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| **Item Number** | **Topic/Activity** | **Notes** |
|  | Call to Order | 2:14 pm |
|  | Announcements & Public Comment | * Iris shared a student from LMC was selected for Corrymeela. * Josh Bearden announced he’s running for Academic Senate President. Josh will hold a Meet and Greet on Feb. 28, 1-3pm. Voting will begin in March. * Josh shared April’s meeting will be informative. The meeting will focus on equitable teaching styles. |
|  | Approve Agenda | **Approved**, (M/S: Bearden/Hsieh); unanimous |
|  | Approve Minutes  From 12.12.17 | **Approved** with amendments, (M/S: Bearden/Rust); majority – 1 abstention R. Pedersen.  Add Julie Lucca to Guest  Revise Item two - replace Academic Senate (AS) with Taskforce |
|  | Quick Update about Enterprise Tool | * The Planning subcommittee explored database tools to replace PRST. LMC selected a vendor - eLumen. The recommendation was forwarded to the District Office for approval. It was suggested for the other colleges (CCC and DVC) be given an opportunity to review and provide feedback on the eLumen product. Chancellor Wood assigned Greg Stoup, District IT to oversee the process. The selection process is not to name eLumin, but finalize the RFP by looking at and support the specific functions of curriculum and TLC assessment components. The vendor evaluation process should be completed by March. * Scott contacted DVC’s TCL known as SLOAC, Student Learning Outcome Advisory Committee. SLOAC Coordinator Mario recommended that Scott review SLOAC’s website as an example to develop new ideas for TLC. |
|  | EMP Closing the Loop | * Educational Master Plan (EMP) goal is focused on closing the loop and writing an EMP report. Chialin presented at the shared governance committees seeking their participation to help with closing the loop for EMP. It was recommended that TLC members advocate within their departments to seek feedback from other people. Timeline and EMP Goals are available online via Planning Committee website. It was recommended feedback is submitted online to address each specific EMP goal 1- 6 strengths and challenges, by March 15. The Planning committee will develop a final report by April 25. Information from the program review process that met selected planning goals (1-6) will harvest prior knowledge in the report. * PSLOs assessment reports are in. Beth Ann is overseeing the comprehensive program reports since the PRST document collection tool is unreliable. The program review and PSLO assessment reports are different detailed documents. |
|  | GE Update | * Josh shared during GE’s February meeting, the committee reviewed and edited the draft GE report. The final GE report will be available and presented at the March 19th College Assembly. The goal from the assembly is to determine what professional development activities are needed around teaching and pedagogy training, in addition to streaming the GESLO process and closing the loop. * Josh shared that Ethnorelative taskforce’s is seeking opportunities to offer Professional Development on less ethnocentric and more ethnorelative overseen by TLC. Currently, TLC offers PD on assessment training and addressing common themes found from assessment results/surveys to improve those areas. It was recommended to determine if there are PD similarities between TLC assessment/SLOs reports and what Ethnorelative taskforce is seeking. * Ethnorelative is teaching from multiple perceptive so students see themselves reflected in the course material. The concern is applying ethnorelative training and who will oversee the process to enhance faculty expertise. The recommendations is to have TCL oversee this task and ask the equity committee to join the discussion. Equity will bring a different perspective of inclusion; including people in the intended outcome. * It was recommended to have multiple committees provided collective input to help develop strategies in regards to ethnorelative teaching and pedagogy training and activities overseen by TLC. It was recommended to duplicate past practice when TLP (TLC) brought expert speakers to overcome the challenges (critical thinking) of creating enrich learning environment of systemic changes. * Understanding the relationship who’s responsible for overseeing the work - curriculum vs. TLC. It was shared TLC should take the charge as the subcommittee of curriculum to oversee the ethnorelative activities. |
|  | CSLO/PSLO Update | * Briana, Scott, and Josh attended 5th annual SLO symposium in Costa Mesa CA. Briana shared outcomes from a workshop she attended: Passion, Patience, and Compassion presented by SLO Coordinator at Modesto Jr. College. The presenter shared her experience as a SLO coordinator and the perception received from ACCJC vs. the assessment process and how to approach this process with compassion and understanding. The presenter Nita spoke about adopting eLumen, how it helped streamline the assessment process, reduce anxiety around assessment, reassessment of the process to determine the effectiveness of changes, availability of the data, and increase in numbers of those completing assessment. Nita set-up assessment tutorials in Canvas for faculty. A future meeting with Nita is planned to share her ideas with LMC.   Briana shared ILOs session presented by Janet Fulks from Bakersfield. Mrs. Fulks is involved with the ACCJC. Janet shared Bakersfield established 4 ILOs; communication, critical thinking, demonstration basic skills, and engagement in the community. Janet (presenter) shared activities offered to engage faculty in the discussion *how students are learning, how students are communicating, how students are demonstrating, etc*. Information received from the discussion is woven into the final accreditation report and published on their website. One assessment activity is taking your prior knowledge and putting it to use. Overall, the sessions inspired Briana to brainstorm on thoughtful redesign for LMC course assessment outcomes.  The presenter reported out on feedback received from their student focus groups:   * Give planners and walk students through a planning activity using the planners to identify the assessment task. * Ask instructors to be transparent regarding how to use the assessment skills in everyday life. * Assign interviews in the field to engage students that are reflected in the outcomes.   Briana shared it would be nice to launch a new design now or Fall 2018. Cindy suggested creating a toolbox for faculty using a list of examples from other schools. Feedback is to offer more active learning PD training for college faculty. |
|  | Final Report | 1. May, spring 2018 the final report is due. Information from the midway report will be used. |
|  | TLC Position Paper and Charges | Scott asked the committee   * What do want TCL to be? * Look at the position papers (GE/TLC/Curriculum) for alignment. Goal is to complete the task by April in order to meet with SGC for approval of the final report and present to Academic Senate. TLC will schedule an additional TLC meeting April 24th. * Next meeting discussion of a new chair. Scott term is ending. |
|  | Adjournment | 3:57pm |