V. TEACHING AND LEARNING COMMITTEE

We propose changing the name of the Teaching and Learning Project (TLP), which will continue to coordinate the assessment process, to the Teaching and Learning Committee (TLC) for two reasons. First, “project” implies a task with an end, which flies in the face of accreditation standards that require assessment to be ongoing. The TLP began as a task force but has had regularly scheduled, open meetings with planned agenda and minutes since its inception. Second, it is more consistent with the naming convention of other similar assessment groups at other campuses. When the TLP was originally conceived, the Teaching and Learning Center on Level 1 of the Core used the acronym TLC. That is no longer the case now that it has been moved to

Level 3 and renamed the Center for Academic Support.

A. TLC reporting relationship Teaching and Learning Project began in 2004 as a joint undertaking of the Academic Senate and the Shared Governance Council based on a proposal by the Academic Senate Task Force on Assessment. The Teaching and Learning Committee will continue that role as a permanent

ongoing committee with a dual reporting relationship to the Academic Senate and the Shared Governance Council and will accept charges from both governance groups. While assessment is

primarily a responsibility of faculty, and much of assessment relates to assessing student learning outcomes through courses, the accrediting commission also requires the assessment of SLOs for student services programs. The reporting relationship to the SGC underscores the fact that classified staff and management, and even students, have an important role to play in the

assessment process. There is a committee (LSO) that does this work, so the proposed position paper suggests a change in membership and that TLC would no longer report to SGC because the LSO committee oversee assessment of the student service outcomes, and TLC would be focused on instructional outcomes with overlaps in membership where appropriate.

B. TLC membership

Since student learning outcome assessment is primarily a faculty responsibility, we propose the

membership of the committee reflect that by increasing the proportion of faculty:

Teaching and Learning Committee chair, faculty reassigned responsibility

Course-Program Assessment Coordinator, faculty reassigned responsibility

General Education Program Assessment Coordinator, faculty reassigned responsibility

Developmental Education/ESL, faculty lead/designee appointed by DE/ESL committee

Student Services, faculty lead/designee appointed by Student Services faculty

Library and Learning Services, faculty/lead or designee appointed by LLS faculty

Department Chair representative, CTE voted by CTE department chairs

Department Chair representative, LAS voted by LAS department chairs

Part-time faculty at large (appointed by AS/compensated at NI rate with TLC funds)

Curriculum Committee, chair/designee appointed by Curriculum Committee

Professional Development Advisory Committee, chair/designee appointed by PDAC

Planning Committee, chair/designee appointed by Planning Committee

Distance Education, chair/designee appointed by Distance Education Committee

Student Representative, appointed by Associated Students of LMC

Senior Dean, Instruction

Senior Dean, Student Services

Dean, Liberal Arts and Sciences

Dean, Career-Technical Education TLC struggles to meet quorum, the proposed paper suggests that membership is recategorized so that management can be considered resource members and not count against quorum.

C. TLC role and responsibilities

The Teaching and Learning Committee will coordinate college-wide assessment and assessment-related professional development efforts with the goal of improving teaching and learning. TLC will facilitate the work of instructional departments responsible for assessing courses and programs, student service departments responsible for assessing programs, and the General

Education Committee, responsible for assessing GE student learning outcomes college-wide. 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. Oversee development of the institutional portfolio that documents assessment work on campus, and make this portfolio available as evidence the college is meeting accreditation standards eLumen now holds this information.

4. Coordinate professional development related to assessment in consultation with Professional Development Advisory Committee (PDAC).

5. Coordinate evaluation of the assessment model and processes on campus and make recommendations on effective practices and common areas of need.

6. Regularly evaluate the effectiveness of the Teaching and Learning Committee.

7. Address assessment recommendations from, and make assessment reports to, the Shared Governance Council and the Academic Senate.

8. Establish a TLC leadership selection process to recruit and fill vacancies, and make recommendations to the Academic Senate.

D. TLC Leadership Team: terms, succession and support The Teaching and Learning Committee leadership team will be comprised of three members: the TLC Chair, the Course-Program Assessment Coordinator and the GE Program Assessment Coordinator. 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. The proposed paper suggests a fourth leadership position to address the ISLOs.

2. 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.

3. Each leadership position will carry reassigned time (load) mutually 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.

4. 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. A 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.

E. TLC Chair responsibilities

1. Chair the TLC, including:

a. Convene meetings at least once per month, additionally as needed to complete the charge and responsibilities of the TLC. The proposed paper suggests meeting twice per month in an effort to accomplish more.

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 Shared Governance Council and 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. Provide information on accreditation standards related to assessment and publicize the assessment cycle deadlines.

5. Compile the institutional portfolio that documents assessment work on campus, and make this portfolio available as evidence that the college is meeting accreditation standards, with clerical support as needed.

6. Coordinate evaluation of the assessment process on campus and make recommendations, in collaboration with the TLC, of effective practices and common areas of need.

7. Attend assessment meetings and conferences off campus as time and funding allow.

F. Course-Program Assessment Coordinator responsibilities

1. In conjunction with the members of the TLC and affiliated committees and department chairs, provide support and coordination for the assessment of SLOs at the course and program level.

2. Provide coaching for faculty, individually and departmentally, as they develop SLOs, assessment tools, proficiency levels, and data analysis for dialogue and feedback to close the loop on assessment.

3. Forward, schedule, receive and disseminate CSLO/PSLO related assessment research requests to the district research office through the LMC planning coordinator.

4. Identify and coordinate professional development opportunities for faculty and staff on course- and program-level SLO development and assessment.

5. Act as a liaison with the Department Chair group and attend department chair meetings.

6. Advocate faculty and staff needs related to assessment to the TLC.

7. Assist the TLC chair in compiling the institutional portfolio that documents assessment work on campus by completing the CSLO/PSLO portion of the assessment portfolio. eLumen

8. Attend regular TLC meetings and meetings of the TLC leadership team as needed.

9. Attend assessment meetings and conferences off campus as time and funding allow.

G. General Education Program Assessment Coordinator responsibilities

1. In conjunction with the members of the GE Committee, the GE chair will provide support and coordination for the assessment of SLOs at the institutional level.

2. Provide coaching for faculty as they develop GE SLOs, assessment tools, proficiency levels, and data analysis for dialogue and feedback to close the loop on assessment.

3. Forward, schedule, receive and disseminate GE related assessment research requests to the district research office through the LMC planning coordinator.

4. Identify and coordinate professional development opportunities for GE faculty and staff on SLO development and assessment.

5. Advocate GE needs related to assessment to the TLC.

6. Assist the TLC chair in compiling the institutional portfolio that documents assessment work on campus by completing the GE portion of the assessment portfolio.

7. Attend regular TLC meetings and meetings of the TLC leadership team as needed.

8. Attend assessment meetings and conferences off campus as time and funding allow.

H. 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:

1. Structural effectiveness of the Teaching and Learning Committee: leadership, membership and ongoing operations.
2. Effectiveness of the assessment process itself: simplicity and sustainability.
3. Effectiveness of the use of assessment results: improvement and communication.
4. 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.

VI. POSITION PAPER APPROVAL AND IMPLEMENTATION

This proposal is in response to a charge from the Shared Governance Council to write a “position paper” updating the assessment processes on campus. Since the former governance structure for

writing and submitting a “position paper” via College Policy Assembly no longer exists, this proposal, “Position Paper 11/12-1,” 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 Project will create implementation plans during Spring 2012 for adoption of the new model of assessment beginning in Fall 2012.