**Members**: Tue Rust, **Chair**; Courtney Diputado; Anthony Hailey; Natalie Hannum; Louie Giambattista; Christina Goff; Paula Gunder; Kiran Kamath; Cindy McGrath; A’kilah Moore; Gail Newman; Sophia Ramirez; Alex Sterling; Sara Toruno-Conley; Nancy Ybarra; Shondra West (note taker)

**Absent:**  John Alper, Francesca Briggs, Anthony Hailey, Natalie Hannum, and Erika LeBlanc (student)

**Guests**: None

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| **Topic** | **Notes** |
| The Beginning – Call to Order | Meeting called to order: 2:10 pm |
| Public Comment | The President and Accreditation Liaison Officer (ALO) reviewed the accreditation exit report. The ACCJC will convene January 7-9 in Sacramento to finalize the reports and will send a final letter with their accommodations and recommendations. During the final process, ACCJC continues to monitor LMC’s website until the final letter is sent. |
| Approval of the Minutes 10/21/14 | **Action:** Approved with correction (M/S: Gunder/Ramirez; unanimous)  **Correction**: remove the statement Christina will stay a third year |
| Approval of the Agenda | **Action:** Approved (M/S: Gunder; unanimous) |
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| Identity - What is TLC? | The history of TLC was discussed to provide institutional knowledge as people shift on and off the committee. The newest members are: Anthony (CTE Rep.), Sophia (Student Services Rep.), John (Math & Science), Francesca (PT Faculty at Large approved by Academic Senate), Courtney (Distance Ed. Rep.), Erika (Student Rep.), and Louie (Curriculum Chair); the website will be updated.  It was requested for the committee to look at the position paper and reorganize the committee structure. The position paper indicates the committee is faculty intensive and fewer managers, plus the Sr. Dean of Instruction position no longer exists; the current membership is not reflective of that. Currently there are 18 mandatory members and a reduction may be needed to avoid quorum issues.  Looking at TLC’s vision and mission, it’s a yearlong cycle with assessment being the cornerstone in conjunction with other projects; CLSO Coordinator, restructure membership, use of professional development in relation of closing the loop, and GE.  TLC committee is responsible for writing an annual report. The committee is also responsible for providing a college-wide report on the different level of processes and accomplishments. The report is a collaborative effort between TLC and the Office of Planning and Institutional Effectiveness. The final report is used during the RAP process.  What is TLC – Teaching Learning Committee formally known as Teaching Learning Project (TLP) that stemmed from the Developmental Education Program (DEP). DEP was established before TLP in 1996 as a 40-member committee. In 2002, the accreditation board recommended colleges to develop an assessment program resulting in TLP; DEP and TLP were separate committees. The TLC group has being going strong since 2002. Nancy Ybarra is a legendary member. She was an DEP member paving the way to TLP and continues to hold membership on the TLC committee. TLC focuses on assessments, CSLOs, PSLOs, ISLOs/GESLOs, and closing the loop with relation to the current assessment module.  It was recommended as more assessments are completed that more professional development follow and TLC’s should offer additional professional development support for Paula; the 50% reassigned time is not enough to complete TLC’s mission.  It was questioned what is considered standard practice for teaching and learning; for example, for each hour of class time students are required to complete two-hours of homework; is this an official policy? If this is an official policy does TLC have standard practices that link everyone together regarding standard teaching practices? It was shared the class vs. homework time is a Carnegie unit policy which is part of Title V and accreditation. The Carnegie unit rule poses scheduling issues for students when completing homework time. If students spend long hours in class; for example, eight hours of class requires 16 hours of homework which is difficult for students to complete by the next class period. Students have complained about not having enough time.  Assignments are built into the COOR and the Carnegie policy is explained in the faculty handbook and catalog. Title 5 creates the policy and allows colleges to implement it. |
| Learning: Ladder of Listening | Tabled |
| Developing: Closing the Loop | TLC’s roles and responsibilities focus on assessments, monitor departments assessing CSLOs, oversee developments of assessment portfolios, develop a mid-year report, and complete the five-year cycle.  The professional development piece should include assisting instructors with overcoming challenges derived from assessment results, for example; if assessments results conclude that students are not achieving GESLOs requirements instructors should develop activities they wish to have or ask for money that will improve the issues.  The committee can make professional development suggestions if the issues are tied to assessment; one goal could consist of discussing the Carnegie unit rule and helping students become more proficient with GESLOs by completing the required homework or lab hours. TLC can propose for PDAC to address professional development as a college-wide or departmental issue. TLC has more leadership to direct the faculty on what’s important to include more than assessments. TLC is the committee that leads instructors to the next step after assessment and seeing where there is a need to develop ideas for professional development learning.  When departments upload assessment information to PRST, TLC will start to focus on the objective component and compile information to better understand faculty PD interest. The process can be completed via queries to download reports and statics.  Most departments do not write objectives about what’s needed to create teaching and learning improvements, they write about things tied to resource allocation (RAP). There’s no connection with what’s needed to improve the teaching learning environment vs. things that will cost money.  The RAP proposals can be looked at developing generalities of what’s needed for funding and how to improve student learning environment. Using the data trends from RAP themes can be created for the PD Coordinator to create services.  Recommendations:   * Use a survey to determine faculty needs * Increase colleague’s knowledge about the assessment process * TLC should offer support and dialogue around the teaching and learning process * TLC should gather information from assessment and report out on the improvements; “moving the needle”   Suggestion: A teaching learning member from PDAC’s sub-committee should sit on TLC to link the two together. The PDAC committee is currently discussing roles/effectiveness and looking at the committee connections.  Moving forward the five-year assessment module results will drive professional development and closing the loop by comparing the past and current results to determine where improvements are needed. |
| Assessing: Assessment Survey | A survey is used to gather results about the overall assessments process for the mid-year report. In the past a lot of effort was put into requesting that faculty complete the survey; 180 responses were received. The last survey results were lengthy, the chair has developed a shorter version and asked the committee to review the changes for feedback:  Recommendations:   * Include Library and Student Services as part of the survey * Add classified and management to be surveyed   In the past, the survey was given to faculty for assessment reasons. This survey should cover a broadened area that involves teaching and learning process as a campus since other areas complete PSLOs, goals and objectives.   * Looking at the position paper this survey should evaluate the new module to include a part A & B.   + Part A – question whether the new module is working   + Part B – create a separate section for areas that wasn’t surveyed last time to compare the data to past surveys * Remove the FT/PT check marks from each survey question   Previously used to disaggregate the results between FT vs. PT   * Correct the wording #3-4 change to “It was” * Remove section 3.2 * Remove 4.2 * Remove the header * Inclusive language; change the wording to motivate SLO outcomes? * Add a special section for adjunct faculty; what resources and support systems are needed * Add what are the professional development needs * Add not applicable option for the drop down sections * Remove red flags for missing answers; allow for skipping questions * Change ISLOs to GESLOS * Add five-year assessment module link/picture to trigger that questions are based on the module * #8 pull out the word “process” to create an open/ended question or reword the question entirely * #9 add how many people participated in assessment leadership and remove #10   This would be useful to collect data on the number of people willing to participate with the assessment process. When designing #9 ask which of the following leadership positions would you consider in the future?   1. TLC Chair 2. GE Chair 3. CSLO Coordinator 4. Other departmental level leadership  * Change number format: keep numbers for the primary question and add letters to the sub categories. |
| CSLO Coordinator Announcements | No announcements on the exact number of assessments added to PRST. There’s no quick way to tally how many courses have been assessed, it’s a manual process to compare results. There’s a technical issue with PRST, it doesn’t date stamp when departments last uploaded information.  It was questioned if a monthly report could be provided? In the PRST there’s a section to review details; reports and stats, 14-15 year, click include details, and review details for the information.  Transitioning from the CSLO Coordinator tallying numbers the Deans can use PRST to monitor the completion rates in their departments. |
| GE Chair Announcements | GE is chronically under attended and not supported by faculty. It was suggested if the Curriculum Chair could help with membership attendance and for Deans to discuss at their department meetings for attendance participation.  Recommendation:   * Create a rotation schedule for the GE departments to develop consistent attendance * Request for the Academic Senate to address attendance issues as an academic professional matter and appointment faculty to assure positions are filled. |
| CC Chair Announcements | The Curriculum Chair would like to propose that an official TLC member sits on curriculum for the purpose of reviewing the COOR assessment section to determine if the information is sufficient for TLC. It was recommended that the CSLO Coordinator sit as the representative on curriculum, however the position will be vacant as of Sp’15; Christina term ends Fa’14. It was shared that senate approved the announcement of the position open to FT/PT, before it was open only to FT. Due to the constraints of filling the position for Sp’15 Cindy agreed to fill the position for one semester until the position is filled Fa’15.  **Action:** Approved (M/S: Goff/Ybarra; Unanimous) |
| Other Announcements |  |
| Meeting Adjourned: | 4:05pm |