
MEETING MINUTES FEB. 14, 2020

SIER 209, 9-11 a.m.

Meeting called to order: 9:02 a.m.

In attendance: Sam Byington, Cheryl Cardoza, Gabriel Chavez, 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

Absent: Kelby Peeler, Karen Wikander

Guests: Amber Anaya

Approval of the Jan. 24, 2020 Minutes

Stephanie Walden noted she was listed as both present and absent in the January 24, 2020 minutes. Stephanie was present at the meeting. *A motion and a second was made by Cheryl Cardoza and Brian Ruf respectively to approve the January 24, 2020 meeting minutes as amended. The motion passed with 1 abstention.*

Academic Dishonesty Policy update

Chair Maynard and Karen Wikander met with Tony Futia who liked the policy and suggested students sign an Academic Dishonesty document. Tony maintains official and unofficial lists of plagiarism issues. He has the ability to place an academic hold on a student due to a plagiarism issue.

Mark noted the syllabus template will be going live and suggests a student handbook that would contain all policies including the Academic Dishonesty Policy that a student, when applying, would sign/acknowledge similar to an online agreement for computer software. The next steps for the policy are to send to the department chairs for review by their respective departments. A process sheet for reporting will also be created to show a timeline when an instructor makes a report.

Review and Evaluate Graphic Communications PUR

Chair Maynard reviewed the comments on the PUR rubric under each evaluation criteria: Initial, Emerging, Developed, Highly Developed, and Suggestions/Comments. The [PUR Handbook](#) can be found on the TMCC.edu website.

- I. **Program Unit Overview:** The committee voted this item as Developed and discussed the concern. What distinguishes each degree? It was suggested to provide specifics to show how the different concentrations differentiate each degree.
- II. **Current Status of the Program Unit:** The committee voted this item Highly Developed and there were no questions or comments.
- III. **Program Curriculum and Offerings:** The committee vote was split evenly between Emerging and Developed. Comments were to offer the GRC275 course consistently (currently offered every third semester) and materials should be accessible for students. A portfolio class was pulled from the transfer track, but portfolios are required for UNR's program. The committee was split on their votes due to accessibility issue. The committee recommends to run accessibility checkers on tools where available as a department policy, schedule with the Disability Resource Center to identify accessibility across the curriculum with further efforts made to make software, tools and print more accessible by contacting DRC and software vendors. The committee also suggested documenting those efforts.
- IV. **Program Assessment:**
 - a. This was voted by the committee as Developed with the suggestions to create a good map, clarify the terms: introduction / beginning / intermediate and be consistent (use Blooms).

- b. This was voted by the committee as Emerging with the suggestion to specify what knowledge and skills are being assessed.
 - c. This was not applicable to this department's PUR.
 - d. This was voted by the committee as Initial with the suggestion to show data from the SLO's that existed before the program redesign.
 - e. This was voted by the committee as Emerging with the suggestions to show data. There is no evidence/documentation presented to improve the program or a plan to further grow or improve the program. It was suggested to focus documentation on how assessment drives curriculum changes (include previously collected course and program data).
- V. Enrollment:** This was voted as Developed by the committee. Suggestions were to track data and track effectiveness of efforts. Are there trends in increased enrollment after high school outreach? Is there increased enrollment from a particular school? Get GRC headcount to determine if the credit change from 4-3 has affected enrollment. Has there been outreach with local employers to upscale and increase enrollment?
- VI. Student Success:** This was voted as Developed by the committee and the main suggestion was to track data to identify trends as the program emerges from being a new program.
- VII. Resources:** This was voted as Emerging by the committee with comments to increase budget, increase FTE's, and have a replacement equipment recycle plan. Suggestions were to increase operating budget to avoid over reliance on RAP's and grants used for significant ongoing capital needs. Tie the needs to program goals, objectives, and learning outcomes. Address professional development training for tools and technology with faculty equipment paid for by TMCC rather than faculty purchasing and provide an equipment replacement plan for faculty.
- VIII. Future Directions:** This was voted as Emerging with suggestions to add measurable milestones along the five-year plan and to create a professional development plan and budget for faculty.

Final Comments:

Recommendations from the committee: Determine if FTE change is tied to change in credits or a decrease in headcount, clearly tie operating budget to program needs and learning outcomes, and assessment design to discern the competency outcomes of students with a certificate versus a degree.

Suggestions for the PUR process: Wait to determine if an item is initial, emerging, developed, or highly developed when voting in committee rather than in the comments area of the PUR rubric.

Old Business

None

New Business

GELO/Diversity Task Force first meeting February 28, 2020 at 10 a.m. Please email Mark Maynard or Virginia Irintcheva to join.

Meeting adjourned: 10:46 a.m.