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| Item Number | Topic/Activity | Notes |
| 1 | Call to Order | * 2:10pm
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| 2 | Announcements and Public Comment | * Welcomes & Introductions - Committee introductions by name/department.
* DE and PDAC membership is vacant and will remain vacant for the year.
* A Comedian speaker will be on campus 10/12 to promote disability awareness from 1-2pm, funded by Equity. There’s a VIP meet & greet reception to follow.
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| 3 | Approve Agenda | **Action**: Approved with addition (M/S): Warfe/McCarthy; UnanimousAdd to approve Tue Rust as the representative for Math & Sciences |
| 4 | Approve Minutes9/16/16 | **Action**: approved with correction (M/S): Lynn/Warfe; 2 abstentions: Newman and HavelhorstCorrection needed on page 2: change “strict” to “restrict”  |
| Addition | Approve Math & Sciences Rep | * The committee agreed that Tue Rust will be the representative for Math & Sciences
* **Action**: Approved Lynn/Ghiselli; Unanimous
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| 5 | Meeting Time Finalization | * The time slot for TLC this year will remain; 2nd Wednesday 2-4pm. At this time, changing back to Tuesdays will conflict with Briana and Scott Hubbard’s schedules. Next year, the time can be changed. The committee will look into scheduling future meeting that doesn’t conflict with other committees. It was suggested to solicit new representatives via NEXUS. It was shared, that an Excel database was created listing people who have served; it was recommended to retrieve the database. In the past, an application process was required to become a TLC representative.
* TLC will not meet in December, instead two meetings are scheduled in November; 11/9 and 11/30. Replace 12/14/16 date on Outlook with 11/30/16.
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| 6 | Paying Adjuncts to Develop COORs out of TLC Budget | * At the last meeting, the committee discussed payments for adjuncts completing assessments; limiting it to 3 hours other academic services rate (OAS). In the past faculty were paid using the EXITO grant to update COORs. It was questioned to continue the practice, and can adjuncts receive payment to develop new COORs?
* As two separate issues (1) can adjuncts receive payment for updating and developing COORs, and (2) whether adjuncts developing new COORs will be granted teaching preference? This year’s budget is limited to $7,500 which is not enough to cover PSLO stipends as well. It was determined that payments should be used towards completing assessments and updating COORs and not towards developing new ones. It was shared if adjunct faculty develop new COORs, can they have priority to teach the course? Decisions who can teach the courses is not under the purview of the TLC committee instead the department; TLC is responsible for deciding how stipends are paid for completing course assessments.
* The committee recognize that updating COORs can exceed beyond 3 hours based on past survey results, as an additional incentive, FLEX credit can cover any additional hours. If more hours beyond FLEX is needed, this will be considered as a special project approved by the Dean. Scott will submit a request from PDAC/LPG for approval of 5 hours FLEX credit effective next semester (Sp’17).
* It was questioned if faculty will be paid the same amount for courses that vary in units? It was shared, time spent is based on the number of CSLOs to be assessed and if COORs require updates; and not every COOR needs updating. It was shared that accountability is needed to justify the amount of hours actually spent on completing assessments; it was recommended to develop a form that identifies whether changes made to the COOR were substantive or minor.
* The committee agreed that 3 hours of OAS payments and 5 hours of FLEX credit will be assigned towards completing CSLOs assessments and updating COORs. Additional hours needed beyond 8 hours is considered a special project, approved by the Deans.

**Action**: Approved (M/S: Rust/Lynn) unanimous |
| 7 | CSLO/PSLO Discussion | * Briana is available to help faculty with their CSLO/PSLO assessments.
* Resources regarding assessment stipend is available on the TLC webpage:

<http://www.losmedanos.edu/intra-out/tlp/resources.asp>* Drop-ins with Briana are welcomed for anyone seeking support: planning, integrating, completing reports, or mapping CSLOs to PSLOs/GESLOs; scheduled 11/7 - 2-3pm, 11/10 - 10-11am, and 11/21 - 2-3pm in L-215.
* It was recommended for Briana to make an announcement at the next Department Chair meeting to remind faculty that CSLO assessments are due. To help promote this, write a mini-description of assessment expectations. It was recommended that this will help to generate conversations about developing ideas and a plan. To avoid panic, it was suggested to make the announcement at the next Department Chair’s meeting scheduled Nov. 1st about bringing people together to engage in collaborative conversations oppose to sending an email. In addition, it was suggested to ask people that have gone through the assessment process, to present techniques that create successful results.
* Overdue CSLO reports are due Friday, December 16.
* Milton Reynolds was contacted about potentially offering a presentation on stereotype threat scheduled for January 17th. He has worked with Antioch Unified School District on teacher development with successful results. However, when thinking about Reynolds’s topic and offering assessment workshops the committee felt uncertain if there’s enough time to organize workshops tied to the topic. It was suggested to forward Presenter Reynolds to Janice and Tess to set-up arrangements and training workshops, that way TLC can focus on assessment planning.
* It was shared PRST COOR column is disable. The database indicates that COORs have been posted/updated, when that’s not true due to a glitch with the system. Departments should email their Deans for questions.
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| 8  | GE Discussion | * A rough draft of the GE assessment instrument will be sent out for feedback. GE has their ideas how they would like to complete the project, but is open to other ideas. Afterwards, the committee will request for students to start completing sample Ted Talk videos.
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| 9 | TLC Recommendations for Course and CSLO Design | * It was recommended that the committee develop guidelines for best practices for CSLO design. Currently, a reference sheet that explains how to write CSLOs doesn’t exist and it was suggested to solicit input what the challenges are and what works best to develop one. This could possibly be a retreat.
* It was shared, Briana attended a training on Integrated Cultural Competencies in Assessment and discovered LMC is doing a better job than most, in regards to writing and assessing CSLOs.
* For years, the format of CLOs have been recycled based on what works. It was suggested to create an interactive CSLO workshop; e.g. use a dice to list the taxonomies, next separate people by department, then roll the dice to determine the number of CSLO outcomes, and finally compare and contrasts the possibilities.
* When enforcing assessments, there’s no mechanism to monitor whether substantive CSLOs have been developed. Curriculum doesn’t oversee assessments, they are responsible for Title V compliance whereas GE looks at GESLO/CSLO comparison. It was recommended, to close the loop by having TLC look at random CSLO assessments to critique and provide feedback. The goal is to determine what types of assessments exists, increase awareness, and focus on improving CSLO assessments overall.
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| 10 | Monday Meeting for Assessment | * A Monday Meeting has been scheduled on December 5th for TLC to discuss CSLOs assessment development and process. It’s was recommended that committee members attend to help with the discussion.
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| 11 | Goals for the Next Year | 1. Once the assessment cycle is finalized, next complete the written final report and forward it to Academic Senate for approval.
2. Design a format for CSLO design.
3. Continue to offer assessment know-how workshops/drop-ins.
4. Think of a process in which students can evaluate courses separate from evaluating faculty. It was shared that students would like the opportunity to assess the curriculum oppose to assessing the pedagogy; e.g. some courses require additional materials that has become a hindrance for students to complete the course. Students would like the opportunity to share feedback about the impacts of obtaining additional materials in order to complete the class.
5. Develop a place for students to provide instructor feedback e.g. mistreatment of students.
6. Design a resource questionnaire.
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| 12 | Adjournment | 4:01pm |