

MEMBERS: Scott Hubbard (Chairperson), Iris Archuleta, Jessica Havelhorst (LMCAS), Chialin Hsieh, Briana McCarthy (CSLO/PSLO Coordinator), Cindy McGrath, Ryan Pedersen, Tue Rust, Penny Wilkins (zoom), Nancy Ybarra, Josh Bearden, Scott Warfe, and Shondra West (Note taker)

Absent: Nina Ghiselli, Kevin Horan, and Christina Goff

Guest: Gail Newman (Zoom); POLSC Students - Tamana Madhar, Alen Rizuanovic, Celeste Arteaga, and Amaranta Jimenez

Item Number	Topic/Activity	Notes
1.	Call to Order	2:14 pm
2.	Announcements & Public Comment	<ul style="list-style-type: none"> • Josh and Scott are going to a conference in New Orleans to learn about assessments. The information received will be shared via Flex activities. • Gail Newman shared the Student Services Program Review Assessment process. Handouts were provided explaining the Student Services (SS) SLO themes, program assessments, and comprehensive program review list. SS’s themes are things students should gain after receiving services or completing SS workshops. The committee meets two times per semester (Fall/Spring) to review the progress of SS SLOs and to report out; what’s the best measures, what information is useful for workshops, and discovering next steps. SS assessment is once every five years. Committee feedback is needed to review the current structure and what changes are needed to make the process more efficient. <p>Committee Feedback:</p> <ul style="list-style-type: none"> ○ Change the title on the comprehensive PR list; from need, PSLO/CSLO to has PSLO/ CSLO <ul style="list-style-type: none"> ▪ Accreditation requires PSLOs from departments with and without programs. Athletics offer classes & activities and SS offer student assistance, but no programs. ○ In the past, the Big 5 programs were required to have PLSOs: development ed., occupational ed., student services, general ed., and library and learning services. If accreditation no longer requires PSLOs for non-departmental programs the name can be changed, e.g. student services outcomes instead of program assessment. ○ It was questioned about creating a similar process for both program/non-program departments identifying: what are the outcomes, how to access the outcomes, data collection. This would be helpful to avoid the confusion around PSLO assessment process being different for Student Services. ○ The committee questioned is SS assessments process outside of TLC’s purview? ○ TLC was previously called TLP - Teaching Learning Project and the charges assessed students learning and evaluate faculty effectiveness. The learning for instructional vs. non-instructional are different; it’s ideal to have different processes for student services, administrative, and learning community to evaluate the growth and effectiveness. ○ It was shared Student Services measures how students are learning by using the services. ○ The Student Services SLO committee meetings are not required but beneficial. A reporting template is used to address the research question, SLOs standards, methodology used,

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		<p>what’s being learned, and improvements made or needed. The template mimics TLC assessment for programs.</p> <ul style="list-style-type: none"> ○ The charges read that Student Services is TLC’s purview, as well as, meeting the accreditation PSLO standards. ○ The method of evaluation process causes confusion because of the different process between instructional and non-instructional - Student Services. ○ Chialin shared other colleges’ use of different models to measure learning via service level outcomes between departments, especially those that don’t work directly with students. ○ Counseling course offers students integration of services how to operate the system in relationship with their classes e.g. Canvas in comparison to instructional focus is on the process/problem-solving. ○ Self-advocacy is measured based on a particular SLO experience e.g. Financial Aid appeal process which students seek the answers of wanting to learn more. <p>Student Feedback:</p> <ul style="list-style-type: none"> ● Students attending the committee shared not knowing what services were available and where to locate the forms during their first semester was challenging. ● Most students don’t access services until they need financial help or speak with a counselor when they experience grading issues. ● After receiving services most students become more comfortable seeking assistance. <p>The committee recognized the different methodology of PSLOs between counseling, student services, and programs. It was suggested to create a generalized assessment form. Student Services assessment process works well. Student Services is more than transactional; collecting/issuing papers/cash. Overall, students are developing acquired skills from the services received by means of navigating the system e.g. Financial Aid.</p> <p>TLC members are welcomed to attend Student Services PSLO meeting, dates TBA.</p>
3.	Approve Agenda	<p>Approved, with the deletion of item 9; PRST was unavailable to complete the assignment (M/S: Pedersen/McCarthy); unanimous</p>
4.	Approve Minutes From 9.12.17	<p>Approved with changes, (M/S: Bearden/Rust) abstention S.Warfe</p> <ul style="list-style-type: none"> ● Correct Chialin and Havelhorst’s name ● Change Scott Warfe absent

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<p>5.</p>	<p>Keeping Track of Students After LMC - Report Out</p>	<ul style="list-style-type: none"> • Follow-up from the last meeting regarding how to remain connected with students once they Graduate/transfer from LMC. Most departments recognize it's difficult to access the data of following up with students to determine job placement or invite them to attend focus groups. <p>Committee Feedback:</p> <ul style="list-style-type: none"> ○ Jessica LMCAS representative shared students prefer email surveys. ○ Add email line item to the graduation application. ○ SARS uses the school email; it would be nice to use personal emails. ○ It was questioned how many departments need job placement information after they complete a program? Student surveys are needed to determine if they feel prepared upon transferring or graduating from LMC programs, e.g. Journalism, Engineering? ○ Recommend seeking post-graduate information as a SGC topic. The goal is to provide comprehensive data regarding LMC transfer status and job placement. ○ In the past, a GPA report was provided regarding native vs. transfer students. It showed LMC transfer students' GPAs were higher than native students. ○ National Clearinghouse offers transfer data that's more granular. The data would help determine if LMC students are prepared for transfer. ○ Personal emails are stored in Colleague. It was recommended to submit a District request for personal emails. ○ Request SGC to take on the research component of asking District to provide the information whereby departments can access via a link, instead of having departments sending separate request to District. ○ Recommendation ask District to develop a tracking system that follow-up with students 1, 3 and 5 years. <p>Student Feedback:</p> <ul style="list-style-type: none"> ○ Students on the committee shared they check emails and would prefer email surveys. ○ Students forward their LMC emails to their personal email account. ○ Students recognize when they depart from LMC they will no longer have access or check their LMC email account. ○ Email is used to communicate between students/faculty.
<p>6.</p>	<p>PRST Replacement Update</p>	<p>Chialin shared the Planning Committee is in search of a new vendor to replace PRST. There are six functions needed: program review, assessment, program review resource (budget) request, curriculum, planning, and accreditation. An advisory group was developed based on the six functions. Each group is</p>

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		<p>responsible for: assessment- TLC, program review - Nancy, curriculum - 4 people, and accreditation - Chialin and Laurie.</p> <p>The committee is welcomed to share feedback regarding vendor options. To avoid a high financial cost it's recommended to develop the conditions needed and have the vendor develop a system based on those conditions, instead of telling the vendor what's need and having them build a system at cost. The District is needed to bid on the selected vendors, along with IT to implement the software and District Research to access the data.</p>
7.	GE Discussion	<p>Josh shared, GE is completing assessments needed for the report to be finalized by January. Flex workshops will be available via Brown Bag lunch discussions - how to teach/improve SLO education. The first session will be an ethical theme in December. The Spring session will focus on the 5th SLO; diversity and multiculturalism.</p> <p>It was asked what things can be done to promote teaching and learning? For example, online teaching is a high demand and what are the resources to help with the instructional design? One option is to develop an online center recourse department.</p> <p>TLC initial focus was to create professional development opportunities based on assessment outcomes. Nancy shared she wrote a sabbatical report on creating a teaching-learning center. The space designed for the center is currently being operated by the reading-writing center. The faculty development area is housed in Courtney's area. The committee agreed to implement the previous idea creating a teaching-learning academy in collaboration with professional development office.</p> <p>It was shared TLC charge of responsibilities #4 states to coordinate professional development activities related to assessments results in coordination with Professional Development Advisory Committee PDAC and share with the larger community. In the past, TLC had a large budget for speakers, conference, etc. which has been handed over to PDAC.</p> <p>Briana is interested joining Josh on developing a teaching-learning center previously designed by TLC.</p> <p>Add as an agenda item to reinstitute the Teaching Learning Center idea.</p>
8.	CSLO/PSLO Discussion	Tabled

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9.	Identify Good CSLO Examples	Tabled
10.	Adjournment	3:53pm