

MEMBERS: Scott Hubbard (Chairperson), Briana McCarthy (CSLO/PSLO Coordinator), Edward Haven (GE Assessment Chair), Iris Archuleta, Roseann Erwin, Nina Ghiselli, Liz Green, Chialin Hsieh, Cindy McGrath, Patrice Moore, Nikki Moultrie, Ryan Pedersen, Scott Warfee, Shondra West (note taker)

Absent: Azi Carter, Gail Newman, Penny Wilkins, Nancy Ybarra,

Guest: Beth Ann Stone

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"> UDL Conference in March - Briana, Joellen, and Scott agreed to attend more are welcomed. “Tea with a Teacher” in February steamed from T’Keyah’s TLC visit 11/13/18 Azi Carter TLC’s new student representative for Spring 2019 Focus Flex, Wizard Oz Theme, Thursday 8:30-3pm
3.	Approve Agenda	Action: Approved; (M/S: E. Haven/B. McCarthy); unanimous
4.	Approve Minutes from 12.11.18	<p>Action: Approved with corrections; (M/S: E. Haven/B. McCarthy); Abstain: R. Erwin and R. Pedersen; motion carried</p> <ul style="list-style-type: none"> Correct Patrice’s name <p>Note: Offer syllabus training drop- ins to help faculty understand what information is required. Scott will check with the Office of Instruction to publicize syllabus do’s and don’ts on the website. Eileen sends a first-day handout memo each semester what’s required in the syllabus.</p>
5.	Update on Final Report Process <ul style="list-style-type: none"> Share out and update what has happened since last TLC meeting 	<ul style="list-style-type: none"> SGC gave great reviews on the 1st read of the final report to include recommendations and edits. Academic Senate is currently reviewing the report. Afterwards the report will be resubmitted to SGC for a 2nd read in March.
6.	CSLO Assessment Update for Cycle 2 <ul style="list-style-type: none"> Provide cohort list and update on courses with assessment done 	Beth shared and update on CSLO Cycle 2. Beth created a One Drive folder that house assessments documents, one being a tracking sheet. Completed assessments is no longer available to post on PRST; Beth oversees the collection of the information. The tracking sheets contains which assessments have been received/completed extracted from the PRST and collected by Beth. Each tab in the worksheets contain each cycle and the last being PSLO. Some assessments completed were out of sequence; they cycle in which they were due. Recommendation add notes to illustrate the reason why the assessment wasn’t completed; for example, note the class was cancelled during the assessment year.

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		<p>With the new software Ellumen - assessment tracking is available. Beth’s process is a supplement until the Ellumen onboarding process is completed.</p> <p>Cindy shared, currently we are in year 2 of the new cycle and assessments for year one are not late; they are technically due February 2019 (18-19 academic year). The assessment process is that they are completed within the year due, whereas the report is due the following year. For example year one assessments are due (2017-2018) and the report is due at the end of the following academic year (2018-2019) which falls in year 2. Briana shared the assessment follow-up was challenging, such that the email responses received expressed that the cycle schedule was incorrect or that classes were cancelled and couldn’t assess. Beth shared, the assessment process to update cycle 2 courses, Beth sent an email to the departments, and the Deans followed-up by verifying which courses were indeed due for assessments.</p> <p>At a future follow-up meeting, a decision regarding frequency of department reminders is required. In the meantime, Briana will update the assessment instructions regarding the interim process.</p> <p>Beth shared in 2019 the employee engagement survey will be sent. Beth asked for feedback through Jan. 7th; the survey will go out January 14th - February 22nd.</p>
7.	<p>Update and Discussion around Accreditation Standards and Assessment</p> <ul style="list-style-type: none"> • Inform committee about accreditation and how assessment is a key part of that 	<p>Beth shared in conjunction with Chialin they are working on accreditation standard 1B; three areas related to assessments. The committee was tasked with providing a response; for example, provide the disaggregation of learning outcome data. Scott shared based on ACJC’s white paper, the disaggregation of data is nice but not enforced. One recommendation is look at how other colleges respond and draft a statement. Beth shared as part of her research, she will find information and share with TLC. Chialin expressed that TLC’s statement can express the true nature of the assessment process; explain why or why not the data is not disaggregated. Cindy shared in 2009, the assessment tool used was called CLAS, whereas disaggregating data was available. However, faculty expressed concerns of</p>

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		<p>student privacy and misuse of data, such that, the assessment is about teachers measuring their effectiveness to make pedagogical changes instead of assessing student learning. Documentation explaining the historical background of disaggregating data would be beneficial for the report. The committee spoke about the evolving changes with the past practice 10 years ago and current requirements of ACJC may find a favorable medium.</p>
8.	<p>Backwards designing the 3 E’s: Equitable, Evidence-Based, and Engaging</p> <ul style="list-style-type: none"> • Choose our focus for next semester • Inspire passion in members to engage in activities around that focus • Plan and schedule activities for spring around that focus 	<p>Briana shared a document of the 3 E’s (Equitable, Evidence-Based, and Engaging) and asked committee members to work in dyads regarding which “E” to focus on during Spring 2019. The committee felt starting with the engaging “E”:</p> <ul style="list-style-type: none"> • All three E’s hold a relationship • Engaging teaching is suited with research based practices that feed into equity • Provide engaging teaching styles to motivate students • Engaging students with homework and/or in class group projects; stimulate their minds by having them problem-solve <p>It was suggested for the committee to map out a plan for engaging students via backward design. The discussion question is learning happening from engagement or does engagement led to learning? Some of the ideas:</p> <ul style="list-style-type: none"> • Assist students that show up to class to feel empowered without fear or judgement • Faculty and staff are welcomed to attend • Assist with how learning is happening from engagement • Difficult to assess engagement in the classroom • Student services scavenger hunt • Support students to feel empowered; motivated; and engaged via activities
9.	GE Discussion	Tabled
10.	CSLO/PSLO Discussion	Tabled
11.	Adjournment	4:30pm