

Los Medanos College **TLC Minutes 11/09/16 2:00 – 4:00pm L-105**

**MEMBERS:** Scott Hubbard (Chairperson), Briana McCarthy (CSLO/PSLO Coordinator), Iris Archuleta, Cindy McGrath for Josh Bearden (GE Coordinator), Nina Ghiselli, Jessica Havelhorst (LMCAS) JoAnn Hobbs, Tue Rust, Morgan Lynn, A’kilah Moore, Penny Wilkins, Nancy Ybarra, and Shondra West (Note taker)

**Absent:** Scott Warfe, Christina Goff, Gail Newman, and Natalie Hannum

| <i>Item #</i> | <i>Topic/Activity</i>            | <i>Notes</i>   |
|---------------|----------------------------------|--|
| 1             | Call to Order                    | 2:10pm   |
| 2             | Announcements and Public Comment | Nancy shared Kevin is looking for a team of people to attend a speaking engagement on accreditation and student learning assessments. The information will help make assessments more meaningful for TLC. Funding is being looked into outside of TLC. For anyone interested, it will be held on Monday, December 5 <sup>th</sup> from 9am-3pm in San Francisco. Scott and Briana can’t make this one, they will be attending IEPI conference, along with Josh, Sylvester, and Louie.  |
| 3             | Approve Agenda                   | Item 11 was moved ahead to item 5<br><b>Action:</b> Approved (M/S) McGrath/McCarthy; unanimous   |
| 4             | Approve Minutes 10.12.16         | Amendments to the minutes: <ul style="list-style-type: none"> <li>• Item 6 – change the wording teaching preference to: adjunct faculty inquired if they develop new COORs, will they have preference to teach the course.</li> <li>• Change Josh to Scott will submit the request.</li> <li>• Change Cindy to absent</li> </ul> <b>Action:</b> Approved with amendment (M/S) Lynn/Rust; abstain Hobbs, McGrath, Archuleta   |
| 5             | Monday Meeting                   | TLC’s Monday meeting scheduled for December 5 <sup>th</sup> was rescheduled to Sp’17 due to Helen’s retirement party scheduled on that day.<br><br>The committee gave feedback about how to tailor the assessment discussion for Monday’s meeting to include information and activities: <ul style="list-style-type: none"> <li>• Read CSLOs on file and review other colleges CSLOs to determine a format.</li> <li>• Discuss assessment timeline and share Briana and Morgan’s presented materials from a previous assessment workshop.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Focus on PSLOs as the upcoming project due next year.</li> <li>• Have a panel of people from around the District present; previously a CCC presenter at the time, Marie Arcidiacono did a wonderful job giving people ideas and toolboxes on assessment.</li> <li>• In the past, during Department Chair meetings, programs shared how they completed CSLO/PSLO assessments as Q&amp;A. The presenters gave their methodology as ways to spark ideas.</li> <li>• Previous Monday meetings were used for reporting out numbers to motivate people to complete their assessment for accreditation.</li> <li>• Have a working session. In the past, during a working session a PSLO plan was created. The idea was for people to bring their PSLO plan and walk them through if they don’t have one. Offer case studies or an assessment report to facilitate discussions, with a goal of having people thinking about PSLO assessments. At the end, have people develop a plan by completing a document signed off by team leaders that will then be presented to departments for follow-up.</li> <li>• Have a combined session, presenters during the first half to stimulate ideas and a working group during the second to generate a plan.</li> <li>• Have District Researchers attend; Gregg or Marylyn to share that program research is available via submission request. For example, Marie submitted research request for alumni information within her program to send out surveys.</li> </ul> <p>It was questioned if the PSLO planning happens during next semester?</p> <ul style="list-style-type: none"> <li>• Developing a plan this semester Fa’16 and completing the research next semester, Sp’17 would be ideal. There are different ways to analyze data, for example, Tue shared that the Math Department used previous CSLO data.</li> <li>• PSLO assessment reports are due Fa’17. The plan is to have the assessment completed during the academic year 16-17; conduct the research, then share the results with the department, and</li> </ul> |
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|   |                                       | <p>follow-up with a completed assessment report posted to PRST. Departments have a full year to complete the PSLO assessment.</p> <p><b>Conclusion:</b> have a panel discussion with samples and tools provided; have district research team share what information is available; and offer workgroups for departments to develop their PSLO plans. At this session, GE will present as part of TLC/GE combined assessment planning.</p>  |
| 6 | Public Repository of LMC’s COORs      | <p>It was recommended to have COORs listed publically? For instance, DVC have the information on their website. LMC COORs are available on the P:Drive if anyone should ask for them. It was recommended to talk with Louie or Eileen whether the COORs are located on the web.</p> <p>This is needed follow-up on a suggestion that students would like to evaluate COORs, as of now, students evaluate the instructor.</p>  |
| 7 | Number of Assessed CSLOs College-Wide | <p>Cindy’s course assessment data was shared with the committee. When looking at the course data numbers that have been assessed within the cohort groups, less than 100%, have been completed, and the numbers go down for cohort 3-4. It was questioned what’s the best method to increase the numbers?</p> <ul style="list-style-type: none"> <li>• Help departments complete there assessments and referrer them to “how to guide” available on the TLC webpage.</li> <li>• One issue, new courses are not given enough time to assess; they are clump together to be completed at one time with the existing cohorts.</li> <li>• Another issue, courses offered once a semester are delayed - have to wait a year before assessed and doesn’t align with the cohort timeline.</li> <li>• The PRST is not user friendly. It’s hard to tell which classes have/have not been assessed. The checkmark denoted in the PRST doesn’t mean that the assessment is completed. Cindy has</li> </ul> |

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|  |  | <p>confirmed which assessments were completed using information on the P: Drive and by opening the documents checked off in PRST. Some documents were blank, so departments looked at this and thought their assessments were done, when indeed they were not. The recommendation is to disable the PRST checkbox feature for cycle 2.</p> <ul style="list-style-type: none"><li>• Cindy updated the entire database going back to 2002-03 through 2015 by reviewing the P: Drive and the old CLASS in PRST in order to retrieve accurate assessment information. Based on the information, Cindy created an Excel data chart mapping out what actions are required to close the loop. Deans use Cindy’s data to give department feedback regarding which courses need to be updated and/or assessments requiring completion. After a year, the Deans will check the numbers and update Cindy’s document.</li><li>• Some departments have difficulties integrating assessments into their daily operation and will put it off, which then becomes a compliance issue to complete. How can the committee support departments; it was suggested via workshops.</li><li>• COORs technically shouldn’t be updated until assessed. In the past, the policy was if the COORs were not updated, then the course couldn’t be offered. If enforced, COORs wouldn’t be passed to Curriculum committee unless assessed. A discussion is needed regarding quality of assessment. If the rule is enforced not to offer courses unless assessed, some departments are so behind that they wouldn’t be able to offer a large amount of courses.</li><li>• The goal is take one assessment cycle to sync the courses, which will require completing some course assessments either a year earlier or later to align to the cycle. The cycle was created to avoid an overflow of courses being submitted to curriculum at one time. Once sync, a quarter of the classes should be assessed and revised each year.</li></ul> |
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|   |                      | <p>Sometimes the size of the department matters on getting the assessments done. Smaller departments may struggle with completing assessments; other departments may not meet regularly to have assessment discussions, or departments may have new adjuncts on board that are unfamiliar with the process. It was recommended to have discussion session either monthly or bimonthly for all departments to come together for assessment help.</p>  |
| 8 | GE Discussion        | <p>The prompt has been developed and will be given to a random sample of faculty. Nancy and A’kiah will work on the random sample based on the Sp’17 schedule and to select 30 courses/faculty. The selected candidates will receive a congratulation letter. The goal is to evaluate creative thinking, speaking, and multi-global perspective via a five minute speech video created by students. This assignment will be integrated into the course syllabus and graded. The professor will grade the project, and TLC will take a random sample of the videos to evaluate using a rubric to conclude the assessment results. Josh completed a pilot over the summer that was reviewed by the committee; what works and what doesn’t. A process was created for students to follow that Josh is developing. Iris shared that this type of video assignment is required in her POLSC class; sharing that students are capable of creating videos to be evaluated.</p> <p>The criteria are based on GESLO rubric. The assignment will consist of two types of assessments; the quality of students’ video and the quality of the GESLO requirements themselves that may need to be revised.</p> |
| 9 | CSLO/PSLO Discussion | <p>Briana shared people have responded to her email and are seeking assistance for CSLO/PSLO development via drop-ins. There are drop-ins available during different dates/times for Fall. At the next meeting, Briana will share the plans scheduled for flex week.</p>   |

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| 10 | Update on Milton Reynolds’s Visit | <p>Iris shared information regarding Milton’s visit on stereotype threat. Laurie Huffman has agreed to help with the project of bringing Milton on campus, and plans to meet with Kevin about having Milton present during open day. The goal is to have everyone engaged in the topic that has been scaled down from a 2-5 daylong emersion discussion. Milton helped the Antioch school district with their equity training and looks forward to present at LMC.</p>   |
| 11 | Assessment Examples               | <p>Briana and Scott met about closing the loop; CSLO examples were shared with the committee. This item was a workgroup session to include the following feedback on COOR assessment standards:</p> <ul style="list-style-type: none"> <li>• It was shared students may not be aware they are being assessed; sometimes the instructor mentions them during the first day and nothing is mentioned later. Students are unaware that the homework and test are used to fulfill CSLO assessment requirements.</li> <li>• The rubric for some courses is based on CSLOs whereas for Math &amp; Sciences it’s based on content from chapters. Faculty was trained not to assess on a skill/content but on CSLOs by scoring students on CSLO achievement. For some departments it’s hard to assess CSLOs when students have to achieve a skill for state certification e.g. Fire/EMS.</li> <li>• More feedback is needed from students regarding assessments outcomes. One idea from Student Government, revisit the assessments at the end of class to determine if they were accomplished. It’s possible to incorporate the assessments into a final.</li> <li>• Iris shared with her Social Science class, the assessments are embedded into the course to process/analyze student learning outcomes they understand the concepts being taught.</li> <li>• Assessed topics should be transparent framing what’s being taught and if students have met the assessments.</li> </ul> <p>Grading and assessments can be viewed as two different items. Cindy shared students can achieve the assessment outcome but fail the class. For example a student can fail the course by not completing the assignments; however met the assessment.</p> |

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|  |  | <ul style="list-style-type: none"><li>○ CSLO assessment – write a published story (complete)</li><li>○ Grading assignment – write five published stories (incomplete)</li><li>● Cindy shared that she requires students to complete a self-reflection survey at the end of class. Students are required to grade themselves based on completion of the work and mastery of the CSLOs. This is a new evaluation standard format.</li><li>● It was recommended to use Cindy’s illustration to address students concern about unfamiliarity of assessments and how to familiarize them by completing a survey at the end of class.</li></ul> <p>The committee reviewed sample COORs – Music, PE, and Math to generate observations:</p> <ul style="list-style-type: none"><li>○ Have students read the assessments to determine if they understand what’s required of them.</li><li>● Inform faculty that changes to CSLOs requires notifying the department and updating the COOR. PSLOs are harder to update, because it may impact other courses connected to the program.</li><li>● The quality needs to be linear in which the term is specified, how many students were assessed and what assessment tool was used.</li><li>● An instructor’s reflection does not necessarily meet TLC assessment criteria.</li><li>● Create guidelines or add to the existing guidelines: how many students assessed, proficiency results, and identify the needed improvements.</li><li>● Merge the how-to-guide with the reporting document.</li><li>● Create a document that allows narrative form and add the number of students assessed to the form.</li><li>● It hasn’t been determined if individual student assessments is acceptable. In the case of assessing individual performing in dance (physical activity) is acceptable, as long as the instructor defines the assessment.</li></ul> |
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|  |             | <ul style="list-style-type: none"> <li>• Create three narrative prompts to be used as assessment guidelines: 1.) provide the background 2.) identify student proficiency 3.) define the tool being used.</li> <li>• Scott and Briana will create a narrative template with criteria.             <ul style="list-style-type: none"> <li>○ Don’t have to assess every section of a course.</li> <li>○ Don’t have to assess everyone in the section; random sample</li> <li>○ Random sample could consists of 40 – depends on the section class max</li> </ul> </li> </ul> <p>One concern, small departments may become overwhelmed with the responsibility of assessing multiple class provided that they have limited assistance, whereas a larger department has a significant amount faculty that can help complete the task of assessing multiple classes.</p> <ul style="list-style-type: none"> <li>○ Assessment grading depends on the department. Some departments give assessment assignments without grades. The pros/cons students may not take the assignment seriously if not graded; or if there’s no incentive they could possibly do their best.</li> </ul> |
|  | Adjournment | 4:05pm   |