

The Teaching & Learning Committee (TLC)

Mission statement

The Teaching and Learning Committee (TLC) at Los Medanos College (LMC) exists to develop and implement professional development to support faculty in writing and assessing curriculum. TLC is dedicated to nurturing a culture of continuous pedagogical improvement and academic excellence through the regular assessment of teaching practices. TLC envisions a future where every student's educational journey is marked by engaging, relevant, and transformative learning experiences. TLC addresses the accreditation standard 2.9 The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

TLC reporting relationship

The Teaching and Learning Committee is a permanent, ongoing, faculty committee with a reporting relationship to the Academic Senate and will accept charges from the Academic Senate. Instructional Assessment is primarily a responsibility of faculty, much of assessment relates to assessing instructional student learning outcomes through courses.

TLC membership

Since CSLO assessment is primarily a faculty responsibility, we propose the membership of the committee reflect that by the proportion of faculty, while still reserving full voting membership roles for one Counseling and one Library faculty.

- Teaching and Learning Committee chair, faculty 0.25 reassigned responsibility
- PSLO/CSLO Coordinator, faculty 0.25 reassigned responsibility
- General Education Assessment Coordinator/Chair, faculty 0.25 reassigned responsibility
- Department Chair/representative, CTE voted by CTE department chairs
- Department chair/representative, Math and Sciences
- Part-time faculty at large (Appointed by the Academic Senate (AS) and compensated at Other Academic Services (OAS) rate with TLC funds)
- Curriculum Committee, chair/designee appointed by Curriculum Committee
- Distance Education, chair/designee appointed by Distance Education Committee
- Counseling, faculty lead/designee appointed by Student Services faculty
- Library, faculty/lead or designee appointed by Library faculty

Resource Non-Voting Members

These members, while not being required to attend (hence, not impacting quorum) are invited to attend as non-voting resource members.

- Senior Dean, Planning and Institutional Effectiveness
- Student Service Learning Support Outcome (LSO) Chair

- Planning Committee, chair/designee appointed by Planning Committee
- Professional Development Advisory Committee, chair/designee appointed by PDAC
- Pedagogy Innovation Project (PIP) Coordinator Representative
- Vice President, Instruction
- Vice President, Student Services
- Dean, Career-Technical Education
- Dean, Instruction
- Student Representative, appointed by Associated Students of LMC

TLC Charges

1. Incorporate the Academic Senate Anti-Racism Resolution action items into professional development offerings and assessment processes.
2. To contribute efforts to the Educational Master Plan (EMP), develop and maintain consistent collaboration with the Planning Committee, Professional Development Advisory Committee (PDAC), General Education committee (GE), Curriculum Committee (CC), Distance Education committee (DE), Institutional Development for Equity Access (IDEA) committee.
3. Report assessment progress from eLumen for Course Student Learning Outcomes (CSLOs), Program Student Learning Outcomes (PSLOs) and Universal Student Learning Outcomes (USLOs) to the campus community each semester.
4. Work with the General Education (GE) Committee as needed to support assessment work in GE and actions that respond to assessment results for the purpose of GE program improvement.
5. Maintain communication with LSO and Planning to connect overall assessment processes on campus.

TLC role and responsibilities

The Teaching and Learning Committee will coordinate faculty assessment and assessment-related professional development efforts with the goal of improving teaching and learning. The TLC will facilitate the work of instructional departments responsible for assessing courses and programs and in partnership with the General Education Committee, responsible for assessing GE student learning outcomes. In this role, it will:

1. Provide consultation to departments and programs to support them in their assessment efforts in writing and revising student learning outcomes, designing assessment plans, and/or responding to assessment findings.
2. Monitor progress made by departments and programs toward assessing student learning outcomes and improving teaching and learning.
3. Coordinate professional development (PD) related to assessment in consultation with the Professional Development Advisory Committee (PDAC).
4. Coordinate evaluation of the assessment model and processes on campus and make recommendations on effective practices and common areas of need.
5. Regularly evaluate the effectiveness of the Teaching and Learning Committee.
6. Collaborate with the GE Committee chair regarding professional development and assessment as appropriate.

7. Address assessment recommendations from, and make assessment reports to, the Academic Senate.
8. Establish a TLC leadership selection process to recruit and fill vacancies and make recommendations to the Academic Senate.
9. Develop and maintain a PD series to complement Nexus and PIP with the aim of supporting faculty in contributing their strengths in course design and revision to our campus culture and pedagogy.

TLC Leadership Team: terms, succession, and support

The Teaching and Learning Committee leadership team includes two members: the TLC Chair and the CSLO/PSLO Coordinator who work in partnership with the GE Chair when appropriate as a 3-team approach to assessment. Members of the leadership team will be recommended by the TLC, approved by the Academic Senate and appointed by the college president.

1. Each leadership position will carry a two-year term and there will be an attempt during implementation of this new model to stagger the terms so that at least one of the three positions will be held by someone with assessment leadership experience. Either increasing or decreasing the length of term by a year at the start is acceptable, depending on circumstances at the time. If the staggering gets out of sync by an early retirement of a leader, the TLC will consider adjusting the length of term of either the replacement or a current leader to re-establish the stagger.
2. TLC will present new/updated/revised charges to the Academic Senate in the Spring semester before Fall semester renewal every two years.
3. Open positions should be announced by week 4 of the semester and recruited as early in the semester as possible to allow selected faculty to adjust their course load the following semester.
4. Each leadership position will carry .25 reassigned time as agreed upon by the Teaching and Learning Committee and the college president. Job shadowing (and commensurate load splitting) at the end of a term to train a successor and ensure a smooth transition is encouraged but not mandatory.
5. This proposal also carries with it the expectation of support from management for the following:
 - a. An ongoing TLC budget with funding to support professional development opportunities in assessment for members of the leadership team and the committee, as well as for faculty and staff engaging in assessment activities.
 - b. TLC budget line item for hourly coaching as needed beyond the coaching responsibilities of the TLC leadership for times when assessment assistance and professional development is in great demand.
 - c. Administrative support for note taking during TLC meetings, updating the website and other necessary clerical functions.

TLC Chair responsibilities

This position is a faculty 0.25 reassigned time position.

1. Chair the TLC, including:

- a. Convene meetings at least twice per month, additionally as needed to complete the charge and responsibilities of the TLC.
 - b. Handle agenda, minutes and posting of TLC information to the website with clerical support.
 - c. Convene interim meetings of the leadership team as needed.
2. Lead the TLC in addressing recommendations from the Academic Senate, and attend meetings as needed to report progress.
3. Act as a liaison with management, the Professional Development Committee and the Curriculum Committee. Attend meetings as needed to report.
4. Publicize the assessment cycle deadlines in partnership with the PSLO/CSLO Coordinator.
5. Plan and implement professional development flex sessions to support pedagogy surrounding assessment and CSLOs.
6. Coordinate evaluation of the assessment model and process on campus and eLumen; make recommendations, in collaboration with the TLC, of effective practices and common areas of need, and implement eLumen SLO assessment training.
7. Attend assessment meetings and conferences off campus as time and funding allow.
8. Work closely with the GE Chair as needed to lead GE SLO related professional development activities.
9. Meet monthly with the Student Service Learning Support Outcome Committee (LSO) chair and the Planning Institute as needed to offer support and collaboration in regards to college wide assessment.

CSLO/PSLO Coordinator responsibilities

This position is a faculty 0.25 reassigned time position.

1. Draft/Revise an eLumen “How to” CSLO/USLO and PSLO guide specific to the needs of LMC faculty.
2. Conduct regular updates to TLC website, including resources and documents related to assessment.
3. Provide training and leadership for the college’s assessment process change regarding the use of eLumen.
4. Track assessment cohorts and publicize the assessment cycle deadlines in partnership with the TLC Chair.
5. Provide updates and professional development about the eLumen SLO module to departments and programs as appropriate.
6. Regular professional development and meetings with faculty and departments regarding assessment needs.
7. Work closely with the GE Chair as needed in all GE SLO assessment-related activities.
8. Other assessment duties as assigned by the Academic Senate.

Evaluation of the assessment model and process

One of the responsibilities of the Teaching and Learning Committee is to regularly evaluate the effectiveness of the TLC itself and conduct ongoing evaluation of the assessment model and processes. Since this position paper was commissioned by the Shared Governance Council as a result of issues

involving sustainability of the assessment model's structure and processes, and the Faculty Assessment Survey found the assessment process too complicated, evaluation should include analysis of the following at a minimum:

- Structural effectiveness of the Teaching and Learning Committee: leadership, membership and ongoing operations.
- Effectiveness of the assessment process itself: simplicity and sustainability.
- Effectiveness of the use of assessment results: improvement and communication.
- Effectiveness of the model's integration with other college processes: course outline revision, program review, professional development and requests for resources.

Evaluation of the assessment process should be ongoing and include surveys of those involved in the assessment process. The recommended evaluation timeline is fall of year three (mid-cycle) and spring of year five (end of cycle), with reports issued to the college community the following semesters.

Position paper approval and implementation

This proposal is in response to a charge from the Shared Governance Council to update a "position paper" while adhering to the assessment processes on campus. This proposal shall be considered accepted and in force when both the Academic Senate and the Shared Governance Council pass it by majority vote, and the college president endorses it. That acceptance will be verified by the signatures of the president of the Academic Senate and the chair of the Shared Governance Council. Members of the current Teaching and Learning Committee will continuously work on implementing this position paper.

APPENDIX I: CSLO Assessment Model at LMC

Assessment Authority

Assessment of course and program student learning outcomes is handled entirely at the department/program level and situated in the program review and planning process for the purpose of planning assessments and reporting results, dialogue and improvement. Individual departments/programs decide how to best assess their own courses/programs based on their specific disciplines and areas of expertise. Department chairs coordinate and facilitate the instructional assessment process.

Organizing the assessment process

The plan requires instructional departments to place their courses into four relatively stable cohorts of roughly 25% each for assessment and course outline revision. Because departments and programs have different numbers of courses that may not be easily divisible by four, they may place courses into the four cohorts in a way that best works for the total number of courses to be assessed over four years.

While most programs will place a single course into a single cohort and assess it sometime during a single academic year, some departments/programs may wish a more in-depth approach to assessment. Those that do might, for example, place a single course within two course cohorts to enable a two-year assessment process for that particular course. In such cases, course outline revision would follow the final year of assessment.

Placement of courses within cohorts is entirely up to department discretion, subject to TLC approval, keeping in mind that:

- All CSLOs in all courses must be assessed within the first five years of the assessment cycle.

- Course cohorts should be kept as stable as possible to adhere to Title V course outline revision timeline
- When departments desire to update their course cohorts, they must fill out the Cohort Change Form. TLC will verify that the changes adhere to Title V then either approve the change or provide recommendations towards approval of the proposed cohort change. This outcome will be communicated to the faculty member submitting the change.

APPENDIX 2: CSLO Assessment Timeline at LMC

It is recommended that each department strives to complete its course assessments for the current cycle on or before the Friday landing on the 15th week of the Spring semester. It is further recommended that all departments strive to revise the aforementioned assessed courses by the 8th week of the following academic year in order to submit to Curriculum Committee deadlines. Faculty wishing to change their assessment cohorts will also adhere to the cohort change process and submit requests to the CSLO/PSLO Coordinator.

APPENDIX 3: PSLO Assessment Model at LMC

For the purpose of learning outcome assessment at LMC, a program shall be defined as:

- A program of study leading to a degree
- A program of study leading to a state-approved certificate
- An organized service or sequence of courses leading to a defined objective

This does not preclude the use of the term “program” at LMC in any way outside the assessment model, but clearly identifies for departments and student service areas what they must assess.

1. Instructional program assessment
 - a. Assess: Program-level SLO assessment is undertaken by programs during the fifth year of the assessment process cycle. (Departments without programs have no PSLOs to assess and therefore have a year free of SLO assessment responsibilities.) PSLO assessment may be completed using data collected from CSLO assessments during the previous four years and aggregated for program-wide analysis. In programs with capstone courses, a singular CSLO assessment may also be used for PSLO assessment as appropriate. Program faculty may also opt to design, implement and analyze assessments, in addition to or instead of, capstone or aggregated course data to assess their PSLOs, with support as needed from the district’s research office. Any such optional assessment design and methodology is determined by instructional program faculty.
 - b. Dialogue: Assessment results are shared with instructional program faculty and at department/program meetings where decisions about improvement plans are also discussed. A brief summary of the dialogue is also documented in the Comprehensive Program Review and Planning Report.
 - c. Reporting and planning: Assessment results, and improvement plans if needed, are documented in the Comprehensive Program Review and Planning Report.

- d. Closing the loop: The fall semester following PSLO assessment, programs use PSLO results as the basis of the Comprehensive Program Review and Planning Report. That is also when many of the big changes would be initiated, informed by assessment findings, around redefining program requirements, rewriting PSLOs and creating new program objectives. This is a set of documented evidence of closing the loop. Assessment results may also be used as evidence to support funding requests related to professional development, staffing and resource allocations.

APPENDIX 5: USLO Assessment Model at LMC

Assessment Authority

Assessment of course, program and universal student learning outcomes is handled entirely at the department/program level and situated in the program review and planning process for the purpose of planning assessments and reporting results, dialogue and improvement. Individual departments/programs decide how to best assess their own courses/programs based on their specific disciplines and areas of expertise. Department chairs coordinate and facilitate the instructional assessment process.

Organizing the assessment process

The USLOs are a part of most, if not all, transfer level courses. The Course Outline Of Record (COOR) should reflect the USLOs using the same mapping approach that is used to reflect GE SLOs and PSLOs. The USLOs then become a part of the existing assessment model for the CSLOs.

APPENDIX 6: ISLOs/USLOs

ISLO Statement

Upon completion of their journey at Los Medanos College, a student will be able to:

1. Communication Competency

(GE SLO #1, Universal SLO #1. Instructional, Instructional Support Services)

Read critically, collaborate effectively, and communicate clearly in different modalities as a writer, speaker, visual communicator, and/or performer.

2. Critical Thinking and Information Competency

(GE SLO #2, Universal SLO #2, Instructional, Instructional Support Services, Library Sciences)

Think critically, engage in analytic inquiry, use search methodology and research tools to access, identify and evaluate information and its sources.

3. Digital Fluency

(Student Services, Administrative, Library Sciences, Instructional Support Services)

Apply technology competency skills to navigate the college systems, including the use of appropriate digital tools to successfully achieve academic and career goals.

4. Scientific Inquiry and Quantitative Reasoning

(GE SLO #5, GE SLO #6, Instructional, Instructional Support Services, Student Services)

Apply scientific inquiry, quantitative reasoning, and/or mathematical principles to a variety of lived experiences.

5. Ethical Insight and Diverse Perspective

(GE SLO #3, GE SLO #4, Instructional, Student Services, Administrative, Learning Communities)

Explore diverse social, multicultural, and global perspectives, and address ethical problems with a clear understanding of personal, social, and civic responsibilities toward principles of equity.

6. Personal, Academic and Career development

(Student Services, Learning Communities, Administrative)

Assess and value one's own achievements, cultural wealth, and wellbeing, and cultivate resources for personal, educational, and career growth.

[Final Recommendation to SGC \(11.22.2021\)](#)

APPENDIX 7: Accreditation Standards

Accreditation Standard 2

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

Review Criteria: The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Review Criteria: The institution's processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.

The institution's processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.

The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs).

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promotes equitable student learning and achievement.

Review Criteria: The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting equitable student learning and achievement, and uses results to guide improvements.

Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC's Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (if applicable).

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

Review Criteria: The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.

Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal-setting.

The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.