

# MEETING MINUTES SEPT. 27, 2019

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RDMT 256, 9-11 a.m.

## **Joint Committee Meeting called to order: 9 a.m.**

The Academic Standards and Assessment Committee (ASA) held a joint meeting with the Curriculum Review Committee (CRC) to establish a better understanding of what each committee does and how best to work together on issues that concern both committees. The meeting was productive and it was agreed by both committees to hold a joint meeting each academic year. The committees concluded their joint meeting at 10:05 a.m. to convene their individual committee meetings. The members present and absent will be listed on each committee's individual minutes.

## **Co-Requisite Presentation, Anne Flesher**

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Faculty Senate Chair Anne Flesher presented the new Math co-requisite model to the joint committees. The Math Department will be submitting the new outcomes through the Curriculum Review Committee. The implementation is scheduled for Fall 2021. There will be no remedial courses unless a co-requisite is tied to a 100-level course. Senate Chair Flesher detailed the process for students placing below level and provided a timeline with the ultimate goal of getting students through MAT 120 in one semester. Questions from the committees circled around specifics on classes various math prerequisites, Accuplacer scores, whether there would be mini-sessions, and stretch classes. Senate Chair Flesher noted the details are being worked out on the specifics.

## **NWCCU Standards, Melissa Deadmond**

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Melissa Deadmond, Associate Dean Assessment & Planning, presented on the new Northwest Commission on Colleges and Universities (NWCCU) standards taking effect in January 2020. The standards include the assessment of institutional learning outcomes across all Associates and Bachelors level programs. Melissa also noted that UNR's Silver Core CO10 outcomes are moving from a diversity model to an emphasis on Equity. General Education has two sets of requirements TMCC must follow: NSHE and NCCW.

## **Curriculum Review Committee Overview, Virginia Irintcheva**

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Virginia Irintcheva, Chair of the Curriculum Review Committee gave an overview of the committee's work. The CRC is in their third year of using the Leapfrog software. Virginia noted the useful tools included with the software such as when there are course changes the software alerts the user to what other programs are affected and that changes remain in the program. The committee discussed course objectives versus student learning outcomes, and whether both are needed. It was determined that the course objectives provide a more global view of the course, both the objectives and outcomes were kept. General Education criteria is reviewed with each submission. Virginia suggested the committees work together when the ASA committee revises the Gen Ed guidelines. Virginia also invited anyone interested to join the Gen Ed review team.

## **Academic Standards and Assessment Overview, Mark Maynard**

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Mark Maynard, ASA Chair provided an overview of the committee citing two main functions: institutional assessment and academic standards. Chair Maynard invited any new members to join the WICHE Passport subcommittee. The ASA committee is currently working on a common syllabus template, and an institutional academic dishonesty policy. A closer working relationship between the two committees is desired so SLO's and course mappings can be worked on together. The question Chair Maynard posed to both committees is to think about a way to review more frequently than through cycles.

## Questions and comments

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Questions and discussion circled around mapping and student learning outcomes. The joint meeting then broke into the respective committee meetings for the remainder of the meeting time.

**Joint Committee Adjourned:** 10:05 a.m.

**Academic Standards Committee called to order:** 10:12 a.m.

**In Attendance:** Sam Byington, Cheryl Cardoza, Tara Connolly, Melissa Deadmond, Jinger Doe, Ana Douglass, Cate Edlebeck, John Fitzsimmons, Meeghan Gray, Sabrina Ladd, Mark Maynard (Chair), PJ Mitchell, Jennifer Pierce, Brian Ruf, Sharif Rumjahn, Stephanie Walden, Karen Wikander,

**Absent:** Kelby Peeler

## Approval of the August 23, 2019 Minutes

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Cheryl Cardoza made a motion to approve the minutes, Sharif Rumjahn seconded. The minutes were approved unanimously with one abstention (Meeghan Gray).

## Joint Meeting Discussion

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Cheryl Cardoza mentioned that the joint meeting was useful in order to further align our goals and objectives. She is in favor of the two committees holding a joint meeting once a year. She would like to see a redefinition of “program” without a degree or certificate in the PUR and eLumen, possibly listed as “Service Programs”. Melissa Deadmond clarified that this is the idea and definition of a “Unit” in the Program Unit Review (PUR) and that outcomes are a positive way of looking at a unit. Cheryl wondered if something could be added by CRC via the Leapfrog software to allow for entering a “Unit” with learning outcomes. Melissa discussed adding to the CRC process how it fits the bigger picture when a course gets added. Currently the focus in the CRC Committee is at the course level and submissions aren’t considered up to the Program and Institutional Level Learning Outcomes.

Brian Ruf asked about whether non-degree “programs” could be put up as skills certificates. Melissa responded that that could be done internally but that NSHE requires completion credits for a National Credentialing Exam for a skills certificate which could be done if there were a National Credentialing exam for “programs” such as First-year English Composition. Melissa thought that Institutional Learning Outcomes (ISLOs) can be a positive thing and can lead to things such as badging in e-portfolios. She continued that this would help to showcase things like Liberal Arts skills.

## Old Business

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Chair Maynard mentioned that Dan Hooper and the WebCollege Faculty Advisory Committee were working on a Canvas-based syllabus template and asked Brian Ruf if he would follow up with Dan Hooper to see what they were doing as Brian is taking the lead on the ASA efforts to design a syllabus template. Melissa said that she believed the WebCollege Faculty Advisory Committee was likely helping to maintain online versions of current policies for currency and consistency. Cheryl Cardoza mentioned that she felt it was important that the ASA Committee maintain the academic standards set forth in any syllabus templates. Jennifer brought up the question of who has the ultimate responsibility of ensuring that the consistency of syllabus policies is up-to-date. Jinger Doe said she was under the impression that the WebCollege Faculty Advisory Committee template was exclusively for students in online courses. Cheryl Cardoza wanted clarification on if it was becoming a required online standard. Karen Wikander stated she thought it was a standardized landing page in Canvas courses, and Meeghan Gray thought it was to help part timers ensure they had consistent course policies posted. Chair Maynard asked Brian Ruf to follow up for clarification and to make sure that the two committees weren’t duplicating efforts. It was also discussed that the issue will become clearer at the next Faculty Senate meeting when the policy will be introduced by the WebCollege Faculty Advisory Committee.

Karen Wikander will give an update on the draft Academic Dishonesty Policy and will present it at the next ASA meeting. Chair Maynard will add the presentation to the meeting agenda.

Cheryl Cardoza volunteered to chair the WICHE Passport Subcommittee and will set the meeting schedule. Randy Walden from the CRC Committee also volunteered to serve on the WICHE Passport subcommittee.

Melissa Deadmond is in favor of departments beginning to map their programs and courses like Sam Byington is doing in his program. Melissa Deadmond and Chair Maynard discussed doing Course/Program Mapping activities at the January Assessment Days Professional Development sessions.

## **New Business**

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Chair Maynard brought up the question of how Math and English Co-Requisite support courses would assess student Learning Outcomes if assess through the attached class and not directly through the support class. Cheryl Cardoza has discussed this with Molly Maynard, the English Department Coordinator when assessing the pilot courses together with the English 101 courses. Ana Douglass felt that it is important to make clear that these are high impact wrap-around courses and services and not just 2 credits themselves. She mentioned that some places are “farming out” the support to student services and other places, and that we need to treat the 2 credits with integrity. Chair Maynard suggested a model be established to track students in both the support courses and individually in the English 101 and other program courses.

Melissa mentioned that Julie Ellsworth’s model was just-in-time support classes mixed with support/non-support. P.J. Mitchell spoke about how labs are done in Chemistry and expressed that extraneous credits are non-transferable and that we should keep track of it. Brian Ruf asked if the support classes were Pass/Fail? In the Math courses, they are; Cheryl Cardoza explained that in the English classes, students will have to earn a C- or better in order to pass the support course. Cheryl explained that students can fail the English 101 portion and Pass the 98 portion and retake the English 101 without the required support course. Cheryl and P.J. discussed how in the Physical Sciences, the labs are tied to the main 4 credit course.

Ana Douglass raised a concern that because the Co-Req implementation is happening so quickly there is a danger of other classes abandoning course pre-requisites because of the downward pressure of enrollment, raising the worry of other courses abandoning pre-requisites.

Cheryl Cardoza said the Gateway policy helped enrollment after the General Education classes removed English pre-requisites. Ana Douglass said looking for ripples is very important and that the committee should fight for the Math/English co-req courses be staggered between two semesters and not required to have concurrent enrollment for students who need both. Brian Ruf stated that this is a problem with declaring one’s major when arriving at TMCC.

There was general discussion regarding course prerequisites.

**Meeting adjourned: 11:03 a.m.**