**Members Present**: Tue Rust, **Chair**; Francesca Briggs, Courtney Diputado, Louie Giambattista, Paula Gunder, Kiran Kamath, Cindy McGrath, Gail Newman, Natalie Hannum, Nancy Ybarra, A’kilah Moore, Shondra West (note taker)

**Absent**: Sophia Ramirez, Sara Toruno-Conley, John Alper, Erika LeBlenc (student), and Natalie Hannum

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| **Item number** | **Topic** | **Notes** |
| 1 | The Beginning - Call to Order | Meeting called to order 2:13 pm |
| 2 | The People - Public Comment | None |
| 3 | Honoring the Past - Approval of the Minutes | At the last meeting copies of the December minutes were not available and Tue requested that the committee review both December and January. Normally, minutes are emailed to members within a few days/weeks after the meeting. It was suggested to attach minutes with the agenda when the 72 hour notice is sent. Tue shared that minutes can be edited before they are approved.  December, 2014 minutes amendments:   * Pg. 1 Public Comments - Kiran shared she will send language that accurately reflects the accreditation process; commendations and recommendations * Pg. 1 bottom section – TLC annual report remove the incorrect due date “March 31” and replace with “due this semester; Sp’15” * Pg. 1 - correct the spelling “Intuitional” to “Institutional” * Pg. 2 - correct “EDP” abbreviation to “DEP” Developmental Education Program * Pg. 2-4 – correct the abbreviations “GEISLOs” to “GESLOs” remove the “I”   **Approved** with amendments: M/S Ybarra/Newman; unanimous  January, 2015 minutes amendments:   * Pg. 1 Public Comments - amend the statement and add more detailed language; “TLC Chair will communicate better with members regarding new Professional Development strategies”.   *Discussion*: To conclude the discussion it was requested to add TLC, PD & PDAC conversation from the last meeting around responsibilities and what types of tools should PDAC provide with limited resources as a next agenda item. It was shared that faculty can identify PD needs, but are unaware what PD seminars/tools are available. Often webinars topics are received with good topic of interest, but it’s unclear who takes ownership to purchase them. It was questioned who is responsible for specific things PD should offer?  It was suggested that members review the model which states that TLC will coordinate college wide assessment and PD efforts with the goal of growth within teaching and learning. It was suggested to address PD needs by looking at assessment reports and offer Brown Bag lunches around assessment strategies or look at other colleges’ accomplishments and request them as speakers. Due to time constraints, it was suggested to continue the discussion as an upcoming agenda item.   * Pg. 5 bullet 3 - amend the statement “the state has not finalized whether to have colleges commit to ISLOs vs. GESLOs”. This is a college decision which LMC decided on GESLOs when the assessment model was restructured.   **Approved** with amendments: M/S Giambattista/Briggs; one abstention Kamath |
| 4 | Honoring the Process - Approval of the Agenda | Agenda amendments - add actions items:   * (4.1) – review and approve the CSLO Coordinator application received from Briana McCarthy. The plan is to have Professor McCarthy start the position Fa’15.   **Approved**: M/S: Giambattista/McGrath; unanimous   * (4.2) - Discuss the vacant GE Chair position which is written to include 25% reassigned time (RT) for the assessment component approved by management; without the assessment component approved by Senate. TLC will need to vote on postponing the assessment portion of GE until Fa’15. **Approved**: M/S: Ybarra/McGrath; unanimous |
| 4.1 | CSLO Coordinator – review and approve nominee’s application | Briana McCarthy is a new hire for the Biological Science area. Briana applied for the CSLO Coordinator position. The committee reviewed her resume and was pleased with Brianna’s assessment background. The committee agreed to forward Brianna’s name to Academic Senate for final approval.  **Approved:** M/S: Ybarra/Gunder; unanimous |
| 4.2 | GE Chair Vacant Position | Anthony Hailey formally GE Chair stepped down due to health reasons. It was shared that Alex Sterling agreed to step into the position this semester, Sp’15 with a modified role minus the assessment component and RT. Alex will facilitate the monthly meetings and keep curriculum documents moving through the GE approval process for the Curriculum Committee (CC). It was recommended that senate vote Alex as interim GE Chair without the RT. GE is a subcommittee of curriculum and assessment component of TLC.  GE Chair is a hybrid position (GE and Assessment Coordinator) and no assessments will be conducted for Spring. The GE committee was the first to become an assessment committee in 2004. When the model was rewritten in 2012 it was decided upon that GE would serve two functions (1) look at curriculum as a subcommittee of CC and (2) serve as subcommittee for TLC assessment. It was motioned to hold the assessment position for spring and open it Fa’15 as two-year term until 2017.  **Approved**: M/S: Giambattista/McGrath; unanimous |
| 5 | Assessing: Assessment Survey | The committee reviewed the following survey questions as a workgroup:   1. Committee agreed students would not take the survey 2. Change the statement to “number of years working at college level” 3. Format the word “writing” and question 4 “assessing” with italics to distinguish the difference. Italicize throughout for consistency. 4. Add italics to “assessing” 5. Add a new question around college resources. This question is motivating to use assessment evidence for RAP. It was suggested to create separate questions to determine (1) TLC needs for PD to support assessment or (2) the need for college resources. Committee agreed to add H – “identify the need for college resources”. 6. For (B) instead of asking is the stipend enough suggesting they will receive more. Change the question to how many hours on average does it take to complete course level assessments. Stipends are paid $150.00 for an average of three hours. If responses indicate more hours then the stipend amount would need to be increased. It was suggested that the response may vary depending on how many students per class, more students require more time. Also, the time may include how one will assess, create the assessment instrument, analyze, and write the report which is more than three hours plus the number of students. The committee agreed to modify the language to “how many hours on average does it take to prepare, conduct, and write assessment report.” Then the next step is revise the COOR which PTs are compensated.   It was decided separate questions are needed for qualitative and quantitative data: (1) are you receiving enough help (2) how many hours does it take? It was suggested to add another question: (2) if not, what types of support is needed and (3) how many hours to complete assessments? It was requested for the remaining questions (7-11) email suggestion to Tue. The goal is to send the survey by March. |
| 6 | Institutionalization - TLC RAP | The RAP proposal was submitted in the amount of $12,250 to fund e.g. supplies, stipends, conferences, workshops and guest speakers. It was recommended to amend the RAP proposal increasing the guest speaker section from $500.00 to $5,000.00. The text page 3 indicates $5,000 and the budget page 7 does not reflect the text, changing the total amount to $17,250. |
| 7 | Equity - Student Equity Plan | Ruth, Paula and others are working on how PDAC and PD should spend the equity plan money earmarked for PD. There’s separate funding: (1) 50,000 for professional learning facilitator to facilitate SE and (2) $35,000 remaining. It has been determined that the combine total of $85,000 is available for proposal submission around PD equity, conferences, or bringing people on camps.  In the student equity plan there’s a section that explains three areas of focus: (1) building a robust PD program around equity; (2) faculty advising (3) assessment training regarding equity for faculty & staff. These three things listed in the narrative are not funded by the SE budget, the $50k is a line item. It was suggested that the committee can request for funding to offer PD assessment training around equity for faculty and staff as another source of money in addition to the RAP.  It was shared that former GE Chair could have used funding to (re)measure SLOs around diversity. Student equity funding is ongoing and available until December 2015. Moving forward funding is available and GE can start the discussions, college-wide next semester. Past GE conversations around diversity caused mixed feelings making people uncomfortable and funding can be spent on PD building ease and understanding for people.  Currently an advisory committee is being developed of managers, faculty, staff and students to look at proposals that do not silo ideas, instead look at ideas that come in holistically where it can be an institution effort oppose to how the college cultivate ways of communicating about diversity issues that are uncomfortable. These conversations can lead into GE diversity efforts.  Another part, look at GESLO and what kinds of issues, questions, data has arisen from assessment. TLC can start looking at assessments reports to study types of similarities to address issues on a systemic level. Equity has many pieces e.g. age, gender, ethnicity, multiple things and TLC should look at commonalities.  Also, develop PD around completing program review using SQL data and develop a conversation around using the data to determine equity gaps.  In addition, people are not assessing CSLOS through a lens of equity. In the past it was tried and disliked causing to move towards another direction in 2010. What is needed from PD through TLC is a discussion looking at assessment with equity in mind.  Past conversations regarding GE and diversity was to determine if students’ perspective were diverse. There might be away to use a diverse perspective to create curriculum or pedagogy that speaks to it, bringing out different strategies via essay topics, books, modules, articles, etc. in a non-confrontational way.  Another idea, focus on program level assessment as we approach the fifth year. Starting at the course level might be bring resistance to disaggregate data or look at course data from equity lens. It’s better to help people conceptualize what it means to complete good program level assessments at the same time building an equity plan.  CTE programs are required to look at disaggregated data, we should use their model as an example, and teach people via PD how to read the data. It was shared some CTE numbers are small (size of the program), and people have indicated the numbers are too small to be relevant, so is there another way to retrieve meaningful data?  It was recommended that TLC develop a proposal of interest bringing in experts on program level assessment. Possibly the new CSLO Coordinator can bring people in or have access to other resources. Also, conferences are coming up (summer) requesting for teams around equity, GE, and assessment and around program level assessment. Funding can be requested to attend these conferences. Currently a proposal form is being developed. The SE committee is scheduled to meet February 27. |
| 8 | Supporting – TLC on CC | A TLC rep is needed on CC to review assessment portion added to the COOR form. This person would make sure that the assessments portion meets the needs of TLC. CC meets the 1st and 3rd Wednesdays. CC focus on making sure COORs meet TV requirements and assessment is not TV requirement of the COOR. Eventually we should assess the value of having the assessment portion on the COOR. In the past Christina played the unofficial role as an assessment rep. |
| 9 | Family - TLC Membership | **Tabled –** restructuring the membership. Currently 19 members are required to attend which is hard to meet quorum when people are absent. |
| 10 | Sharing – Presenting to the public | Tue and others will share the assessment report at a college assembly. The original plans assuming the survey would be completed was to present for half-an-hour and create focus group, but now the plan is to present for 5-10 minutes to provide assessment information. |
| 11 | Developing: Closing the Loop Retreat | **Tabled** – date and time TBD |
| 12 | GE Chair Announcements | None – refer to item 4.1 |
| 13 | CC Chair Announcements | none |
| 14 | Other Announcements | CSLO/PSLO Coordinator announcement: Cindy and Kiran co-presented on program review and assessment. Cindy met with a few departments to answer questions mainly about process, where, and how to I find it. The author of the report are keepers of their documents and are responsible to upload to the P drive. Some instructors are not aware of the P drive, some did not upload documents or save over old documents. A PD - offer how to become proficient with using basic Word, post documents to the P drive/online, name files, and look-up assessments. This is a general faculty need. |

Meeting adjourned 3:56pm