is 5% higher than the division, and 7% higher than the college as a whole. (7)
  - The department has taken the initiative to reach out to qualified full time TMCC faculty outside the department to teach CH/HUM/PHIL courses which cannot be covered by the current faculty. (43)
  - The percentage of transfer-seeking students has risen steadily from 7% to 28% over the 5- year review period, suggesting that the program is drawing UNR students to TMCC to take its classes (29)

- Department faculty participate in a number of student recruitment activities, including active use of social media, which has resulted in enhanced enrollment in courses that had to be cancelled previously. (29)
- Great enrollment management strategies with the use of Facebook, Twitter, and a newly designed department website, as well as working with TMCC Marketing. (39)
- The observations on weaknesses in the report's discussion of Demographics and Enrollment are below:
  - Correction: 1A "The program's average annual head count over the last 5 years is 3754 students." The number you mention (3754) is the average annual enrollment count. Fall and Spring terms are not additive when it comes to headcount since a student can take a course in both terms and then would be counted twice annually. The average annual headcount (average number of unique students served) over the last 5 years (where students are counted once per year) is 3235. (3)
  - Workforce skills were cited to justify the value of course offerings in the Curriculum section but the lack of students citing "Improve Job Skills" in the "Educational Goal of Students" table was not addressed. (27-29)
  - There are a number of external factors that are likely to affect these programs that are not adequately addressed: decline in the number of required CH credits, UNR's migration to the Silver Core, and the FA Regulation that limits FA-eligible courses to those in a student's declared program. For example, UNR's COS is limited to the CH prefix? Could this negatively impact HUM courses? (p. 39)
  - Demographics sections are vague on ethnic diversity, especially in the underserved section. Despite the fact that TMCC is looking to be HSI, there is no mention of the low enrollment of Hispanic students. (29)
- Strategies and Recommendations:
  - Identify more target groups through social media and community events who may be interested in courses that have been inactive, yet appear timely and relevant (HUM214: Middle Eastern Culture; HUM260: American Indian Lit & Culture; PHIL244: Bioethics) (20-21) [Similar to what was mentioned for Great Basin Geeks to recruit for sci-fi and fantasy related courses (29).]
  - Examine enrollment data in each of the CH/HUM/PHI L courses separately

## Resources

- The following strengths were noted by the committee for Resources:
  - Excellent use of targeted social media and events for recruitment and enrollment purposes, resulting in six courses that were consistently canceled prior to 2014 currently filling consistently. (29)
  - Substantial reductions in the cost of textbooks, and in making textbooks more relevant to certain courses. (5, 7, 39-40)
  - There is one full time administrative assistant that excels in meeting demands of the program. (45)
  - Currently the minimal lab fees are adequate for program operation. (46)
  - The chair and AA have worked to identify low demand courses and have reallocated funds to offer more sections of high demand courses to better serve the students. (46)
  - The department has two \$500 annual scholarships for majors, both which were created by faculty. (46)
  - Core Theme II, Objective 1 is supported as this department houses two very important speaker series. The Distinguished Speaker Series and The Humanities Speaker Series. (6)

- The following weakness were noted by the committee for Resources:
  - The CH/HUM/PHIL department has lost 6 full-time faculty in the last 5 years and currently has 3 full-time faculty. This has caused a challenge to maintain pace with assessment, curriculum review/changes, and enrollment and recruitment. (6, 42, 44)
- Strategies and Recommendations:
  - Per the 2015-2016 findings of the Dean, and in the PUR, hire two, full-time, tenure-track faculty who can teach in at least two of the three areas (CH/HUM/PHIL).
  - In the event of only a single, approved hire, preference should be given to Philosophy, in order to oversee the AA degree, its majors, and graduates. (17-18)
  - Explore additional or alternative classroom spaces for CH/HUM/PHIL courses (45), especially those like HUM295 where student success appears positively influenced by the ability to engage with the material in a small seminar/discussion group setting. (15)
  - Continue to engage in recruitment of talented part time faculty.
  - Promote the AA II to an AA III to help maintain department stability. (45)
  - Pursue the 1 year FT faculty position until there are more new FT hires. (46)

**Committee General Comments:**

- Possibly add the exit interview questions/results for PHIL major graduates to the PUR appendix as noted in #8 of the strengths Curriculum section.
- Even though demographics are similar to the institution, it was suggested that your department explore ways to address ethnic and diverse disparity. (26)
- The department supports the decision to require English courses (ENG 101 , ENG 102) as prerequisites for which CH/HUM/PHIL courses (8). (See Demographics and Enrollment #3)
- Author does an excellent job describing the demographic trends of CH students, and the enrollment trends of the program. Descriptions of the embedded graphs and tables are clear and accurate.
- In response to strengths Demographics and Enrollment #5, the question was asked if CH, HUM, and PHIL can/should be separated.
- Have any of the scholarships been awarded in relation to the comment #6 in the strengths Resources section of this write-up? If so, could be more information provided.
- It was recommended by the committee that you might want to add a little more information about the Distinguished Speaker Series noted in the strengths Resources section #7. (The Distinguished Speaker Series was founded in the 2000 under the guidance and sponsorship of the Humanities Department. The aim of the Distinguished Speaker Series is to bring a broad spectrum of speakers to the College and to enrich the academic lives of students and community members. Since 2011, The Distinguished Speaker Series has sponsored the following speakers: Sam Abell, National Geographic photographer; Dr. Donald Johanson, Paleoanthropologist and discoverer of ancient hominid "Lucy"; Lucy Lippard, writer and art critic; Fred Kaufman, Executive Producer, "Nature" on PBS; Ruth Anne Kocour, Author, Adventurer; Dr. Marc Dantzker, Biologist and Producer, "The Sagebrush Sea"; and Dr. Jorge Victor Gavilondo, Noted Cuban Immunologist and Photographer.)
- Has # 3 under the Committee Strategies and Recommendations: Curriculum: been completed? If so, please add the information into the report.

### Discussion of the PUR

#### Curriculum

- **Strengths:** The following are the strengths of the PUR noted by the committee about Curriculum:
  - Psy 101 currently offered at Alpine Academy College Prep HS with possibility of a Soc 101 course being taught, increasing connection with WCSO. (8) All SOC courses will fulfill the Humanities requirement for the standard high school diploma. Thus, there may be Dual Credit opportunities, especially for SOC 101, which can be marketed as a highly-transferable, general education-fulfilling course. (p.8 and <http://www.washoeschools.net/Page/1976>)
  - SOC 101 provides an option for students to fulfill the Social Science general education requirement, and SOC 110 has recently been made as a required course of the BAS - Homeland Security degree. ?
  - For SOC 210 (Introduction to Statistical Methods), low mastery of previous outcome regarding interpretation and evaluation of statistical outcomes led the instructor to change the assignment measuring this outcome from one cumulative assignment to three short application essays in an attempt to facilitate student success (11).
  - There is a solid strategy in place to continue the professional development of Part-time Faculty which is important in light of the difficulty recruiting qualified local faculty to teach traditional method (live) classes (9).
  - Concrete efforts have been made to mitigate circumstances leading to low enrollment and cancellation, such as replacing an expensive textbook with a more affordable option since students cited textbook costs as a reason for not taking SOC 275 this past semester (12).
- **Weaknesses:** The following are the weaknesses of the PUR noted by the committee about Curriculum:
  - SOC 275 likewise seems a good candidate to meet Diversity Requirements, especially if SOC 276 meets these as well (4)
  - Qualified PT faculty with teaching experience are difficult to recruit, and most reside remotely. (p. 9)
  - Many courses that were created for the presently non-existent Peace and Conflict Emphasis are still on the books but have not been offered in some time (p.9-11)
  - There is no evidence of assessment of SOC 101 for General Education (Social Science - Critical Thinking and People/Cultural Awareness competencies) (p. 9)
  - SLOA 's have not recently been completed for courses 240,261,275,276. the Other courses have not been assessed due to no offering since 2012. (pg.11,12)
  - The mission statement provides outcome statements, but it is vague in its directive as to how it accomplishes this. It's very heavy on the lifelong learner, but a bit weedy on the transfer student.
- **Further Suggestions:**
  - Not Finished

## Demographics and Enrollment

- **Strengths:** The observations on strengths in the report's discussion of Demographics and Enrollment are below:
  - Though a gap between enrollment of male vs. female students is noted, no strategies are offered to address the issue (16).
  - There has been a steady decline in SOC section enrollment from Fall 2011-2016 (129.7 FTE to 86.4 FTE; -9% and -12% Fall and Spring average change in headcount) that is greater than the declines observed Liberal Arts division and TMCC as a whole (p. 21)
  - Five year average retention in SOC courses (70%) is less than 5-year averages for both the Liberal Arts Division (76%) and TMCC (77%) (p. 27)
  - Solving retention efforts is hampered by the lack of full-time faculty (28).
  - Despite recognizing a need for a student success plan, no actual plan is proposed. (p. 28)
- **Weaknesses:** The observations on weaknesses in the report's discussion of Demographics and Enrollment are below:
  - Not Finished
- **Further Suggestions:**
  - Not Finished

## Resources

- **Strengths:** The following strengths were noted by the committee for Resources:
  - Two recent retirements have negatively affected PT/FT ratio (29).
  - The program's administrative assistant serves both the Social Sciences and History/Law/Political Sciences Departments and may be stretched thin. (p. 30)
  - No advisory board currently for department receiving feedback from community members/professionals within the discipline (10)
  - There is a need to increase the pool of part-time instructors (29). MG, Especially those who can teach in the classroom (9).
- **Weaknesses:** The following weakness were noted by the committee for Resources:
  - Not Finished
- **Further Suggestions:**
  - Not Finished

## Old Business

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None.

## New Business

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None.

**Next meeting:** 3/17/2017 10 a.m.–Noon in SIER 209

**Meeting adjourned:** 1:18 p.m.