Teaching & Learning Committee Minutes

October 16, 2012 Office of Instruction – Conference rm 420

**Present:**, Cindy McGrath, Kiran Kamath, Gail Newman, Scott Cabral, Paula Gunder, Patricia Tirado, Christina Goff, Katalina Wethington, William Cruz, Ryan Pedersen, Rosana Clark-Student Representative and Margaret Hertstein, Note-taker.

**Absent**: Laurie Huffman; Alex Sterling; Tawny Beal; Sara Toruno-Conley;

1. Christina welcomed the group. We have a new Student Representative, Rosana Clark, welcome Rosana.
2. The agenda was approved with adjustment to the order.
3. The minutes of September 18th were approved with correction to item #4 – change it to state: “Christina mentioned that *there is* a section in the assessment report for improvements to be stated and reports are coming in with the section completed.” #4 bullet item -2 should state only distance education and add a 3rd bullet for the “Centers” sentence.
4. Kiran thanked everyone for all the help in writing the accreditation report. It is in! At the Student Services Conference Kiran attended sessions on how to write a good response with evidence and she made sure to use those ideas in our report. This should be a meaningful report for ourselves and not just for ACCJC. Kiran prepared seven points to consider:
5. *TLC should review assessment reports and provide feedback (like the Planning Committee Program Review). Assessment needs to be qualitative and meaningful, and not just quantitative.*

Discussion- We should look at the quality now. A group to review and give feedback would be a big undertaking but TLC should be the group to plan and implement.

1. *TLC should write an annual assessment summary and engage in wide spread college dialog*.

Discussion – Summarize this; have the college wide conversations; put it on a website. Use the Monday Meeting dates.

1. *Every program and unit should develop an “accreditation portfolio” to include assessment planning, assessment instrument information, results, resource allocation requests, changes and improvements made, re-assessment, etc. This will be the basis of evidence dialog at the department and college level.*

Discussion – Kiran will propose this to the Accreditation Steering Committee also. We already have the program review and hope to have an assessment tool in place where reports could be run. One reason Desire to Learn (D2L) was purchased was because it is possible to do an assessment at the back end of the program. (purchase item). We already have folders for every program on the “P” drive and faculty are putting their documents in these folders. The process is started; it would just need some updates and improvement to continue for the site visit in 2014.

1. *Every faculty must include SLOs in every syllabus and spend time in class reviewing SLOs, listing the SLOs addressed in assessment instruments, survey students etc. We are required to ascertain that students understand the SLOs of a course and strive to arrive at these outcomes.*

Discussion – Not all are doing this. Faculty could mention it when giving a quiz or test was one example. Do your students know the SLOs? A district wide survey in SP13 - is being planned. We should have input on the survey. Ryan will bring information back to TLC on this.

1. *We need a more sustainable and scalable technology to gather and track assessment results. (Christina will burn out! It is time intensive to track it manually) DVC has a home grown product. There are other “off the shelf products” too. TLC should research options and put in a Resource Allocation Proposal (RAP).*

Discussion – This could be one of TLCs charges. Christina would like to take the human element of record keeping out and have it more automated. Also have more than one person knowledgeable. Departments could be more responsible. The Program Review technology in place now should be long term for us now.

1. *We should add a couple of items on our course outline of record (COOR) front page. List the date the COOR was developed at the top of the page; and date/s the COOR was assessed. Many colleges are not scheduling COORS that are not assessed. (Yes, it is hard to assess a course that is not being offered because it was not assessed!)*

Discussion -On the course outline of record (COOR) a box should be placed on the front page that states last update date and the assessment date. Margaret will forward this idea/draft to Curriculum Committee. Additionally CurricUNET will be implemented with possible applications to this need.

1. *The Accrediting Commission for Community and Junior Colleges (ACCJC) does not use the Chancellor’s office definition of “program”, so locally approved certificates are ‘programs’ and need to be assessed.*

Discussion – This is big and we have not been doing this. We will need to address this. Somehow have assessment at the departmental level when the courses are being assessed already. Report out with the courses that make up a “skill certificate” group. Add these certificates to the completion data reports. Document the justification for a course by industry; skill requirement; etc.

Kiran has formed a standing “Accreditation Steering Committee”. The membership of this committee also has co-chairs for the 5 standards. Ryan will report as needed for the Research and Planning piece. The committee will be twice a month. We want to be at the Sustainable Quality Continuous Improvement level!

1. What goals do we want to recommend to SGC?

* We need to be more specific about what we want to accomplish this year.
* Professional Development and getting the dialog out; educating the students and the annual assessment are key points.
* Assessment of the program review by having departments share out. What worked well with your assessment? Evaluation of course level student learning outcomes (CSLOs) at the departmental level- write up a yearly response.
* Who will help a program/unit/faculty if they are wrong in how they are assessing but think they are right?
* How do we hear about other programs/units/faculty?
* Provide more meaningful professional development activities.
* Have a rotation of departments to report out; a cycle. Sample of reviews not all. Who will do this? Constructive not mandated.
* Use the Monday meetings in a substantial way to get work done. Sharing is doing and the hardest part is the dialogue. TLC can identify the responsible groups/committees to get involvement.

The following four goals were identified based on our discussions today and the ACCJC “report lessons”:

1. Implement professional development around the new assessment model and integrate and establish connections among SLO assessments, program review and planning and the resource allocation process (RAP).
2. Support and facilitate wide-spread institutional dialog in assessment.
3. Analyze and improve methods of evaluation.
4. Expand our ability to capture student awareness of goals and purpose of courses and programs in which they are enrolled.

October 29th Academic Senate will host an Accreditation Assembly. November 5th the General Education Committee would like to discuss how to assess general education. College-wide dialog.

Item #7 will be forwarded to our next meeting - November 20th. At that meeting we will discuss if there is a need for a December meeting.

Adjourned: 4:10 p.m.