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| **Item number** | **Topic** | **Notes** |
| 1 | Call to Order | Meeting called to order 2:11pm |
| 2 | Public Comment | Welcome of POLSC Professor Clarke’s students: Garv, Martin, and Dan |
| 3 | Approve Agenda | **Action:** Reviewed; no quorum   * Add topic: GE/ISLOs |
| 4 | Approve Minutes | **Action:** Reviewed; no quorum   * Correction to the 10/20/15 minutes - Math Statistics topic * Item 6: reword the sentence - goal is determine to… * Move Natalie Hannum and Francesca Briggs to absent |
| 5 | Welcome Activity | Tabled |
| 5a | Flex Activity | Briana created a flex activity - guest speaker Ben-Zeev will talk about stereotype threat and how to reduce it. The workshop is open to all constituency groups, and students can participate via invitation.  The topic will cover outcomes that are designed to impact certain population of students with the goal to use the information to assist with developing new techniques that can be applied in the classrooms in regards to CSLO and PSLO assessments. For example, general universal design that makes things accessible to students with disabilities, focuses on making it accessible to everyone.  Nina will be offering a workshop regarding assessing students with disabilities and with trauma; addressing PTSD in the classroom. This flex activity will help create other workshop topics, like looking at PSLOs assessment results for those students taking multiple classes. In addition to stereotype threat, building a connection to PSLO assessment for those students that don’t perform well in programs due to cultural differences; e.g. the welding program in terms of woman vs. men. Distinguishing the challenges will help develop intervention plans that can be applied to classrooms, tutoring, and those seeking student services assistance.  Student services assessment is based on student experiences and how much they gain from those experiences. Stereotypes within student services would be limited, but it can be identified based on the type of assessments department uses to assess students. |
| 5b | Membership | When appointing someone for Fa’16 TLC Chair, assure that the person will maintain the work that TLC has been developing and keep the momentum going. Unfortunately the challenge does not reside with the formal process of putting the announcement out to everyone, but the focus should be on the informal process and finding someone willing to step into a leadership position and continue the work that’s being done. Help is needed recruiting someone outside of the announcement via faculty and management encouragement. The concern with people stepping into leadership positions, they would like an opportunity to hold positions that prepares them prior to accepting Chair positions, and they would like to receive ongoing support.  Membership appointments were sent out to departments to fill current TLC vacancies; CTE, LA, and PT at large. |
| 6 | Equity in Assessment! | How to define assessment in regards to TLC - the focus is course/program level assessment and what students are learning based on the CSLO/PSLOs. Tutoring has learning outcomes and the TST (tutoring support team) math/business/English/music coordinators meet regular to develop tutoring learning outcomes. Student Services have SLOs that are assessed separate from tutoring.  Paula created a list and shared with Academic Senate about committee membership. The list was created as a comprehensive view of the amount of standing committees that exists, and where faculty/classified services are used. Also, CTE/BSI committee membership is separate from standing committees. |
| 7 | Delving Deeper into the TLC Survey Results and “Course Assessment Data by The Numbers” | The committee completed an activity towards enhancing the midway report. Currently the report contains analysis, and the activity will help making meaning out of data. Members were required to write their thoughts on results graphed on poster paper to develop conclusions. The goal is to determine where the challenges are, e.g. people find it difficult to develop CSLOs assessments, but find it easy to assess students.  The conclusion from the activity, the survey responses is inclusive of who actually design and administer assessments. It was determined that CSLOs prompt action. Over the years there has been improvements towards completing assessment; however, there are some difficulties with completing PSLOs. It was recommended that TLC should focus on PSLOs completion. Sometime ago there was a training offered, and it may be time for a refresher; Briana would lead the PSLO training. It was recommended to create a professional development activity to help with the assessment and PSLO training.  Cindy covered the number of assessments that have been completed.  The committee agreed to meet December 8 to review and approved a final version of the TLC midway report. |
| 8 | Announcements | none |
| 11 | Adjournment | 3:55pm |