

MEMBERS: Scott Hubbard (Chair), Briana McCarthy (CSLO/PSLO Coordinator), Edward Haven(GE Assessment Chair), Scott Warfe, Nina Ghiselli, Marie Magante, Roseann Erwin, Liz Green, Cindy McGrath, Patrice Moore, Maria Perrone, Iris Archuleta, Chialin Hsieh, Gail Newman, Nancy Ybarra, Nikki Moultrie, Ryan Pedersen; Shondra West (note taker)

Absent: none

Guest: Guided Pathways: Rodolph Rose and Julie Von Bergen

	Topic/Activity	Notes
1.	Call to Order	Meeting called to order 2:36
2.	Announcements and Public Comments	Pie Day is Thursday, March 14. All are welcome to enjoy the event. As a fundraiser, people can contribute money to select a person to be pied.
3.	Approved the agenda	Approved with changes; (M/S: E. Haven/B. McCarthy); unanimous
4.	Approved the minutes: Feb 2, 2019	Approved (M/S: E. Haven/R. Pedersen); N. Moultrie abstained; motion carried.
5.	Update on eLumen	Chialin provided an eLumen updated. There was a kick-off meeting to present the new curriculum, assessment, and program review (CAPr) eLumen management system. Chialin is the project lead overseeing the onboarding process of eLumen. Academic Senate President, Josh Bearden and Guided Pathway are included in the conversations to offer assistance. Guided Pathways will integrate a software called Program Mapper, which is a virtual catalog accessible for students to map out their degree requirement pathways. Faculty and classified professionals are assigned to various eLumen project development modules. Team leads are assigned with administrative support to each CAPr module; team leads are Eileen Valenzuela for curriculum, Chialin Hsieh for program review, Dave Vigo resource allocation, and Ryan Pedersen for assessment. An eLumen org chart and timetable is available via the Planning Committee website. District IT will assist with uploading data from Colleague and team workflow designs. It was recommended a couple programs run-through CSLO/PSLO assessment process as beta testers before going live. The curriculum team are reviewing what adjustments are needed in Colleague to the course/program databases before an upload to eLumen is completed. The goal is assuring eLumen database has the most up-to-date information to avoid duplicating the work in Colleague and eLumen. ELumen performance updates will occur every two-years. Program review consists of assuring the components and degree/certificate parameters are established for the eLumen assessment database to align with program review. Team leads and eLumen agent Stephanie will regularly meet to review and discuss project advancements.

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<p>6.</p>	<p>TLC Guided Pathways Pillar 4</p>	<p>Pillar 4 is designed to assure students taking courses and completing programs are gaining knowledge of their studies. Julie and Rudolph Guided Pathways (GP) guest speakers recommended the book <i>Teaching Across Cultural Strengths</i> for members to read and discuss. A Guided Pathways retreat scheduled on April 30th will help develop LMC’s GP action plan. The committee was presented with a newer state self-assessment and action plan broken by pillar. The existing action plan is available on NOVA. An updated 1st draft action plan is due April 30 and the final draft due September 30 to receive funding. Funding is guaranteed for the next five years. The committee reviewed the following GP self-assessment and action plan standards (a-g) in comparison to LMC practices:</p> <ul style="list-style-type: none"> a) <i>Program Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</i> b) <i>Instruction across programs engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.</i> c) <i>Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</i> d) <i>Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</i> e) <i>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</i> f) <i>The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</i> g) <i>The college assess effectiveness of educational practice and uses the results to create targeted professional development.</i> <ul style="list-style-type: none"> • The TLC assessment cycle process aligns with (e) - CSLO/PSLO assessment are completed, the departments review the assessment results, and afterwards update the COOR if needed. • The GE process aligns with (b) - GESLOs embeds instruction across programs to create active learning.
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		<ul style="list-style-type: none"> • Nursing clinical hospitals/facilities placements aligns with (c), which is an ongoing process. There are times placements visits are not viable due to availability and guidelines. • STEM aligns with (c) whereas research is embedded in the course work. The STEM research symposium is growing evidence scaling in area (c). NURS/EMT programs offer more experimental learning; would like to see more in other courses. • Employment outcomes aligns (a) via the workforce initiative and embedding industry requirements in curriculum; utilizing advisory committees; working with faculty to identify and document industry work within CSLO/PSLOs; tracking student employment data via CTEOS; employing graduates; offering grant opportunities to further students education to earn bachelor’s degrees. The information received from employers is helpful to understand assessments program outcomes. • Student portfolio aligns with (f) as reliable resource and activity to track student progress. Portfolios are useful for employment purposes when showcasing students’ work. Consider digital badges (LinkedIn profiles) as credentialing system for employers to identify specific skills in conjunction with degrees/transcripts. Use Canvas to create portfolio, which is easily accessible as an assessment tool to track students’ progress. • Introduction courses (c) exploration of programs. Encourage students to explore the program major requirements hands-on activities. Document the campus programs that currently offer program exploration and utilization of universal design which is experimental learning. Helping students understand the end goal via portfolio usage. • Faculty evaluation process can include use of faculty portfolios to illustrate their professional development experience outside of their college work. Portfolios give faculty a well-rounded snap shot of their professional development outcomes. Professional development fits into pillar 3-4.
7.	GE Discussion	Edward Haven is resigning as GE Chair. The committee reviewed Ed’s letter and expressed their sentiments of Ed’s profound leadership. Ed shared the challenges with GE to identify and become familiar with the history (past practice) and incorporate a new vision. Ed will continue offering leadership via other capacities on

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		<p>campus. The committee discussed constructive ideas and recommendation by Academic Senate to work with Guided Pathways and other departments on GE outcomes. The following were recommendations:</p> <ul style="list-style-type: none"> • increase committee participation • define the coherent concept of GE • bring in an outside expert or facilitator to increase GE awareness • seek expertise from Cindy McGrath as having a wealth of knowledge about GE, TLC and the institutional practices past/present. • create a chair/co-chair model to assist with the leadership transition process, which will help with retaining the history and increasing the learning curve • create an electronic database to house historical paperwork • manage campus temperaments with regards to GE process
8.	CSLO/PSLO Discussion	Tabled
9.	Student Centered Course Outline of Record Tool	Tabled
10.	Adjournment	4:01 pm