

MEMBERS: Scott Hubbard (Chairperson), **Iris** Archuleta, **Nina** Ghiselli, **Liz** Green, Edward Haven (GE Assessment Chair), Chialin Hsieh, **Briana** McCarthy (CSLO/PSLO Coordinator), **Cindy** McGrath, **Patrice** Moore, Ryan Pedersen, Deans: **Nikki** Moultrie, and **Nancy** Ybarra, Note Taker: Shondra West

Absent: Scott Warfe, Roseann Erwin, Ryan Pedersen, Tue Rust, and Dean: Gail Newman

Guest: Josh Bearden, T'keyah Taylor

Item Number	Topic/Activity	Notes
1.	Call to Order	Meeting called to order 2:40pm
2.	Announcements and Public Comments	<ul style="list-style-type: none"> • Student Union Event – L109 11/14/18 introduction of a new student club • Attend the ZTC Meeting 11/13 at 4pm
3.	Approve Agenda	Action: Approved; (M/S: E. Haven/B. McCarthy); unanimous
4.	Approve Minutes from 10/9/18	<p>Action: Approved with corrections; (M/S: E. Haven/L. Green); abstain: I. Archuleta C. McGrath, N. Moultrie and N. Ybarra</p> <ul style="list-style-type: none"> • Corrections needed: spelling of pursuit, Briana’s name, and 5th bullet under item 3 statement.
5.	Final Report – Final Draft	<p>The final report has been completed; the committee provided feedback via email. A hardcopy of the report was shared with the committee. The committee approved the report in order for it to be forwarded to Academic Senate before final approval by Shared Governance.</p> <p>Committee Feedback:</p> <ul style="list-style-type: none"> • Page 14 – questioned the deactivation of courses. Previously each Dean has reviewed the CPR summary report to determine which courses should be deleted. Departments are then notified to deviate courses that hasn’t been offered for a period of time. • Page 6 – the higher the course standards it requires more of the students to complete the course with better outcomes. Students struggle when challenged at the beginning of the courses, yet, having higher standards has helped students overcome their challenges and perform better progressing from unsatisfactory to satisfactory grades. • The high transfer rates are noted in the report which supports the logic that students achieve better when the standards are higher. • TLC will continue to offer Focus Flex next semester. • GE Meeting will continue to discuss changing TLC’s structure. • The report covers moving away from PRST and adopting a new system to manage curriculum and assessment process/system. • A reminder notice to departments is needed regrading completing assessments deadlines.

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		<p>Overall the report covers TLC purpose, mission, and outcomes. Action: Approved (M/S: E. Haven/N. Moultrie) Unanimous</p>
<p>6.</p>	<p>Best Practices in Due Dates for Assignments</p>	<p>T'keyah Taylor a full-time student and student ambassador shared the challenges with restrictions noted on the course syllabus. Having instructors reference “no” late assignments, “no” make-up quizzes, etc. is strict guideline for students that are dealing with unpredictable life challenges, that often punishes the students to complete the work. Sometimes one missing assignment will cause students’ grades to drop. T'keyah shared its helpful when instructors accept late work and reduce the completion points due to extenuating circumstances. There are instructors that prefer students to speak about their extenuating circumstances before accepting late assignments. T'keyah shared instructors that are flexible is helpful.</p> <p>Committee Feedback:</p> <ul style="list-style-type: none"> • Scott shared the options he provide students with (2) no question asked tickets to submit late assignments. This eliminates the conversations of explaining what happened. • Having a “no” concept questions what message is being conveyed in the community of the classroom and what type of conversation are needed. Recommendation consult with the faculty. • Patrice shared a scenario when her class requested to extend the deadline. Patrice had the students write explanations for extending the deadline which resulted in Patrice being flexible. • Edward shared the importance of education is for students and how he actively have students create the class syllabus as an activity. Edward provides the students with a list items to consider putting in the syllabus, and as a group students develop a plan and present it for Ed’s approval. Ed will check with students towards the middle of the term if the syllabus remains valid. • A potential focus flex discussion on different grading systems. Overall grading measures students’ achievement of completing CSLOs. Look into the different philosophies around grading. <ul style="list-style-type: none"> ○ T'keyah shared using percentages can be difficult to determine cumulative grade outcomes vs. a point system. Points are easier to add up and to determine the overall grade average. ○ Nina shared Dr. Kathie Nunley’s help4teachers.com in regards to methodology of points. ○ Point system provides students with the independence of not relying on the instructor to determine grades. ○ Nikki shared as an institution to provide students with the tools to calculate percentages. ○ Shondra shared engage students with how to calculate percentages by explaining how to converting points into percentages or vice versa when covering the syllabus.

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		<ul style="list-style-type: none"> ○ Recommendation offer a Spring Monday Meeting panel style to include the journal club and students covering the impact of course grading system and curving grades. ○ T'keyah shared her experience with learning material in one class which is interchangeable for meeting the goals of a different class; English and Philosophy. ○ When considering guided pathways it's beneficial to pair courses that complement one another, e.g. Speech and English.
7.	<p>Goal Setting for the Year, Continued</p> <ul style="list-style-type: none"> ● Tea with a Teacher ● Discussion of Center for Teaching and Learning ● Goals and Plans document ● How we can Help with Guided Pathways Pillar 4 next year ● Teacher Training Cohort 	<p>Patrice Moore shared feedback from her department in regards to Josh's email; how can academic senate assist professors with different teaching methodologies and pedagogies. The common theme was teaching the teacher to support newer faculty. Patrice had the department share their ideas on index cards that was collected. Recommendation: share the index response cards with committee for review, discussion and feedback to develop different strategies. Other suggestions consist of observing other teaching faculty in the classroom, talk about flip classrooms, or how to be creative with engaging students in the classroom, etc.</p> <p>Committee Feedback</p> <ul style="list-style-type: none"> ● Offer a teaching tool box; have other faculty speak about classroom activities or methodologies used ● Encourage drop-ins with Briana ● Offer focus flex on three pedagogical themes: teaching is engaging, evidence based, and equitable teaching. Examples; engaging is active learning and evidence based – how to collect and use data. ● GE committee has two task to complete: critical thinking and worldview, work with TLC as a great opportunity focused on engagement, evidence based and equitable learning. ● Align the work of TLC & GE with the campus/district student success initiatives. ● Future focus flex scheduled on instructional design, backwards design, and utilizing best practice in universal design. The day will consists of designing a learning plan, setting goals, using evidence to meet goals, designing learning activities that help students meet their goals, and reviewing PIP – Pedagogy Innovation Project.
8.	CSLO/PSLO Discussion	A reminder Assessment drop-ins topics include: Using Humor in the classroom and Classroom Sound
9.	GE Discussion	Tabled
10.	Adjournment	4:00 pm Next meeting potluck 12/11/18.

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