Teaching & Learning Committee Minutes

SEptember 18, 2012 Office of Instruction – Conference rm 420

**Present:** Laurie Huffman, Chair, Cindy McGrath, Kiran Kamath, Gail Newman, Tawny Beal, Scott Cabral, Paula Gunder, Alex Sterling, Patricia Triado, Christina Goff, Katalina Wethington, Sara Toruno-Conley, William Cruz, Ryan Pedersen, and Margaret Hertstein, Note-taker.

Guest: Janice Townsend

1. Welcome, public comment and announcements.

Janice Townsend came for public comment regarding the TLC minutes of 9/4, item #5. To clarify, the General Education Committee would only be assessing the Associate Degree GE boxes as they are shown in our catalog currently. So there is no confusion with the addition of the AA-T degrees and changes to the general education boxes coming no additional assessment work is expected. The report was confusing. It was suggested to do a College Assembly on this topic.

1. The minutes were approved with a spelling correction for Ryan Pedersen’s name.
2. The Agenda was approved with adjustment to the order so Kiran could address the accreditation report that is time sensitive.
3. Accreditation Reporting

Kiran just returned from team training for site visits in Bakersfield. Key items the ACCJC is looking for:

* Wide Spread institutional dialogue
* Statements and Evidence
* Closing the loop – assessing; documenting needs for change; Pedagogy change

Christina mentioned that she has added a section to the assessment report for

 “improvements” to be stated and reports are coming in with this section completed.

* We should not be process oriented. At this stage we should be implementing changes and documenting the changes.
* Distance Education will be a high focus. Particularly what services are offered online for “centers”. Student Services; Library Services for example. Access!

A college assembly will be coming up to inform the campus once the Accreditation Advisory group is assembled. The timeline includes: forming the membership of the Advisory (formerly called the Steering Committee); establishing the process of whom and when things will be done; Roll out the instructions college wide. This should be occurring within the next 10 days so participants in the process can attend an October 12th training with ACCJC. LMC only gets 8 slots for the training.

The Gavilan Community College report was disseminated as an example of a completed and approved model. Kiran would like to go through the statements 1-7 and get feedback. She would like to have input from the person(s) working on each statement by Monday September 24th.

Statement #1 – Numerical Response. Christina and Cindy were able to give Kiran percentages in 1c (65%); 2c (96%); and for the student services item #3 an example of the Career Center was discussed. Due to personnel changes there is a gap in time where there was no work, but before the gap data is available. The outcome of the discussion was that work done within the 5 year period is good data, even with a gap. For #4 Institutional Learning Outcomes are LMC’s GE SLO’s. The total number of ISLO’s defined would be 5 with 4 assessed.

Statement #2 – Narrative Response. Important words to focus on from the Gavilan example when writing ours: pedagogy; online interface; assessment instrument; and “how the results were used”. Evidence and ideas for this response were discussed:

* Advisory Boards minutes where SLO’s are discussed
* Program Review
* TLP self review
* Assessment Plans
* RAP
* Content Review and Curriculum Committee (discussions of appropriate level of rigor)
* Distance Education

Rubric Statement #2. Words to focus on: Widespread institutional dialogue and identification of gaps. Evidence can’t be all process oriented. Discussion included:

* ARCC and Assessment Data
* A procedure and/or data system at the college to produce and find data for all faculty and staff.
* Aggregated results data-ethnic; socio and economic
* Transfer PSLO’s to transfer institution? Next level and who?
* PSLO’s reviewed – not the comprehensive timeline.
* Assembly data and CTE
* ESL course changes – prerequisites-activities for evidence
* Grant applications – broaden the assessment thinking -not just assessment reports
* Puente; Umoja; CHDEV example of language and employment changes necessitating changes to program.

 One to two examples with evidence is good.

Proficiency Rubric Statement #3. Words to focus on: Results of Assessment; aligning institution wide practices; support and improve student learning.

Discussion:

* Departmental evidence
* RAP level
* Professional Development
* Survey’s

The first paragraph in the narrative response is very similar to LMC. However the sentence in the Gavilan narrative-paragraph two, “SLO and other data have been a part of the development of the strategic plan, educational master plan, and annual program plans”. DOES NOT work for LMC. We have other results that we can discuss here. The program review tool; Perkins rankings for resource allocation; dialogue within the CTE committee on these processes; BRIC visits. The formal planning processes. Look at Department Level conversations. In 2014 what is our mission? Who do we serve? What makes up our community?

Proficiency Rubric Statement #4. Katalina and Gil have helped with this statement. Evidence here would include the conferences (Student Success Conference); Basic skills links. Evidence: reassigned time; student services surveys; camps and coaches evidence.

Proficiency Rubric Statement #5. This section from Gavilan is very similar to LMC. Christina will help with this section. Evidence would be our system and results.

Proficiency Rubric Statement #6. Paula and Christine will work on this section.

Proficiency Rubric Statement #7. Suggestions of evidence for this section:

* SLO’s in the COOR; Syllabus
* PSLO’s in the catalog
* Spanish classes have recently integrated this information into the student textbooks.

Next steps to show students can demonstrate knowledge of SLO’s: Student survey – self reporting through TLC. Ryan will put this topic onto the Planning Committee agenda. Something to get students aware – a future newsletter? Class surveys as was done at Contra Costa College; Desire to Learn will have a tool that will help with this. Counselors and preparation of the educational plans (Gail may have some of this already).

Kiran will write the self-assessment level of implementation paragraph. How does this committee feel LMC is doing? Are we proficient? Yes! Communicating the information out to the campus at the Monday meetings is next. Ask for faculty to share their assessments and dialogue. Evidence in the “assessment days” that have been held.

Thank you everyone for your work on this report. Please put your input into a word document and uploading your evidence on the P drive – ACCJS statement folders, itemize your section and evidence. Final drafts to Kiran by Monday 9/24. Report is due October 14th.

No time for remaining items today.

Adjourned: 4:10 p.m.