

MEMBERS: Scott Hubbard (**Chair**), Briana McCarthy (CSLO/PSLO Coordinator), Edward Haven(GE Assessment Chair), Roseann Erwin, Nina Ghiselli, Marie Magante, Cindy McGrath, Patrice Moore, Maria Perrone, Scott Warfe, **Deans:** Nikki Moultrie, Ryan Pedersen, Nancy Ybarra; Note Taker: Shondra West

Absent: Iris Archuleta, Liz Green, Chialin Hsieh, and Azi Carter

Guest: Scott Warfe

	Topic/Activity	Notes
1.	Call to Order	Meeting called to order
2.	Announcements and Public Comments	<ul style="list-style-type: none"> The committee shared outcomes from the Flex drop-ins Pedagogy Innovative Project (PIP) applications were received and acceptance notices will be sent soon. The PIP program is a year.
3.	Approved the agenda	Approved as amended; (M/S: E. Haven/B. McCarthy); unanimous
4.	Approved the minutes April 30, 2019	Approved with corrections (M/S: E. Haven/B. McCarthy); abstained: N. Ybarra and N. Ghiselli; motion carried <ul style="list-style-type: none"> Spelling edits
5.	Finalize Dates and Times for Next Year’s meetings	The committee agreed to meet 2 nd Tuesdays of each month from 2:30-4:00pm Fall 2019: September 10, October 8, November 12, and December 10 Spring 2020: February 11, March 10, April 14, and May 12
6.	Update on GE Chair,	<ul style="list-style-type: none"> The GE Chair position remains vacant. There were zero applicants for the position Briana accepted the 2019-2021 SLO Coordinator position. Briana and Jill Buettner will be the PIP co-leads <p>The committee congratulated Briana, and she thanked everyone for their support.</p> <p>GE Chair position discussion:</p> <ul style="list-style-type: none"> The GE Chair serves in conjunction with TLC to plan professional development (PD) events and brainstorm on ideas. Ideas developed by GE included PIP and Focused Flex. Cindy McGrath agreed to Chair GE during the one-year vacancy, 2019-2020. Cindy will ask Curtis to serve as GE co-chair <p>Action: Approved C. McGrath interim GE Chair 2019-20 (M/S: N. Ybarra/R. Erwin); unanimous</p> <p>Recommendation:</p> <ul style="list-style-type: none"> Spring 2020 offer eligible candidates the GE co-chair position as a shadow opportunity to receive training. This will help the faculty member transition into the GE Chair position effective, Fall 2020. Announce that a co-chair opportunity is available at the September’s Focused Flex. <p>The committee brainstormed on possible faculty that would be eligible to Chair GE. Recommendations:</p>

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		<ul style="list-style-type: none"> • Ask current GE committee members to serve as Chair • Make an announcement at the next Focused Flex workshop
<p>7.</p>	<p>Re-visit charges and budget for next year:</p> <ul style="list-style-type: none"> • Work and PD to focus on next year • Priorities in spending • Adjuncts and assessment strategies and funding 	<p>SGC is revising their charges and requested feedback from TLC.</p> <ul style="list-style-type: none"> • Determine the work that should happen with regards to alignment of CSLOs to PSLOs before eLumen goes live. • Create a pilot group to test the assessment module <ul style="list-style-type: none"> ○ Assign a department or multiple departments to input qualitative and quantitative narrative assessments. ○ Determine what will be the different methods to input and receive data. Possible eLumen could be programmed in a checkbox format whereas, the user check which GESLOs are being met instead of requiring the input of data. ○ Develop GESLO mapping options for users to link CSLOs to each GESLO criteria. ○ Provide an option to input different forms of assessments. ○ Decide whether to offer GESLO radio buttons or allow people to input assessments, or both. • The eLumen assessment component would be ideal to begin at year one of the assessment cycle; however, the role-out is scheduled during year four of cycle 1-5. Recommendation: <ul style="list-style-type: none"> ○ Offer a GE pilot for testers to utilize during year four to streamline the process for year one. • Ryan is the eLumen assessment lead navigating the project. A training session will be offered soon. • Scott spoke about TLC unspent funds and future ideas. <ul style="list-style-type: none"> ○ Offer a training session to help faculty understand how to write SLOs and PSLOs. ○ Offer PD focused on the reexamination of PSLOs. ○ Offer departments the opportunity to discuss their assessment process to begin planning for year 5. ○ Develop a Focused Flex during Spring 2020 on writing PSLO. In Fall, anyone wanting to become a facilitator can be trained by the TLC committee. ○ Bring outside expertise from four-year colleges to provide insight on bachelor’s degree entry-level requirements for departments to develop and align their PSLOs. For example; LMC Philosophy department can receive expertise to develop PSLOs aligned to the skills and ability of entry-level bachelor requirements based on CSU/UC’s Philo department expertise.

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		<ul style="list-style-type: none"> o Continue the Guided Pathways Pillar 4 conversations. Feedback was provided to assist with GP report focused on pillar 2 and 3. Pillar 4 focuses on GE work planned for PSLO assessment training, program updates, and re-envisioning GE. • Faculty stipends were utilized but not in comparison to 2018-19. Consider bringing part-time faculty in the conversation to work on assessment projects. This will help adjunct faculty enhance their expertise in/outside the classroom as a PD opportunity. Currently, adjuncts are utilized when a FT is not assigned to a department. • Develop guidelines that FT are responsible for leading the project instead of it being parsed strictly to adjunct. The guidelines should include an exception when the assessment volume is too large for the FT, that the assistance from an adjunct is essential. • The UF contract speaks to teaching faculty are responsible for the assessment of a course. The college then develops standards on utilizing faculty time and how they should be paid. For example, when an adjunct’s course is selected to be assessed, then that person is paid for gathering the data, or when the department consists of an adjunct, then they are paid to write the report. • Develop equitable guidelines to receive Flex credit or compensation for both FT and adjuncts. • Ask departments to submit an annual CSLO plan, with a rationale to explain the adjunct’s role by identifying the courses being assessed, determining how many sections need assessments and what’s required, etc.
8.	Accreditation ISER related to SLO (assessment):	Scott Warfe asked TLC members to review and discuss the ACCJC standard 6 Assessment and Evaluation responses. The committee reviewed and shared their comments and suggestions for possible revisions to ISER I-1V. The revisions will be shared with Chialin overseeing ACCJC accreditation for LMC.
9.	Employee Engagement Survey	tabled
10.	Adjournment	