

TEACHING & LEARNING PROJECT MINUTES

MARCH 29, 2011 – 2:30-4 P.M.-MATH CONF. RM 142

Present: Cindy McGrath, Gail Newman, Julie Von Bergen, Tawny Beal, Gil Rodriguez, Scott Cabral, Janice Townsend, Humberto Sale, Katalina Wethington. Note taker: Margaret Hertstein

1. Welcome, public comment and announcements. Who would be interested in attending the RP Conference April 14th and 15th in Pomona? Humberto would like someone else to go as well. A faculty person and/or 1 other. An email will go out to inquire. The major theme of the conference is on assessment.

- 2-3. Agenda and Minutes were approved.

4. Constituent (ISLO) updates from members.
 - Julie got feedback from her constituents regarding the TLP membership. Her group felt that a full-time faculty -“representative at large” would already be covered by someone in departments. Cindy felt that the “part-time” representative would be important to keep for communication purposes.

5. Assessment Survey Preliminary report.
 - Cindy has had a good response to date, but still needs about 13 responses to reach her goal of 75%. She would like even more if possible. It was suggested to put out another reminder on Friday, keep the survey up through Monday 4-4-11 since many might respond to the survey over the weekend. Keep reminding your fellow faculty to do the survey if they have not already.
 - Many interesting responses to the questions. The reason to have the option to “skip” a question was put in so people would not quit the survey entirely.
 - In this preliminary data it appears that TLP may want to consider another plan for the GE ISLO assessment model at the bottom of the plan. Once Academic Senate revises the GE criteria next year work on the assessment model. Have a GE task force to consider how to revise it. With the current plan we should keep in mind:
 - GE outcomes and CSLO outcomes in courses can be a two for one process
 - Gathering data for 4 years with a big report out in the 5th year. Flexibility.
 - More streamlined planWe can also talk more about the possibility of a more flexible plan that allows for smaller assessment throughout the year with calendaring institutional time for assessment. Having Flex days devoted to this and not the usual College Mondays.
 - The college is divided in this preliminary report – quantitative data (question #26). One-half want rigor and one-half want informal methods. Departments seem to be able to figure out their PSLO’s and CSLO’s and are not so sure about ISLO’s.
 - Interesting that some faculty and part-time faculty mentioned an interest in committee leadership/participation. Are we over-looking our part-time faculty in this area? (question #24)

- Part-time faculty response to question #7 is important – they find the assessment process useful to them.

Once all the data is in Cindy will do a content review and run it by Humberto. She wants to keep the process anonymous and confidential as it was intended to make ethical decisions with integrity. She was asked to report out at College Assembly but feels it probably won't be ready as there is so much data and many comments to go through. She may just give a brief preliminary report as we discussed here.

6. Assessment initiative planning.

Integration of Student Services Model:

Cindy inquired with Gail about the Student Services model and asked if the program level and time line is okay. Gail said her constituents felt it would work but would like Cindy to come work with them to fit their process of “themes” into the plan. Their process is theme driven between services. They do not have ISLO's.

Transitioning to a new model:

We need to decide about the transition and timeline. Courses in the cohorts are not in a particular order. An idea of a master list was discussed. The master list of all our courses and the year they have assessed. This would include GE SLO assessed courses since 2004. See how many are done, see how many are left. Integrate the GE assessed courses into the list so may have a few more course assessments completed than the current number. If some of the GE courses only assessed a capstone course in their program and/or used an assignment method of assessment, keep them as completed for now. Those will have to get assessed with the new model when they come up in the new plan. Merge the old calendar with the new. Janice and Scott can look at the GE data and make a list of those courses.

Midterm reporting:

CTE has been following the current model with the FA12 end date. December would be considered as FA12 ending date and should be okay. Once the list of courses is prepared, take the list to the May Department Chair meeting to let them know what needs to be done. There was discussion about degrees offered in multiple disciplines that have been considered a “program” in the past. Example: Psychology, Sociology and Anthropology have reported together in the past. These disciplines each offer a degree and would have to assess as a program/unit individually. Business, Music and Computer Science are other areas to consider who have multiple degrees and/or certificates. The transition/merge would need to keep the multiple certificate/degree groups in mind. How will we do this? English sent the model out to the entire department. Asked for input and how to develop their courses into the plan and give feedback. Department chairs should be having similar conversations.

Item 7 will be tabled until our next meeting that is April 5th. We are having back to back meetings so mark your calendar. Cindy handed out the following for us to read and come back ready to discuss on Tuesday:

- Draft – Assessment Model Revision
- TLP Charges for SP10 and 2010-11
- Assessment Requirement Document

Cindy will be reporting at the SGC retreat tomorrow – 3/30/11 from 9 a.m. to 1 p.m.

Meeting adjourned: 4:10 p.m.