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|  | **Topic** | **Notes** |
| 1 | Call to Order | Meeting called to order 2:03pm |
| 2 | Public Comment  | * The committee welcomed Professor Clarke’s (3) POLSC students.
* Tue discussed a new CSU/UC policy update regarding preparatory requirements for Math Statistics which allows Community Colleges to eliminate preparatory courses for Statistics.
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| 3 | Approve Agenda | **Action**: Approved - (M/S: Hobbs/Gunder); unanimous |
| 4 | Approve Minutes | **Action**: Approved with changes - (M/S: Gunder/McGrath); unanimousChange the title from agenda to minutes; page 1 replace Sarah as possible representative with JoAnn Hobbs; page 2 replace Ginny with Jeanne Bonner; correct misspelled word “module” to” model”; modify abstention - add Richard Stanfield, correct Jeanne name from Ginny; and correct website membership - Jo Ann Hobbs as DE/ESL, Christina as Library, vacant Liberal Arts and CTE (at the Department Chair meeting ask to fill the vacancy), Jeanne as Math & Sciences, confirmation is needed for Francesca as PT faculty at large, Nancy as Planning and second position as Dean of LA, Richard Stanfield as LMCAS, vacant Student Services, and name correction needed for Briana. TLC meets from 2-4, 3rd Tuesday and is a two year commitment for those planning their Spr’16 schedules. |
| 5 | Welcome Activity | Tabled  |
| 6 | PD and the Student Equity Plan | The Equity Plan (EP) activities related to assessment was discussed to develop a consensus what’s the purpose of the plan and what areas should the plan focuses on. Funding is available for professional development (PD) aimed at assessment training. The plan focuses on a target group and achievement gap equitable outcomes. The goal is determine to what extent does the target group infuse into equitable assessment practices campus-wide? A state EP version exists, the college (TLC) should develop a version that infuses state and local goals. The committee as a workgroup completed an activity that focused on defining equity relationship to assessment.The outcomes of the activity:1. Students can have different outcomes on a test question based on their cultural perspective. To address this issue, a group of students can complete a sample exam to determine whether the questions are clearly stated.
2. The terminology “assessment” can be confused with assessment of classroom practices, assessment testing, course level outcomes (CSLOs) assessment outcomes, and other assessment processes.
3. The term assessment can be used in context of “assessing students” as assigning grades. Assessment should be considered separate when assessing SLOs vs. assigning grades in regards to equity in assessing data vs. equity in grading assignments, but is often confused.

The goal of connecting assessment practices to pedagogy classroom practices:1. Develop CSLOs assessment outcome enhancements via student/faculty discussions. This committee is where faculty can employ practices to help drive CSLOs assessments outcomes that are transparent and authentic.
2. New EP pathways involves all students plus equity target students, if assessments are not working does it require a revamp or rebuilding of the curriculum to make it equable? This question brings about two points 1) teaching method or 2) compounding variables contributing to student level outcomes (SLOs). Sometimes compounding variables become classroom issues impacting students’ success. The problem with teaching pedagogy with or without outside variables is too complex within the curriculum and may require outside resources brought in to help. For example, students that don’t test well, as a college do we create a class that prepare students for test taking skills?
3. Student focus groups may be required in order to receive constructive feedback in ways to develop systematic contextualized assessment outcomes. Currently assessments provides data how successful students are in the class, instead of how students achieve that success. TLC agreed to focus on developing strategies to address equitable issues within classroom practices, pedagogy, modes of instructions joined to CSLOs assessment, and other variables through a PD plan that increases equitable outcomes.
4. A direct link exists between TLC and the equity plan three indicators; 1.) course completion which is related to CSLOs assessment, 2.) ESL/Basic skills completion which is related to program level assessment, and 3.) degrees/certificates completion which is related to PSLOs. TLC should enhance the direct link to these three equity indicators as the quantitative focus piece. Briana’s document tells the story behind the indicators in relation to the quantitative information.
5. It was suggested that departments be given their data so it can be analyzed for PD support. The data is public information and during the program review process the data is analyzed. Instead there is a need to offer support to analyze the data that move towards equitable outcomes, because it’s difficult to disaggregate the data for instructors. Moving forward best practices is to look at the known issues and develop activities that addresses the inequities; e.g. improving services to underrepresented students. EP describes using and collecting other data for the college to build equity focus PD workshops. One workshop could focus on program level assessments training as we approach year five.

The committee agreed PD training is the best practice to address the equity issues in the classroom using available funding.  |
| 7 | Approval Midway Report | The Midway report document was given to members for feedback. The final report is due Spring’16. More information will be added to the report regarding assessment outcomes and the number courses/programs assessed. A vote was requested to approve the existing report; however, it was recommended to hold the vote until the assessment results are available and the next steps towards moving assessment forward are identified within the report. A motion was made to update the report to include the next steps, then present the updated report at the next TLC meeting (November), afterwards have an off cycle vote (December) for approval, and forward the final version to senate in the spring. **Action**: (M/S: Ybarra/McCarthy); unanimous  |
| 8 | GE Survey | A draft GE Survey was shared with the committee. It was proposed for TLC members to provide feedback and send comments/suggestions to Cindy via email. The suggestions will be compared with feedback received from GE in order to develop a final a version. |
| 9 | Recruitment | Tabled |
| 10 | Announcements | None |
| 11 | Adjournment | 4:01pm |