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| **Item Number** | **Topic/Activity** | **Notes** |
|  | Call to Order | 2:29pm |
|  | Announcements & Public Comment | * Welcome and Introductions * Iris shared a research project completed by her POLSC students in which they interviewed students in the class representing various demographics - socioeconomic, age, etc. that would be the representation of 1 million people of a new country. Students were required to create new justice system, citizenship, trade, international and immigration policy, develop currency and more. They used their creative skills and applied great philosophical reasoning. Nancy shared this is an example how course level assessments can be completed outside of the normal techniques. * Nina Shared two upcoming Focus Flex training on universal design facilitated by Lisa Stringer addressing learning environments accessible to everyone. The students’ project given by Iris is an example of using different techniques appose to testing in which students can apply their analytical skills. The committee will follow-up with Lisa about offering course level assessment training, possibly as a Monday Meeting in addition to showcasing other assessment styles. * Briana shared BIOSC finished their PSLO assessment. * The Planning sub-committee is searching for a new tool to replace PRST that streamlines the assessment process. |
|  | Approve Agenda | **Approved**, (M/S: McCarthy/McGrath); unanimous |
|  | Approve Minutes  From 11.14.17 | **Approved**, with correction (M/S: Rust/McGrath); N. Ghiselli abstain   * Page 3 - remove biology from item 9 * Page 3 - revise item 6 - add after not being assessed, “outside of the GE SLOS process”. |
|  | Festive Appreciation | Josh shared:   1. The final GE report will be available in Spring 2018.      1. The Ethnorealtive Taskforce formed by Academic Senate (AS) was discussed and how it relates to TLC.   AS would like TLC to oversee amending the Curriculum paper in which COORs would contain ethnorealtive and less ethnocentric content. The current curriculum position paper is dated.  It was shared TLC is the body to engage faculty in Professional Development teaching activities whereas Curriculum Committee reviews COORs as meeting Title 5 requirements.  Committee feedback was asked regarding amending the curriculum paper and for TLC to oversee the charge. **Recommendations**:   * With the 5-year COOR update, attach a diversity form that addresses ethnorealtive and what PD activities are needed to support this. * If TLC oversees the development of COORs being less ethnocentric - be mindful of what type of expertise is needed to inform and train faculty to assure PD training is not from a single perspective. * Seek an outside professional to offer training. * Create a diverse pool of professors to allow opportunities to teach courses that are typically taught by a single demographic based on the nature of the subject. * Check Title 5 regulations regarding the legal issues that may arise and build standards around it. * Avoid replacing the content which is required for meeting CSU/UC articulation requirements. * Create a diverse pedagogy, for example, (Drama) Vagina Monologue emphasize to one race/gender - add a diversity component that include references to a variety of races. * The curriculum position paper does not address content instead, it is a procedural paper. AS is asking that curriculum oversee addressing ethnorealtive content. Instead, ask AS to review their position paper in relationship to the curriculum process as the subcommittee of AS, and address the curriculum position paper being dated. * TLC will support AS and Curriculum efforts to become more ethnorealtive via PD training. * Have TLC oversee gathering data and develop analysis report to determine if ethnocentric or eurocentric currently exists in the COOR and determine what types PD activities to offer. * With disable students being 10% of the college population, assure disable and LBG students are represented in the pedagogy. * Contact Sabrina for additional assistance addressing diversity concerns. * Contact Associated Union for student input. * Need clarity on content vs. pedagogy impact on teaching to include different demographics. Adding a diversity component to the pedagogy changes the content of the course. * Recommendation ask where the changes should occur - content or assessments? What’s the long-term vision of changing the curriculum paper? * GE courses require a diversity component. It was recommended to look into what courses doesn’t have this? What will this mean for CTE and Math courses to add a diversity perspective? English classes are multicultural by design. Which courses should include ethnorelative? There are courses that do not teach to GE diversity SLOs. * Based on past surveys, students had suggested adding the diversity component to a specific class, e.g. humanities. * Recommend instituting ISLOs as an intuitional process to address the ethnorealtive component and being less ethnocentric. * GE can support PD ethnorealtive activities. |
|  | CSLO/PSLO Discussion | Briana shared assessments help with gathering information regarding the student learning process. Meaningful assessments are useful and provide insight around how students are learning. Briana shared a rubric worksheet used for comprehensive program review, which “3 M rubric” stands for meaningful, measurable, and manageable. This rubric is used to look over course level assessments to determine the quality of information collected. As a group, Briana asked TLC committee to use the rubric worksheet to evaluate randomly selected PRST CSLO assessments, so they can note either the themes and/or unknown themes in order to develop future PD ideas.  Committee feedback - Music COOR review:   * Score 1 or below - partially completed assessment. * COOR was referenced but not attached * References as the best music major but no evidence. * Determine meaningful participation by looking at the individual instead of the department when completing assessment. * Reduce the amount of time to complete assessment; e.g. populate the data. * Based on each CSLO COOR options, assessment methods varies between descriptions and criteria within each area. Professional Development is needed on how to write a COOR/assessment. Only one - two examples are needed for method of assessments. * Assessment is the engine that moves the college forward and required by Professors to uphold the process. The goal is to encourage more people to complete assessment training drop-ins. * At the next meeting, the committee will continue to review more COORs. |
| 7. | Adjournment | 4:05pm |