MEMBERS: Scott Hubbard (**Chair**), Cindy McGrath (GE Assessment Chair), Nina Ghiselli, Liz Green, Chialin Hsieh, Marie Magante, Patrice Moore, Maria Perrone, Scott Warfe, Tanisha Maxwell, Nikki Moultrie, Nancy Ybarra, and Note Taker: Shondra West
Absent: Briana McCarthy (CSLO/PSLO Coordinator), Iris Archuleta, Roseann Erwin, Ryan Pedersen,
Guest: Josh Bearden and Paul Cutino

CURRENT ITEMS

1. **Meeting called to order**: 2:36 pm   Location: SS4-409
2. **Announcements & Public Comment:**
   - Josh asked for committee feedback about developing a Teaching and Learning Center (TLCtr). In the past, when Cindy and Nancy oversaw TLP known as TLC currently, the idea was explored and noted in the position paper. Josh shared the benefits of having a TLCtr, such that faculty can receive professional development (PD) regarding CSLO/PSLO assessment training. In the past, logistic and funding for staffing the center is one concern. Cindy shared that Library 215 has been redesigned as a professional development space, which is infrequently used by faculty and other constituency groups as a learning space. Dr. Maxwell shared the strategic plan of another institution's center, whereby it was focused for faculty use, however became an area utilized by all constituency groups.

   Recommendation: Add a future agenda item to discuss the idea of a TLCtr and brainstorm how TLC can align with PDAC and LPG to eliminate duplicate efforts to bring about PD synergy. Invite Sabrina to the meeting.

   - Scott shared Academic Senate (AS) has tasked all AS subcommittees to review their position papers before Spring Break, March 2020.
   - Scott and Dr. Maxwell will review the position paper language to determine if TLC and Student Services should merge again, or work independently as SLO reviewers.

3. **Approval of the Agenda**
   Action: Approved (M/S: N. Moultrie/C. Hsieh); unanimous

4. **Approval of the Minutes: September 10, 2019**
   Action: Approved (M/S: N. Moultrie/N. Ybarra); Abstention: N. Ghiselli

5. **Accreditation Standard Review**

   The committee reviewed and discussed standard II.A.2, II.A.3, and III.A.2:
   II.A.2:
   - Paragraph one - remove the wording "adjunct" to read full-time and part-time...
   - Include language regarding Briana (CLSO/PSLO Coordinator) offers on-demand support for departments and faculty needing help with assessment.
   II.A.3:
   - Added Information about eLumen that it will help the college move from a paper process.
   - There is an audit process in place via the District, teacher evaluation, and OI submission with regards to confirm syllabus submission. Also, the office of instruction provides a sample syllabi illustrating what information is needed.
   III.A.2:
   The committee reviewed the UF contract langue with regards to faculty assessment/curriculum responsibility.

- Use the Associate Professor job description template that outlines assessment and curriculum are part of the faculty roles and responsibilities.
- Review the previous accreditation report to determine what type of information is acceptable to meet the eligibility requirement (ER) criteria for III.A.2.

6. <u>Discuss updating CSLO Assessment Reporting Form: Look at modality; day/night/other options</u>
   At the last meeting 9.10.19, a recommendation was made regarding updating the assessment reporting form to include a question about modality in order to meet standard I.B.6. The modality question is intended to collect data from distance education (DE) vs. face-to-face (F2F) to compare completion rates. The intent behind the question does not address the standard specifically to SLO outcomes by subpopulation, assessment is not tied to an individual student, IDs or demographics.
   Committee Feedback:
   - The data will reflect students that successfully pass, and not those that dropped. Most students completing online courses will drop beforehand if they are not meeting the requirements. The question remains with how effective is asking about modality, ties to standard I.B.6?
   - eLumen is an avenue to gather the data in the future. However, Chialin recommended opting-out of adding language about eLumen **future capabilities** as the final answer for "*The institution disaggregates and analyzes learning outcomes for subpopulations of students.*"
   - Having the modality data will help answer other standards with relation to DE.
   - The proposed plan: look at courses not assessed (year 3 or 1 and 2) to implement asking the modality question to gather data. Liz Green and Scott Warfe agreed to sample English courses needing assessment to reflect upon if the modality data will indeed be useful.
   - Another possibility how the modality data can become useful by determining whether more DE courses are need in a popular format.
   - Considering asking to utilize CTE-OEI funds to encourage faculty to develop more DE courses.
   - Engage GE and CTE in assessment conversations
   - Create a study group to help with the efforts: Chialin, Nancy, Scott W., Cindy, Briana, and Liz.
   - Encourage Lauri's participation as the specialist helping onboard departments to DE

Recommendation: continue brainstorming ideas how best to address standard I.B.6. Consider gathering assessment data by different modalities focused on: day vs. night; online vs. F2F; online hybrid vs. fully online, etc. The committee will continue the discussion at the next meeting.

7. <u>Discuss updating charges and processes around assessment</u> - Tabled
8. <u>CSLO/PSLO Discussion</u> - Tabled
9. <u>GE Discussion</u> - Tabled

   <u>Adjourned</u> 4:04 pm