

MEMBERS: Scott Hubbard (Chairperson), Iris Archuleta, Josh Bearden (GE Coordinator), Nina Ghiselli, JoAnn Hobbs, Morgan Lynn, Briana McCarthy (CSLO/PSLO Coordinator), Cindy McGrath, Nancy Ybarra, A'kilah Moore, Scott Warfe, Anthony Perri, and Shondra West (Note taker)

Absent: Louie Giambattista, Christina Goff, Natalie Hannum, Gail Newman, Tue Rust

Guest: POLSC Student

Item Number	Topic/Activity	Notes
1	Call to Order	<ul style="list-style-type: none"> • 2:05pm
2	Announcements and Public Comment	<ul style="list-style-type: none"> • Welcomes & Introductions - Committee members did introductions by name/department • Committee discussed meeting conflict between TLC & SGC members that are serving dual roles: (L. Giambattista, G. Newman, and N. Hannum). It was recommended for Louie to appoint a Curriculum member designee; M. Lynn.
3	Approve Agenda	Action: Approved (M/S): Ybarra/McCarthy; Unanimous
4	Update Membership List/Fill Vacancies	<ul style="list-style-type: none"> • Action: Feb. 16, 2016 minutes approved (M/S): Lynn/McGrath; 4 abstentions: Archuleta, Hubbard, Ybarra, Warfe. • Action: April 19, 2016 minutes approved (M/S): Ybarra/Hobbs, 4 abstentions: Archuleta, Hubbard, McCarthy, Warfe
5	Update Membership List/Fill Vacancies	<ul style="list-style-type: none"> • Vacant positions were discussed; PDAC, DE, and LMCAS will recruit to fill positions. • Iris Archuleta is the newest TLC member filling the Part-Time Faculty at Large position. • <u>Recommended</u> the committee to review the position paper and decided either to increase/decrease the number of current membership along with management representative. • <u>Recommended</u> Department Chair Jo Ann Hobbs as the Liberal Arts/Math & Sciences representative as a way to streamline the communication between TLC and the Department Chair members. • <u>Assign</u> Morgan Lynn as the Curriculum Committee designee for TLC.
6	Adjunct Assessments out of TLC Budget	<ul style="list-style-type: none"> • TLC receives ongoing RAP funding of \$7,500 per year. RAP funds are used for faculty completing assessments via Other Academic Services Rate (OASR), once paid from the EXITO Grant, which no longer exists. The future of RAP funding to cover the entire payments for OASR is unknown. In the past, OASR payments were issued at a flat fee of \$150 total; 3 hours at \$50.00 per hour. It has been brought to the committee's attention by the District Office, that flat fee payments goes against the UF contract for instructional and non-instruction OASR. Payments are to be paid based on a professional rate scale that varies among faculty teaching salary rates due to their level of expertise.

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		<ul style="list-style-type: none"> • A decision is needed to: <ul style="list-style-type: none"> ○ <u>Develop</u> strict guidelines that limit adjuncts completing assessments if the departments has full-time faculty. In the past, adjuncts completed assessments if the department did not have a full-time person; e.g. French. ○ <u>Look at</u> the quality of assessments, which currently falls on the Deans and the final assessments were then posted on the P-Drive. ○ <u>Determine</u> if payments should be set at a maximum number of hours. ○ <u>Determine</u> if additional hours are needed to complete assessments. • Moving forward, the committee should strict full-time faculty to assess courses, limit the amount time used for assessments, and create a payment structure. • The mid-way report survey results outlines that more time is needed beyond 3 hours. • The amount of time required to analyze data and write the report is based on the number of SLOs provided in the COOR and the level of course complexity. • Assessment payments for courses is not an issue this year, because program level assessments are due. Time is needed to review how much money was payout for previous years to determine a baseline. • It was suggested to: <ul style="list-style-type: none"> ○ <u>Indicate</u> an incentive that courses assessed can be offered for future semester instead of offering payments. ○ <u>Encourage</u> faculty to schedule a consultation appointment with Briana to complete comprehensive assessments in order to receive 4 hours oppose to 3. ○ <u>Offer</u> an additional hour for collaboration among other faculty as another option. ○ <u>Revise</u> the document language that payments is up to 3 hours oppose to \$150.00. ○ <u>Offer</u> a 4th hour as acknowledgment to cycle two’s evaluation process. ○ <u>Submit</u> a RAP proposal for additional money towards assessment improvements via professional development based on evidence that a 4th hour is needed.
7	CSLO/PSLO Discussion	<ul style="list-style-type: none"> • Questioned PSLO assessment collaboration, what’s next?

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		<ul style="list-style-type: none"> ○ Are adjuncts eligible for stipends for their involvement with PSLO assessment? What ways are they eligible? PSLOs is about the program, e.g. Travel is an area without Full-Time expertise. Previous efforts were to encourage adjunct participation within the process to receive a stipend. ○ Due to the incompleteness of course assessment process, it will interfere with the PSLO assessment payments; funds will need to be used for completion of course assessment as a priority. ○ Moving forward look at the number of outstanding courses that are taught by PT and give a deadline by Fa2016 to complete the assessments. ○ Make an announcement at the Dept. Chair meeting and mention funding is available for adjuncts that are teaching classes that need assessing. ○ Overall PSLOs stipend payments are on hold until it’s determined how much money will cover the completion of CSLO assessments. ● This is the year for program level assessment, notifications were sent and a workshop was offered last May. The workshop covered: expectations, timeline, supporting documents, things to think about, and looked at examples. Assessment examples were provided from different colleges and participants were able to examine and critique them. ● Participants’ feedback were: they like the overview, shared documents, and direct/indirect assessment techniques. Additional feedback: more coaching, more professional development, offer drop-ins, support developing research questions, and address any assessment questions. ● The plan is to develop short series workshops that connect equity & assessment offered by Morgan/Briana this Fall; visit Department Chair Meetings; possibly lead discussion during a Monday Meeting session; and offer another session on stereotype threat. It was recommended to have additional speakers Milton, Claude, and Joseph present on this topic as well; they have done extensive research on stereotype threat. ● Future Flex workshop: How to analyze the data in order to complete the written report that’s due next Fa’17. ● To understand the assessment process, faculty can access resources posted online (TLC site). More documents will be created and posted that further explains the process.
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8	GE Discussion	<ul style="list-style-type: none"> • First GE meeting is scheduled for Friday, September 16. With Cindy's expertise as the out-going Chair of GE, the plans are to address GE assessment. The committee has developed a prompt and rubric for the assessment. Josh has created a pilot and completed a dry run over the summer. At the next GE meeting, the results of the pilot outcomes will be discussed, and how to address applying the rubric to test for validity of it. The GE committee would like to lead a discussion during a Monday Meeting as well; the possibility of joining both TLC & GE was recommended. • With this being a program level assessment, the goal is to complete CSLO assessments and determine if changes are needed based on the data results. • During year one, a comprehensive assessment review is completed; afterwards results are analyzed and evaluated. Out comes from the assessment review will be used to make changes. December 2017 is the goal to finish the process, which leads into writing RAP proposals the following Spring to address the concerns. • The primary goal is completing assessments. • The best meeting times for GE will be discussed online (email); Fridays isn't the best day to meet. • The GE survey is complete and ready to be sent.
9	December Meeting Date - Move it	<ul style="list-style-type: none"> • The committee discussed changing Dec. 14 that falls during finals week. The committee agreed to move the date to November 30 from 2-4pm. <p>Action: Approved (M/S): McGrath/Briana; unanimous</p>
10	Goal Setting for the New Year	<ul style="list-style-type: none"> • TLC Midway report was approved 2016 and the final report is due next year 2017. • It was suggested to write the final report during year five assessment due of Fall'17, with intentions to forward the final report to Academic Senate for their first Spring'18 meeting. • It was recommended to ask Academic Senate what is the ongoing goals of TLC? And, revisit the position paper of TLC Committee as a follow-up upon completing a whole assessment cycle. • The report results will determine if GESLOs and membership should changes, along with revisions to the position paper. • Questioned, does the committee want to continue connecting with Nexus for recruitment? "Yes"...The position paper was originally written to address leadership once the expert members step down. It became difficult to fill the position and was assigned to a manager. Following afterwards, Cindy agreed

Next TLC Meeting Dates: 10/12, 11/9, 12/14, 2/8, 3/8, 4/12, 5/10; all from 2 pm to 4 pm in L-105.

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		<p>to step-up leading TLC for two years and revised the module based on faculty feedback. At the end of 2017 the first cycle will be completed. Overall, it has been difficult to fill position which is now divided into three positions with reassigned time (GE Chair, CSLO/PSLO Coordinator, and TLC Chair) to split the assessment responsibilities. At Nexus, it’s shared among new faculty the importance to involve themselves in leadership.</p> <ul style="list-style-type: none"> • Future TLC goals: <ul style="list-style-type: none"> ○ <u>Complete</u> final report, ○ <u>Possibly develop</u> a standardize entry/exit survey for programs. LMC was ranked high in an article. It was recommended to use the same data. With new grants, they require data/market surveys will contain this information; it was recommended to contact Dave Wahl. Also, the College District Research Department can provided data. ○ <u>Develop</u> a student survey whether students are knowledgeable about SLOs and assessment. This will fulfill accreditation requirements. ○ <u>Possibly create</u> course design/redesign guidelines that will help craft course(s) based certain curriculum rules; e.g. Curriculum guidelines. Having this would help instructors develop comprehensible SLOs along with determining the number of SLOs needed to assess the course. Add a future agenda item. ○ <u>Possibly provide</u> a budget and reassigned time to offer coaching to deal with the institution needs, like in the past.
11	Adjournment	<ul style="list-style-type: none"> • 3:41pm