

MEETING MINUTES

Monday, April 8, 2019

9 a.m.

RDMT 256

In attendance: Dr. Karin Hilgersom, Estela Gutierrez, Elena Bubnova, Roni Fox, Barb Walden, Thomas Dobbert, Brandy Scarnati, Cynthia Olivo, Gwen Clancy, YeVonne Allen, Cate Edlebeck, Dr. Ayodele Akinola, Dr. Tina Ruff, John Fitzsimmons, Amy Williams, Dr. Ana Douglass, Dr. Julie Ellsworth, Rachel Holderread, Dr. Julia Hammett, Dr. Melissa Deadmond, Sharon Wurm, Jim New, Dr. Marie Murgolo, Angie Hernandez, Yuli Chavez, Karen Rubio

Absent: Ahtziry Vasquez, Anne Flesher, Helen Scott, Dr. Joan Steinman, John Albrecht, Mike Holmes, Patrick Guiberson, Paul Seybold, Randall Hudson,

Jump Start / Dual Enrollment Presentation

Yuli Chavez, Program Director of Access, Outreach and Recruitment (AOR), Karen Rubio, Jump Start Specialist, and Angie Hernandez, Program Director of Technical Sciences Division, gave a presentation to the Council highlighting dual credit options at TMCC, Jump Start statistics and future planning

TMCC Bylaws, Policies and Procedures

Dr. Tina Ruff, Director of Athletics, introduced a request for a Missed Class Policy to the Council. Discussion was held on the possible need to work with faculty or department chairs regarding class schedules. The policy will be drafted and will be brought back to the next Planning Council meeting for a first reading.

Co-Requisite Policy Update

Vice President of Academic Affairs, Dr. Marie Murgolo, presented proposed revisions to the co-requisite policy that would make it more representative of community colleges. The proposals have been share with the Chancellor, Vice Chancellor and Regents.

Academic Affairs Strategic Plan Presentation

Dr. Melissa Deadmond, Associate Dean of Assessment and Planning, shared the Academic Affairs Strategic Plan with the Council highlighting structure, mission, values and objectives.

Strategic Master Plan (SMP) Review

Dr. Melissa Deadmond, reviewed and led discussion of proposed revisions to the SMP objectives of Core Themes I through III, created by the task force. The task force was unable to address Core Theme IV. Jim New, Vice President of Finance and Administration, will put together a group to review and streamline Core Them IV. The Council also reviewed a plan to align SMP objectives to NSHE goals. If there are any suggestions for revisions, please submit them to Dr. Deadmond by April 19. Final discussion and approval will take place at the final 2018-2019 Planning Council Meeting on May 6.

New Business / Future Agenda Items

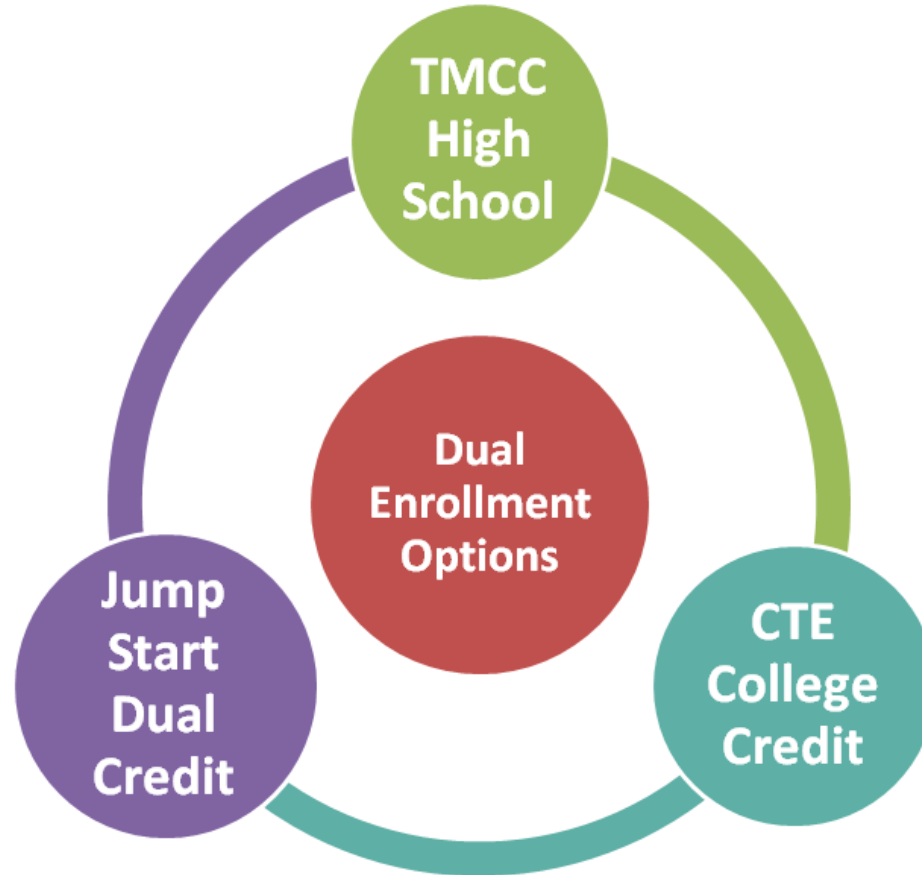
- Roni Fox, Human Resources Director, announced that Assistant Director of Human Resources, Kim Studebaker, is serving on the Police Services Advisory Board and they are seeking suggestions on police services. Please send any suggestions or feedback to Kim.
- Instructor Gwen Clancy reported that the International Faculty Committee is currently working on purpose and how to raise awareness of TMCC around the world.
- Sharon Wurm, Executive Director of Financial Aid, Scholarships and Student Employment, announced that National Student Employment Week kicks off today. The Student Awards ceremony and luncheon will be held tomorrow, April 9, in the Student Center.
- Tina Ruff provided a reminder about the Athletics Signing event which will be held tomorrow, April 9, in Sierra 108.
- The May Planning Council meeting will include presentations on the ADA Committee, Sustainability and International Program updates.

Next Meeting – Monday, May 6, 2019

Truckee Meadows Community College Dual Credit Options



Dual Credit Options at TMCC



Jump Start Dual Credit Overview

TMCC Jump
Start
Program

Cohort
Classes

J2TMCC

Jump Start 3-Year Snapshot*

2015-2016

411 Students
895 Credits
54% Male
46% Female

2016-2017

647 Students
1,363 Credits
47% Male
53% Female

2017-2018

882 Students
1,871 Credits
46% Male
54% Female

* Includes Cohort and J2 data

Future Planning

- Jump Start has a total of 32 cohort courses
 - 20 additional courses
 - 40% increase
- The expectant enrollment for Fall 2019 cohort is 1200* students.

* J2 Enrollment not included

CTE College Credit Overview

- Awards free college credit
- For approved high school CTE programs
- Sequence of high school electives classes
- Taught by high school CTE teachers



Steps to Receive CTE College Credit

Complete the CTE course sequence: 3.0 GPA or higher

Pass the state end-of-program technical assessment

Pass the state Workforce Readiness assessment

Submit Applications

CTE College Credit 3-Year Snapshot

2015-2016

156 Students
1,111 Credits
48% Male
52% Female

2016-2017

350 Students
2,492 Credits
44% Male
56% Female

2017-2018

481 Students
4,204 Credits
45% Male
55% Female

CTE College Credit Program Facts

- 37 TMCC Statewide Articulation Agreements
- Receive college credit at one NSHE institution
- Apply within 3 years of high school graduation



Questions?

REQUEST FOR POLICY REVIEW

Please complete this form and submit it to the Office of the President for inclusion on the President's Advisory Council Agenda

Please describe the purpose of this review. *(Check all that apply)*

- Add a policy Revise a policy Delete a policy Other

Please provide the text of the new policy. *(If this request is for a revision, please provide previous policy text with mark ups on a separate sheet.)*

Background

Please provide the reason and justification for request

Impact

Please describe the impact of this request *(cost, legal ramifications, etc.)*

Submitted By _____

Signature

Date

Legal Review

POLICY PROPOSAL

Title 4, Chapter 16, Section 1

NSHE Co-Requisite and College-Ready Gateway Policy

EFFECTIVE Fall 2021

PARTIAL IMPLEMENTATION Fall 2020, FULLY EFFECTIVE 2022

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 1. NSHE [~~Placement~~] Co-Requisite and College-Ready Gateway Policy

[~~The placement policies of the Nevada System of Higher Education (NSHE) are intended to ensure a foundation of knowledge and competencies that will assist students in successfully pursuing and attaining an academic degree. Students are strongly encouraged to prepare for the rigors of higher education prior to entering the NSHE.~~]

1. Pursuant to federal regulations, institutions may make ability-to-benefit determinations using federally approved tests and passing scores to receive federal student aid. The NSHE reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial, as determined by the ability-to-benefit test, to that individual and the university or college. **Community colleges may offer Adult Basic Education for community members determined to be under the ability-to-benefit level.**
2. Initial Placement of Students into English and Mathematics Courses.
 - a. **Continuous Enrollment Requirement. Upon initial enrollment all degree or certificate seeking students in a degree or certificate program requiring a gateway course must be enrolled in a college-level or co-requisite gateway English and/or mathematics course until the institutional core curriculum English and mathematics requirements are completed.**
 - b. **Remediation Exceptions. Except as otherwise provided, effective Fall 2021, traditional forms of remediation, including courses numbered below 100, shall not be offered independently at any NSHE institution.**
 - i. **Remedial courses (numbered below 100) may be offered to high school students in the form of college preparatory courses.**
 - ii. **Remedial courses (numbered below 100) may be offered when they serve as a mandatory co-requisite for a gateway course and are described as such in the institutional course catalog and in the NSHE common course numbering system.**
 - iii. **Non-credit self-supporting remedial workshops may be offered at community colleges to community members through continuing education**
 - iv. **Remedial courses (numbered below 100) may be offered at community colleges as an option for students who place below high school level. Students below high school level may also choose to enroll into a co-requisite gateway course.**
 - c. [~~Exemption from Remedial Instruction.~~] **College-Ready Placement. Degree-seeking and certificate-seeking students who meet or exceed the minimum English or mathematics scores on any one of the college readiness assessments [~~listed below~~]**

provided for herein must be placed into a college-level course in that subject and are exempt from being placed into any form of ~~[remedial]~~ *co-requisite* instruction in that subject provided that the student:

- i. Was continuously enrolled in an English course and a mathematics course in his or her senior year of high school unless an exception is approved by an NSHE institution; and
- ii. Enrolls in an NSHE institution after high school in any term (summer/fall/winter/spring) during the academic year following high school graduation.

Institutions may use other factors including high school transcript[;] *and* grade point average *to determine placement*. ~~[; or additional]~~ *Alternate* testing (*e.g., ALEKS*) to determine the appropriate first college-level course *may be utilized for higher placement or if the college readiness assessment provided for herein was not taken by the student within three years prior to the date of matriculation*. ~~[Institutions are not required to honor initial placement decisions pursuant to this subsection for students who fail to remain continuously enrolled in required mathematics and English courses until the core mathematics and English requirements are completed.]~~

<u>College Readiness Assessments – English <i>Benchmarks</i></u>	
<u>Test Score</u>	<u>Minimum Score</u>
ACT English or ACT English Language Arts (ELA)	18 (English) or 20 (ELA)
SAT Critical Reading – SAT Test Date Prior to March 2016	500
SAT Evidence-Based Reading and Writing – SAT Test Date March 2016 and later	480
Smarter Balanced	2583 (Achievement Level 3)
PARCC	Level 4 Score

<u>College Readiness Assessments – Mathematics <i>Benchmarks</i></u>	
<u>Test Score</u>	<u>Minimum Score</u>
ACT Mathematics	22
SAT Math – SAT Test Date Prior to March 2016	500
SAT Math – SAT Test Date March 2016 and later	530
Smarter Balanced	2628 (Achievement Level 3)
PARCC	Level 4 Score

- d. Placement of Students *Who Do Not Meet College-Readiness Benchmark* ~~[without an Exemption from Remedial Instruction]~~. For degree-seeking *and certificate-seeking* students who have not met the English or mathematics college readiness assessment score on one of the tests in subsection **c**, **and are not below high school level or are below high school level but choose the co-requisite option** ~~[a]~~ **b shall be placed and enrolled in a co-requisite course, not to exceed six credits, where academic support is provided to students while enrolled in a college-level gateway course. Credit and non-**

credit skills development curriculum may shall be provided as supplemental instruction for those students enrolled in a co-requisite gateway course only. An institution shall not require a student who has completed a co-requisite or pre-requisite course to take a placement test for enrollment in a subsequent course, unless more than three years has passed since the course was completed. [~~or who have not taken any of the tests in subsection a, institutions must develop an assessment and placement policy that ensures students who place at high school or above levels have an opportunity to enroll in and complete gateway college courses in mathematics and English within one academic year. The assessment and placement policy may use multiple measures, including, but not limited to placement exams; high school GPA; course selection and performance in the senior year of high school; and intended postsecondary program of study to determine appropriate placement into one the following options:~~

- ~~i. Placement into college-level courses without any additional academic support or remediation;~~
 - ~~ii. Placement into a co-requisite course where academic support is provided to students while enrolled in college-level gateway courses;~~
 - ~~iii. Placement into a single semester of remedial education that is followed by either a gateway college-level course or co-requisite gateway course option; or~~
 - ~~iv. For students who are seeking a STEM (science, technology, engineering or mathematics) degree or program of study that requires college algebra or pre-calculus and who place at the high school Algebra 1 level (e.g. Math095), placement into a three-semester sequence culminating in the gateway college algebra course. The sequence may include co-requisite coursework.~~
 - ~~e. Institutions may establish alternative pathways to those described in subsection b for those degree-seeking students whose mathematics or English skills are below the high school level as established by the institution's assessment and placement policy set forth in subsection b.~~
- ~~3. To promote completion of gateway courses within the first academic year, all degree-seeking students must be continuously enrolled in appropriate mathematics and English courses until the institutional core curriculum mathematics and English requirements are completed. Institutions may authorize exceptions to this requirement if the exception does not affect the student's ability to complete the gateway course within the first academic year.]~~
3. [Requirements] **Criteria** for [college readiness and] **placement into a** college-level course **with and without corequisite support** [enrollment] shall be publicized by each institution to the appropriate Nevada school districts. In addition, the Chancellor will work with the State Superintendent of Public Instruction **and the district superintendents** to publicize these requirements to all Nevada school districts and to establish educational strategies to encourage high school standards, graduation requirements, and assessments that are aligned with college and workforce readiness expectations.
 4. For purposes of this section, **the terms stated here have the following meanings:**
 - a. “[e]College-level **course**” means courses that are numbered 100-level and above **and fulfill gateway course requirements**[.];
 - b. “**Co-requisite course**” means a college-level gateway course numbered 100-level and above where academic support is provided simultaneously in the same semester. **Co-requisite courses do not include a.) course modules that are scheduled sequentially in the same term, including but not limited to accelerated courses; and b.) courses with**

curriculum taught over more than one semester, including but not limited to stretch courses, but not including courses designed specifically for Disability Resource Center students that span more than one semester.

- c. “Remedial course” means a course that is below college-level and numbered below 100-level.*
- d. “Remedial workshop” means a non-credit self-supporting workshop that covers below high school level English or mathematics (i.e., arithmetic).*

- 5. Periodically, the Chancellor’s Office will audit institutions for compliance with these provisions and will report such finding to the Board.*

DRAFT

Academic Affairs Strategic Plan

Contributors:

Dr. Kyle Dalpe

Dr. Melissa Deadmond

Dr. Ana Douglass

Dr. Julie Ellsworth

John Fitzsimmons

Dr. Marie Murgolo

Brandy Scarnati

Barbara Walden

Amy Williams

Faculty

Process

- Developed over past 9 months by academic leadership team
- Began just before summer 2018
 - Focal point of summer retreat
 - Streamlined the “kitchen sink”
 - First round of faculty feedback
- NWCCU feedback on SMP
- Revised further to make more student-centered, outcomes-based, and academically-focused
- Set goals
- Second round of faculty feedback

Basic Structure

- Academic Affairs Mission Statement
- Values
- 6 Objectives
 - Align to both SMP and NSHE Goals
- 15 measures each with baseline values and 3-year goals
- 3-year goals
- Strategies for each objective

Alignment

	Student success			Academic Excellence				Access to Lifelong Learning			Stewardship of Resources		
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	1.1	1.2	1.3
NSHE													
Access	1, 3				3								
Success	1,2, 3			4	3	6	4		6				
Close Achievement Gap	2					5							
Workforce	3				3								
Research						6			6				

Mission

Academic Affairs aspires to cultivate educated, well-rounded, socially-responsible, and productive members of society.

Values

- Excellence in teaching and learning.
- Creating pathways to fulfilling careers.
- Developing 21st-century professional and technical skills.
- Scholarship in academic disciplines and pedagogy.
- Continuous quality improvement through assessment.
- An inclusive, compassionate, and respectful learning and working environment.
- Collaborative decision making and responsible use of resources.
- Nurturing a climate of innovative, creative, and critical thought.

Objectives

1. Improve completion and retention among part-time (PT) students.
2. Improve Gateway (Math & English) course completion.
3. Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs.
4. Enhance student learning through ongoing faculty professional development.
5. Recruit, develop, and retain diverse faculty.
6. Improve student completion through curricular enrichment activities and academic support services.

Objective 1

Improve completion and retention among part-time (PT) students.

- Measures:
 - Course completion
 - Fall-spring persistence
- Select Strategies
 - Program suggested course sequences for PT students
 - Faculty-identified high impact classroom practices towards retention

Objective 2

Improve gateway (math and English) course completion.

- Measures:
 - Course completion in pre-developmental, developmental, college-level courses
 - Successful completion in developmental and subsequent gateway enrollment
- Select Strategies
 - Math skills center re-design
 - More English composition sections at peak interest times

Objective 3

Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs.

- Measures:

- “Proficient” or higher on program learning outcomes
- Earn associate’s degree and transfer (all, ethnic minorities, Pell-eligible)
- CTE students employed in their field within 12 months of graduation/coursework

- Select Strategies

- Division-wide mapping of course to program learning outcomes
- Build, staff, and manage course offerings based on student need and efficient space utilization

Objective 4

Enhance student learning through ongoing faculty professional development

- Measures:
 - “Proficient” or higher on general education learning outcomes
 - “Proficient” or higher on course learning outcomes
- Select Strategies
 - ACUE training
 - Refocus tenure process on candidate development
 - Work with faculty to enhance professional development criteria

Objective 5

Recruit, develop, and retain diverse faculty

- Measures:

- Percent tenure-track faculty who are ethnic minority
- Percent tenure-track faculty remaining 5 years post hire

- Select Strategies

- Review minimum qualifications to support philosophy of diversity
- Develop a better faculty on-boarding program

Objective 6

Improve student completion through curricular enrichment activities and academic support services.

Measures:

- Student success in courses with undergraduate research
- Course completion of TLC students
- Number of library searches and article views
- Online course completion
- **Select Strategies**
 - Library instruction on information literacy
 - Focus on gateway tutoring
 - Scale up undergraduate research and other high impact practices

Next Steps

- Strategic Plan > Action Plan
- Commitment to annual progress review
- Identify and agree on who responsible for different objectives, metrics, and pursuing strategies
- Revise strategies as needed based on annual metric data

Proposed Revisions to SMP Objectives

Core Theme I: Student Success

Current SMP Objective	Proposed Revision	Indicators (Metrics)
1.1 Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.	Improve successful completion of students' educational goals, including graduation, transfer, job upgrade, and personal interest.	IPEDS and Sam grad rates
		Transfer – IR to define
		Course completion of job upgrade
1.2 Provide high-quality student support through library resources, tutoring, advising, and information services.	Foster student success with support services.	Advising: total graduated, transferred, or still-enrolled
		TLC: course pass rate
		Counseling: F/F persistence
1.3 Provide student engagement opportunities that build inter/intrapersonal, and practical skills.	(None)	
	1.3 Close the achievement gap across underserved student populations.	Grade rates or degree/certificate comp. Ethnic minorities Pell-eligible Veterans

Core Theme II: Academic Excellence

Current SMP Objective	Proposed Revision	Indicators (Metrics)
2.1 Maintain and improve the quality of course, GE, & program offerings through systematic assessment and review.	Enhance general education and student learning.	"Proficient" on GELOs
		"Proficient" on PLOs
		"Proficient on CLOs
2.2 Offer high-quality programs that meet the workforce educational needs of our community.	Meet the workforce educational needs of our community.	Grads in high-demand CTE and allied health fields
		Employer survey results
		WDCE career certificate completions
2.3 Create a learning environment that promotes academic growth for a diverse student population.	Close the achievement gap across underserved student populations. (MOVE TO STUDENT SUCCESS)	
2.4 Nurture and celebrate a culture of intellectual and professional growth.	Encourage innovation in teaching through professional development.	ACUE outcomes
		Teaching-related professional development workshops
		Travel funds for discipline or teaching conferences
		Foundation grant outcomes

Core Theme III: Access to Lifelong Learning

Current SMP Objective	Proposed Revision	Indicators (Metrics)
3.1 Serve as an open access institution.	(None)	Developmental and subsequent gateway enrollment
		Participants in non-credit enrichment opportunities
3.2 Cultivate a welcoming, safe, and inclusive environment.	(None)	Grad outcomes (welcome/feedback; support men/women; support racial/ethnic groups equally)
		Clery data
		Procured WCAG instructional materials
3.3 Encourage alumni to be persistent in their engagement with the institution.		

Core Theme IV: Stewardship of Resources (Did not address)

Current SMP Objective	Proposed Revision	Indicators (Metrics)
4.1 Optimize state-funded revenue.		Fall and Spring FTE and headcount.
		Capture rate of Washoe County School District (WCSD) students.
		Annual headcount and FTE of Jump Start students (excluding TMCC High School)
		Fill rates of classrooms at each campus or site during prime-time periods
		classroom utilization rates at each campus or site during prime-time periods
		Meeting or exceeding of NSHE performance pool targets.
4.2 Maximize and grow non-state-funded revenue streams.		Revenue from self-supporting programs
		Number and dollar amount of private donations
		Dollar amount of grant-based expenses
		Number of TMCC employees who contribute to the foundation
4.3 Maintain and enhance effectiveness and efficiency of College operations.		CCSSE Focus Groups
		Successful efforts to maintain or exceed TMCC's policy on fund balances/reserves
		Ancillary and Auxiliary Reserves: 15% of each fund's operating revenues
		Capital Reserves: have one
		Operating Reserves: 15% of operating revenues
		Successful efforts to promote sustainability initiatives on campus

Contributors:

Natalie Brown - Advising
 Jody Covert - Nursing
 Melissa Deadmond – Assessment and Planning
 Anne Flesher - Math
 Julia Hammett - Anthropology
 Olga Mesina - DRC
 Cheryl Scott – IR
 Joan Steinman – Retention Support
 Barbara Walden – Technical Sciences
 Stephanie Walden - IR

SMP Objective Alignment to NSHE Goals

NSHE Alignment	Current SMP Objective	Proposed Revision	Student Success	Academic Excellence	Access to Lifelong Learning
			Indicators	Indicators	Indicators
Access: Increase participation in in post-secondary education.	3.1 Serve as an open access institution.	(None)			<ul style="list-style-type: none"> Developmental and subsequent gateway enrollment Participants in non-credit enrichment opportunities
	3.2 Cultivate a welcoming, safe, and inclusive environment.	(None)			<ul style="list-style-type: none"> Grad outcomes survey (welcome/feedback; supports men/women; supports racial/ethnic) Clery data Procured WCAG instructional materials
Success: Increase student success	1.1 Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.	Improve successful completion of students' educational goals, including graduation, transfer, job upgrade, and personal interest.	<ul style="list-style-type: none"> IPEDS and SAM grad rates Transfer- IR to define Course completion of "upgrade job skills" 		
	1.2 Provide high quality student support through library resources, tutoring, advising, and information services.	Foster student success with support services.	<ul style="list-style-type: none"> Advising: total grad, transferred, or still enrolled TLC: course pass rate Counseling: fall-to-fall persistence 		
	1.3 Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.				
	2.1 Maintain and improve the quality of course, GE, and program offerings through systematic assessment and review.	Enhance general education and student learning.		<ul style="list-style-type: none"> GELOs PLOs CLOs 	
	2.4 Nurture and celebrate a culture of intellectual and professional growth.	Encourage innovation in teaching through professional development.		<ul style="list-style-type: none"> ACUE outcomes Teaching-related prof. dev. workshops Travel funds for discipline or teaching-related conferences Foundation grant outcomes 	
Close the Achievement Gap: Close the achievement gap among underserved populations	2.3 Create a learning environment that promotes academic growth for a diverse student population.	Close the achievement gap across underserved student populations.	Grad rates or degree/certificate completions among: <ul style="list-style-type: none"> Ethnic minorities Pell-eligible Veterans 		
Workforce: Collaboratively address the challenges of the workforce and industry education needs of Nevada	2.2 Offer high quality programs that meet the workforce educational needs of our community.	Meet the workforce educational needs of our community.		<ul style="list-style-type: none"> Grads in high-demand CTE and allied health fields Employer survey results WDCE career certificate completions 	
Research: Co-develop solutions to the critical issues facing 21 st century Nevada and raise the overall research profile					
No alignment	2.3 Encourage alumni to be persistent in their engagement with the institution.				

No alignment: Stewardship of Resources

4.1 Optimize state-funded revenue.

4.2 Maximize and grow non-state-funded revenue streams.

4.3 Maintain and enhance effectiveness and efficiency of College operations.

