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| **Item Number** | **Topic/Activity** | **Notes** |
| 1 | Call to Order | 2:06pm |
| 2 | Announcements & Public Comment | There’s an opportunity for LMC representatives to attend a summit on Social Justice in Ireland. Roberta Achtenberg a US Senate official has partnered with organizations to host the summit. Attendees should have some historical background in order to retain resourceful information towards enhancing a Social Justice program. More information to come.  Nina Ghiselli attended a PSLO Institute for Counselors in Florida and spent three days learning about program assessments. Nina’s attendance helped her to recognize that PSLO outcomes are traditionally behavioral “students will demonstrate”, whereas Nina would like to change the focus to constructive thinking “students will understand”. Counselors are having the conversations regarding constructive changes. |
| 3 | Approve Agenda | **Action:** Approved with amendment (M/S) Newman/Wilkins; unanimous  **Amendment:**   * Table item 9; next meeting   **Amendment to the agenda:** Approved (M/S) Rust/Archuleta; unanimous   * LPG approval is needed to grant flex credit for assessment work. Currently the committee agreed to have the Deans approve flex credit as a special project. With LPG’s approval, this will help remove the Deans from the approval process and avoid using special project forms. |
| 4 | Approve Minutes | **Action:** Approved with amendment (M/S) Lynn/Newman; unanimous  **Amendment:** Item 5 amendment - change the reporting relationship statement to read: TLC has a dual relationship with senate and shared governance (SGC) and accepts charges from both groups.  Scott will look into attending SGC as non-voting member; currently Scott attends Senate. If a TLC representative is selected to attend SGC, they would serve in a different capacity other than TLC, but as a department rep e.g. Liberal Arts. The recommendation to have the TLC representative report out to SGC monthly or each semester.  **Discussion:**   * Item 5 - Sylvester agreed to extend the final report timeline; May 2018 is feasible date. * Two applicants submitted for CSLO/PSO Coordinator position. The selection process is noted in the TLC position paper. Applications were submitted to senate, however TLC will review them and inform senate of their selection. Senate’s deadline to select someone is February 28th, but TLC will ask Sylvester to extend the date until March. The downfall with extending the date, instructors are currently developing their Fall schedules to include their load balance, so they would need to know sooner whether than later to rearrange their schedules. |
| 5 | Budget/Stipend Update for This Year and Next | Scott requested the budget reports from the Business Department. There are currently multiple GLs for conferences, supplies, and other TLC expenditures (adjunct expenses). The budget determines how much money can be spent to compensate adjunct to complete assessment work. Shondra will run future budget reports for each meeting. |
| 6 | CSLO/PSLO Discussion | Scott reported on Briana’s assessment training efforts. Briana met with departments to explain the PSLO process and to review their plans. JoAnn H. shared her experience with Briana’s training: assessment guidelines were covered, peopled worked in small groups, and department discussed their action plans.  Briana and Morgan led an assessment flex workshop. Morgan shared people that attended were in various stages of the assessment process. One of the challenges brought up at the workshop was recognizing programs and departments don’t match up; e.g. Social Science Department offers Polsc, History and Econ, which they are doing something different in regards to PSLO assessments. It was recommended during cycle 2 of the process to provide additional support. The workshop offered opportunities for people to reflect on their existing course/program SLO design that help them recognize COOR revisions are needed and develop measurable outcomes.  It was shared, if a program/department does not offer a degree or certificate, they are exempt from the PSLO process; e.g. Polsc and Econ. In the past, program assessments were completed by department, however with the newer PSLO model it’s only required for those that offer degrees and certificates; or a department that offers a collection of courses that leads to a defined outcome, e.g. ESL. The confusion is around program review that every department completes vs. program assessment which is part of the program review process, which the wording “program” being used interchangeably confuses everyone. When new programs are created leading to degree/certificate PSLO assessments will be required after five years whereas CLOs are completed during the first four-years. It was recommended to offer an additional PSLO workshop to help with the planning of assessments that are five years out.  In regards to ISLOs, they were eliminated and replaced with GESLOs. ISLOs wasn’t required in the past, but are evolving statewide and maybe required in the future. For departments that find it difficult to complete PSLOs without ISLOs, then the department would create instructional map to PSLOs ending the process there, but no ISLOs. Student Services uses five or six themes to draw from; vision, mission, etc.  The College Assembly scheduled for March 6 is designated for GE training. |
| 7 | GE Discussion | A College Assembly GE draft agenda was created by Briana and Scott. Committee feedback is welcomed.  The College Assembly was originally intended to be a workshop to assist with PSLO process, but some departments don’t have them. The assembly will now be divided in two parts with the 1st part being an education series explaining TLC, GE, assessment, and CSLO/PSLOs and then a 2nd part as an interactive process.  The faculty evaluation process determines if CSLOs are being met. CSLOs are embedded into the curriculum which is separate from GESLOs; CSLOs and PSLOs for degrees/certificates guide the course and CSLOs, whereas GESLOs are a super group with a set of objectives class adheres to; e.g. written and verbal communication, critical thinking, etc. The GE criteria is built into the courses which are mapped to the CSLOs - PSLOs and GESLOs. The GE committee is initiating a GE assessment for those classes randomly selected to determine if the GE objectives are being meet.  **Committee Feedback**:   * Have floaters speak with people individually regarding PSLOs questions; and if they are required. * Use the catalog degree list as a resource guide and as a visual to map (ISLOs) PSLOs to degrees. * Provide the Blooms taxonomy as an informational sheet. * Help oversee department PSLOs appropriateness; determine if they should be removed from the COOR. * PSLOs are reviewed and removed if inappropriate during the curriculum committee process. * Include CTE, Student Services, and Library Services examples; modeling all programs.   The goal of the Monday meeting is to inform everyone (campus) of the process provided with examples that will motivate people to become proactive with the assessment process. Hopefully, this will help demonstrate that assessments is not only meeting compliance, but meaningful data to help with COOR/classroom changes and program awareness. There are compliance challenges with assessing students:   * Bigger departments completing assessments are unaware what’s happening within the sections whereas compliance reside with smaller sections taught by a single professor that can write the results into a report. * Investing monetary time into SLOs on a large scale has no meaning when students within a program are continuous and are successful at the end - the result is the grade. However data is needed by students that drop midway from the class to determine what the challenges were. So in theory, writing a report provides evidence of the grading outcomes. * Student outcomes could be looked at as a hybrid notation such that students completed the courses based on mastery instruction vs. students who completed the course with limited learning materials.   What ways does a grade reflect the outcomes? Someone can fail the class - don’t complete the work, but be highly proficient. Is a grade a measurement of SLOs? Are assessments equitable? Grades are based whether students have completed the learning outcomes.   * Offer different category awards for impactful, empowering, eye-opener assessments that can be posted on the web as recognition of student performance. There’s a notation that assessments are needed to find something wrong.   The committee discussed creating a positive environment that can be captured in the Monday Meeting workshop, as being an exciting process where objectives via assessments are executed.  Briana and Scott finished a quick and dirty guide to assessing PSLOs and PRST upload directions.  **Committee Recommendation:**  Revise the statement to explain that departments with a sequence of courses leading to a defined outcome are required to complete PSLO assessments. |
| 7A | Flex Credit Approval | Submitting flex credit to LPG  **Action:** approved unanimous |
| 7B | CSLO/PSLO Coordinator | Two applicants wrote a letter of intent for the CSLO/PSLO Coordinator position. The committee is charged with deciding who the eligible candidate will be. TLC responsibilities will be to arrange the interview, select the candidate, and forward the name to Senate.  **Committee Feedback:**   * Add a meeting to conduct an interview * The CSLO/PSLO coordinator is a sole position; .25 reassigned time (RT) which is not enough to split the responsibilities. TLC includes three individual positions: TLC Chair, CSLO/PSLO Coordinator, and GE Chair. * In the TLC position paper - pg. 10 section D states TLC will recommend, Senate will approve; and the College President will appoint. SGC is not mentioned, however the President is the SGC representative. * Create a smaller group (subcommittee) to complete the interview process; the challenge is meeting between the groups before Feb. 23rd. The group could conference call-in with their recommendations. Rubric and interview questions are needed. * Brown Act requirements were discussed about the subcommittee responsibilities to create the rubric, develop questions, conduct the interview, and make the final recommendation. * Create an interview team with monetary compensation to make the final recommendation. * The candidate selection process will be postponed until Mid-March.   **Final Recommendation**: The TLC committee members will conduct the interviews; a small group will develop the questions. The members of the small group will be: Cindy, Tue, Morgan, Scott and Nancy.  **Action:** Approved; unanimous |
| 8 | TLC Position Paper Reflection | The committee discussed quorum   * Managers are included as voting members due to the dual reporting relationship between Senate and SGC. * TLP Position Paper indicates 10 members are needed to reach quorum. * A decision is needed whether Deans are representatives of one group or individual stakeholders. * Currently there are 14 filled positions, therefore 8 members are needed to reach quorum. * Two vacant positions are: Dean of CTE and Library and Learning Services.   TLC Position Paper will be discussed at the next meeting. |
| 9 | Half Meeting to Develop CSLO Documents | Tabled |
| 10 | Adjournment | Future agenda item - invite Janice and Tess to have an equity conversation in conjunction with TLC; how can equity be tied into assessment in a way that support professors in the classrooms. April 12th is a potential open date. The committee members shared what their equitable experiences are in the classrooms and are open to sharing dialogue with the equity team members.  3:58pm |