

# TEACHING & LEARNING PROJECT MINUTES

MARCH 15, 2011 – 2:30- 4 P.M.

**Present:** Tawny Beal, Scott Cabral, Terence Elliott, Mike Grillo, Kiran Kamath, Cindy McGrath, Gail Newman, Humberto Sale, Janice Townsend, Julie Von Bergen, Katalina Wethington; Margaret Hertstein, note-taker.

1. **Welcome, public comment and announcements:** The second BRIC retreat of the semester will be held Friday, March 18, 12:30-5 p.m. Shared Governance Council and Planning Committee members will participate, along with the BRIC leadership team. The topic is institutional effectiveness.

2. **Agenda:** approved.

3. **Minutes:** from March. 1, 2011 meeting approved with correction to remove “TRAVL has finished all their reports.”

4. **Constituent (ISLO) updates from members**

- GE Seminar II is Monday, March 21.
- Developmental Education will meet on Tuesday.
- A CSLO assessment workshop will be held in the Library on Monday.

5. **Assessment survey revision update:** Cindy reported on the progress.

- The survey is done and put into Survey Monkey. Cindy will proof the survey and welcomes extra eyes to do so as well if they want. Cindy will send out the link to the survey for anyone to look at and give her feedback by Wednesday. Thursday Humberto will make any updates and the survey will go out on Friday. Cindy is giving the faculty two weeks to take it. Afterward it will still be available and Cindy will encourage everyone to respond. She is looking for 75% of the full-time faculty to respond.
- This survey a place for faculty to respond to questions about assessment. This will provide data on assessment of the assessment process itself that is required for accreditation.

6. **Closing the loop**

- The committee continued to define two models of closing-the-loop. The loop and the spiral methods were discussed in detail. Conversation included why we need to have a specific method defined, and couldn't departments decide for themselves? There is concern for our part-time faculty that if their model for assessment isn't well defined and clear that in five years they will not remember what their outcomes were or what to plan. How would a new part-time faculty member get the information on program improvements? The Department Chair could give them the information along with the COOR.
- TLP committee needs to decide when to report out, at the beginning of the cycle or at the end? Kiran gave an example from Nursing from the early assessment model with Myra and Nancy.

A nursing course was assessed and found that students weren't learning the technical aspects of drawing blood. A plan was implemented to help students learn to draw blood and be successful in this course. The plan was successful. Student learning occurred. Is this data owned by the department? Who is responsible for reporting out this information? Departments will keep the data. It could be reported out in Program Review formally.

- Janice suggested that a handbook that would set expectations and define assessment processes be written. In this handbook have the questions asked in assessment defined. The handbook would be a living, institutional document. This will be a future agenda item.

- Do we need to write new questions or use the current Program Review questions for consistency: What did you do? What was the outcome? What did you learn? There was some discussion on whether the improvement plan should be reported yearly or every five years? The questions should be easy, could be revised every year. Put it all in yearly in Program Review.

Ask your constituents what they think and report back.

**7. New assessment calendar — response to idea:** Cindy reported she has shared the model with English, Math and Child Development Departments since the last meeting. She also talked with a representative of PE and will be meeting with Social Science soon. In general, the response to the calendar seems okay. Some faculty are concerned that assessing the GE courses in the CSLO cohorts is not deep enough. This will be on agenda at the GE Seminar on Monday to discuss and report back from the GE faculty. If they do not use the cohort model they could be assessing the GE courses every year instead of once every four years. That is counter to the hope of streamlining the model.

**8. Revisiting TLP leadership and membership:** Cindy presented a draft of new TLP membership to get the conversation started. It increased membership to 18 and changed the mix of the committee somewhat to add department chair representation and make it more faculty driven. Several ideas and comments were generated.

- Combine the College Researcher with Planning Committee representative since that person is part of the Planning Committee. Might not always be that way, though.
- Have even more faculty representation.
- Let the Academic Senate sort it out.

The committee did not object to having Cindy go forward with idea as it stands.

**9. Assessment initiative planning:** tabled. This will be given a large time allotment on the next agenda.

Meeting adjourned about 4 p.m. Next meeting: March 29.