

Present: Marci Lapriore (Chair), LD Green (CSLO/PSLO Assessment Coordinator), Cindy McGrath (GE Assessment Chair), Marie Magante (Math & Basic Skills Rep), Ryan Tripp (PT at Large), Chialin Hsieh (Sr, Dean of Planning), Tanisha Maxwell (Vice President of Student Services), Nikki Moultrie (Dean of Career Education & Social Sciences), Ryan Pedersen (Dean of Math and Sciences); Shondra West (Note-taker)

Absent: Christina Goff (Library and Learning Services) and Patrice More (CTE Rep)

Guest: Natalie Hannum (Vice President of Instruction), Iris Archuleta (Social Science Adjunct), and Catt Wood (Classified Professional)

CURRENT ITEMS

1. Meeting called to order 2:41pm Location: Online Zoom Meeting

2. **Announcements & Public Comment:**

None

3. **Approval of the Agenda**

Marci shared voting members consist of all TLC members.

Action: Approved; (M/S: Green/McGrath); unanimous

4. **Approval of the Minutes: September 08, 2020**

Action: Approved with a correction: spelling of Ryan Tripp's last name (M/S: Green/McGrath); abstain - N. Moultrie.

5. **Review Vacancies on TLC**

Marci provided a membership update:

- **Curriculum Committee (CC):** Marci shared that CC will discuss an appointment at their next meeting.
- **Distance Education (DE):** vacant, pending a reply back to Marci.
- **LMC Associated Student:** vacant, pending a reply back to Marci.
- **Student Services, faculty lead/designee** (appointed by Student Services faculty): Tanisha joined the committee as VP of Student Services asked by management to represent and provide a student services perspective. A faculty lead/designee from student services is pending an appointment.
- **Library and Learning Services:** Christina Goff newly appointment
- **Professional Development Advisory Committee, Chair/designee** (appointed by PDAC): This seat may be open to any PDAC member. Marci will follow-up with Julie VonBergen.
- **Math and Basic Skills:** Marie Magante TLC appointed member
- **Liberal Arts** (appointed by LAS Department Chairs): Marci opened the conversation to the committee about the appointment process for clarity.
 - Cindy shared during the department chairs meeting that a Liberal Arts and Sciences (LAS) and CTE appointment is selected due to the LAS group does not meet, whereas CTE meets regularly. Cindy recommended submitting an agenda item to discuss the appointment at the next Department Chair meeting.
 - Ryan shared the need for an official appointment for both LAS and CTE representatives, as written in the position paper that does not include a chair.
 - Cindy clarified that chairs hold the appointment for LAs and a CTE person as the body responsible for assessments within their departments based on union contract modification about assessment responsibility, thus a chair appointment for LAS and CTE as the representative. Ryan further confirmed the language written in the position paper states department chair representative and CTE voted by the department chair.

- Cindy addressed Marci's question about the make-up of a LAS representative, which the LAS/CTE representative is that of a department chair to include the chair's perspective. Marci will submit an agenda item request to the department chairs to fulfill the LAS vacancy. Cindy shared the department chairs can appoint a LAS/CTE designee that will report to the department chairs at their meeting, e.g., Patrice Moore, as a volunteer CTE designee.

6. Accreditation Update

Chialin provided an accreditation team visit update that concluded on Thursday, October 8, 2020. The accreditation's exit report was completed with no recommendations for LMC. However, the District exit report concluded with three recommendations. Inasmuch, the exit report from the ACCJC commissioner may have final recommendations after they vote to approve the final report in Feb 2021. Chialin shared commendations about LMC work on equity, professional development, and data use. Chialin expressed gratitude for everyone's hard work with the accreditation process expanding over the last two years. This is a great accomplishment for LMC to conclude with no recommendations. Chialin shared that Cindy's involvement has been monumental with the accreditation process over the years.

Cindy shared that the accreditation team visit and process involved answering questions about the assessment process to include the integration of professional development and use of financial resources (RAP). Acknowledging that Marci's feedback about the integration processes through the assessments enhance and support student learning. Cindy further shared past practice about the accreditation process, and how use of data helped with allocating resources used, such that assessment reports and model supports the resource allocation process (RAP).

LD shared what transpired during the two exit interviews - CSLO/PSLO Coordinator and TLC interviews. The first interview focused on how assessment impacts curriculum and budgeting. The second interview was much broader to include discussions about the eLumen process. More so, LD shared with the accreditation team about the integrated Canvas rubrics in relation to the eLumen process.

Marci shared with the committee that the exit interview included discussions stemmed around TLC goals/objectives, which Cindy McGrath and Scott Hubbard provided detailed information in support of the assessment model and process. Before meeting with the accreditation team, there was a leadership meeting to include LD, Marci, Scott, and Cindy to discuss several topics focused on integrating GE, TLC, CSLOs, PSLOs, and program review, which helped with providing insight to accreditation interview questions.

Natalie thanked everyone for a great job with completing the accreditation visit and answering questions authentically. One suggestion, develop a graphic model that shows the relationships of the different processes as a visual of the position papers, more so as a model to tie back to data, RAP process, or how committees communicate with one another. In addition, developing a model that will support future leadership professionals taking on roles and responsibilities.

Chialin asked for feedback regarding the committee's experience and takeaway with the accreditation visit and what future actions they will initiate to enhance the process:

- Marci shared a takeaway that becoming verse in the ICER language used to describe events, more so regarding LMC versus the accreditation terminology. In consideration, most questions asked by the accreditation team was available on the website. It was unclear if the questions were directed about being verse with the website content or if the team was unaware about the location of it. Natalie expressed the accreditation team objective was to interview colleagues, such that they want to determine accuracy of the ICER report.

- Marci shared thoughts moving forward with TLC, e.g., updating the position paper and utilizing the eLumen process. However, eLumen is a great document repository, but there is a human aspect to build upon curricula, such as revisions, planning, assessments, and building rubric.
 - LD added that there is an intensive time commitment to learn and setup eLumen, more so toward building institutional value; however, over time, it will streamline the process, in which will create an opportunity to seek outreach of faculty involvement with the process and provide platforms for broader discussions about assessment focused on all levels of the course (course design). LD expressed to enhance professional development opportunities, e.g., focused on what happens during and after program review, tailored toward department needs.
 - Marci shared an idea about creating a PD opportunity in Spring 21 with the intent of offering a leadership meeting for campus committees to discuss their objectives, items that overlap between committees, or understand the need for support. Marci has met with Morgan, curriculum chair, and Aprill English faculty to understand the infrastructure needs focused on offering, modifying, or enhancing classroom processes that support student success.
 - Marci captured items from the academic senate (AS) antiracism resolution in support of student success and TLC's role in assisting with supporting the resolution, e.g., working with committees, more so looking at curriculum and syllabi are accessible and relevant regarding LMC's student population.
 - Marci shared TLC can adopt Long Beach City College's (LBCC) curriculum audit process, in which they recruited a cohort of instructors across disciplines to look at syllabi, curriculum, assignments, and classroom activities to address these items from equitable practices, rubrics, and research.
 - Marci shared AS relationship with curriculum, more so to ensure LMC offers robust curricula, pedagogy is culturally relevant, improve and review curriculum, and provide professional development.
 - Chialin shared that the committee's feedback aligns with the educational master plan (EMP) goal 1. Inasmuch, Chialin will meet with Marci and LD to have further conversations about TLC's role and articulating it into meeting EMP goals and objectives.
 - Marci and Chialin discussed the use of data coaches to help with supporting TLC and PSLOs assessment scheduled for year five (5) next year (2021). At the AS meeting, there was a call for data coaches. Marci will add this topic (data coaches) as a future agenda item for further discussions. The conversation can wait until department chairs make the call for data coaches and have a discussion.
- Cindy shared a takeaway about the accreditation team visit, such that they were impressed with the innovative ideas developed from the TLC committee, e.g., PIP. Cindy recommended in support of Marci's diversity idea that the committee continue to discuss and develop innovative ideas via professional development.
- Cindy shared that a visual aspect of a graphical assessment model is available on TLC's website that outlines the process dating back to 2012.

7. **Review & Update TLC Position paper (begin process)**

Marci asked the committee for ideas about updating the position paper:

- Ryan reminded the committee that S. Hubbard started the process of revising the position paper, which he sent the committee a copy of the revisions made to it.
- Recommendation for Marci to check-in with Scott.
- Cindy shared that revision of the position paper was placed on hold in March until GE updated the model. Cindy recommended that the review and update should start with looking at specific sections: membership, roles and responsibilities, student services, and GE component based on the approved new GE model.

- Marci shared ideas about having breakout rooms at the next meeting as it relates to the committee making changes to different sections of the position paper, e.g., GE, CSLO/PSLO, prior revision work completed, chair responsibilities, etc.
- Cindy expressed one challenging aspect may consist of substantive changes to the model. Cindy shared that Marci can send website updates concerning the assessment models to Shondra.

8. Universal GE SLO:

- Cindy gave an update about the universal GE SLOs: reading & writing and critical thinking responsibility assigned to TLC, whereas members will create the criteria and rubrics. Cindy shared a GE SLO document dated 2004 for the purpose of the committee to understand the historical perspective when they start building the new GE SLO template. Marci will add this as a future agenda item to discuss revising the universal GE SLOs design.
- Cindy provided an update about GE's work on revising the SLOs to include social, diversity, and global perspectives. Taking into account the inclusion of new CSU title 5 requirement: ethnic studies with the removal of social justice language. Currently, the GE model design offers flexibility for students to earn AA degrees should they not choose to transfer. Cindy shared the GE committee will have future discussions about identifying course offerings that meet GE versus GE/transfer and narrow or broaden the GE requirements.
- Marci and Cindy emphasized TLC's emphasis on completing the two universal GE SLO requirements (1) reading & writing and (2) critical thinking to maintain the existing GE SLO format and information as a useful template to revise the language. Marci expressed keeping a single document format is beneficial for those unfamiliar with LMC processes, e.g., accreditation team. Either the question becomes broadening the requirements or have students' complete specific ones in consideration with the new laws.
- Tanisha shared in conjunction with Rachel; they are updating the student services assessment component written in the TLC position paper. The updates are dependent on TLC updating their position paper, which was delayed due to the GE model/position paper being updated. Tanisha shared that the goal of updating student services assessments is interdependent on TLC goals/objectives, which may change the infrastructure of the assessments. Future discussions is needed by TLC concerning the process.

9. Meeting adjourned 3:57 pm

Meeting Dates Fall 2020 ~~September 8~~, October 13, November 10 and December 8
