

**College of San Mateo Committee on Teaching and Learning (CTL)
Minutes**

Monday, January 22, 2024, 2:30 to 4:30

Zoom: <https://smccd.zoom.us/j/89406219384?pwd=VnhQMkRwVTViSHpSbnplOmlwTG4wOT09&from=addon>

All members of the campus community are welcome to attend CTL meetings.

Required membership:

Present:

Co-chairs	Guillermo Cockrum , Student Learning Outcomes Assessment Coordinator Susan Khan, Professional Development Faculty Coordinator	x x
Academic Support and Learning Technology (ASLT)	Julieth Diaz Benitez, Instructional Designer Teresa Morris, Library	x
ASCSM	Paola Tagashira, CSM Student vacant	x
Business/Technology	Philip Tran, Business Reginald Duhe, Management	x
Classified Senate	Alicia Frangos, Student Success Coordinator vacant	x
Counseling	Zulema Esparza, Counseling vacant	x
Creative Arts & Social Sciences (CASS)	Erica Yoon, Psychology vacant	x
Kinesiology, Athletics, & Dance (KAD)	vacant vacant	
Language Arts (LAD)	Briana Avila, Communications Madeleine Murphy, English	x x
Math/Science	Kazumi Tsuchiyose, Math Yelena Feinman, Math	x x
Instructional Technologist	Erica Reynolds, Instructional Technologist	
Planning, Research & Institutional Effectiveness (PRIE)	Heeju Jang, Planning and Research Analyst (PRIE) Natalie Alizaga, Research Inquiry & Institutional Effectiveness Manager (PRIE)	x
Dean of Academic Support and Learning Technology (ASLT)	Tarana Chapple, ASLT Dean	

Guests:

- I. Order of Business, 2:30-2:40
 - a. Approval of the Agenda
 - b. [Approval of Minutes](#)
 - c. Public Comment
- II. Information Items, 2:40-3:00
 - a. Update on PD (5 min, Susan)
 - i. [January 11&12 Feedback](#)
 - b. Update on Assessment (5 min, Guillermo)
 - i. The assessment session: pretty good feedback? Some technology issues
 - ii. Will be talking about a heuristic for assessing ILOs
 - c. Updates from divisions and partner committees (DTL, DEAC, Library, Ed Equity, Academic Senate, Classified Senate, ASCSM, etc) (10 min)
 - i. DTL: Mini-conference
 - ii. Academic Senate: Susan wasn't there
 - iii. Associated Students: March 20 is the Health Fair, 10-2; Reboot week
- III. Discussion/Work Items, 3:00-4:30 (stretch break at 3:30)
 - a. Flex Day feedback presentation & discussion (15 min, Susan)

District AI Mini Conference:

Guillermo: attended some good sessions with actionable steps

Briana: attended some great sessions and traded slideshows to get each others information. Did think some of the sessions should have been on Zoom.

Natalie: Didn't attend many because they didn't seem relevant to my current work. Making sure all people can see themselves represented in the sessions (i.e., student services, etc.)

Briana: There was a session she attended, and this is really interesting, but how would we apply this to community college setting.

July: Likes the format that can make for more focused conversation. But how do we achieve continuity? For example, how do we continue the conversations in a broad way. Maybe have that conversation at the district level, too, to see what could be provided.

Guillermo: as co-host of a follow-up session, can give feedback that people would like more spaces for conversations about this. And less formal than flex day. Hears fear about AI and wonders if that's going to come out for students

Madeleine: Fears about AI among faculty go back to students not being as committed to the contract as we want. Goes back to why we ask students to do these things. Could use PD time to talk about bigger picture things, that help us have that conversation with students.

Susan: Maybe conversation about ILOs could give people that opportunity for more in-depth conversation about bigger picture? Guillermo agrees.

Assessment Session at Flex Day:

Guillermo: Got into more conversation about course-level assessment rather than program-level.

Madeleine: It's a persistent problem. Should make sure people are looking at their program or discipline as a whole. People tend to default to the course.

July: Part of it is what people are most concerned with in the day to day. They are usually focusing on their courses.

Natalie: This also speaks to whether people regularly talk to people in their program. Some programs probably better than others.

Susan: And whether adjunct faculty are being compensated to participate in those conversations, and who, exactly, is doing program review?

Maybe add this to the information we try to get from people about the Program Review process (and how to improve it)?

- b. Flex Day Program Review checkpoint sequence update (15 min, Guillermo)

Tabling this until later

- c. Process/Assignments/Pairing/Timing for Great Read (30 min, Natalie)

Natalie: We have 75 submitted program reviews, which includes all instructional, learning communities, student services. For just instructional programs (including library de, etc.) it's 45.

Madeleine encourages simplicity, so something that doesn't take much time.

Natalie shared the Great Read survey, with specific PD questions. We're trying to make this very specific to PD. Which hopefully won't take as much time.

Teresa: Thinks 5+ is definitely doable.

Kazumi: Can we read PR for closely related programs?

We would like to have a study hall in which to do the Great Read together.

Teresa: Should norm with two, one more classroom focused, one more service focused.

Next meeting, we'll have a norming session. Susan and Natalie will send out two program reviews and provide a mock survey.

- d. Feedback on next steps for developing our process for gauging/measuring ILOs (15 min, Guillermo/Natalie)

Guillermo: He'll suggest a couple options, and we can come to a decision? Should maybe add data literacy as an institutional learning outcome.

This was written in 2013

Guillermo: Could have a similar assignment, could have a survey (high cost - \$12,000), could cycle through programs so we're not doing them all at the same time.

But next steps would be for presentation next time on the different options proposed in the Flex Day session on our ILO process, and how we can implement.

- e. Recommendation on redefinition of [ILOs](#). To come after Great Read (1 min, Guillermo)
- f. Fast-track an interim measure to recommend to the Senate changing ILO that currently reads "Ethical Responsibilities/Effective **Citizenship**" (15 min, Guillermo).

Guillermo: With recent developments, inclusion of undocumented students, suggesting that the word "Citizenship" be replaced in the ILOs.

He's suggesting "Civic engagement"

Madeleine: We talked about this after a student focus group. Was never meant to be citizenship in the legal sense, but it is misleading and unhelpful in the current climate.

Likes that "civic engagement," or "civic participation," or "ethical responsibility and civic engagement"?

Alicia Frangos: "community engagement"?

Madeleine: It's an academic senate issue. Bring it to Academic Senate. They might want a week to think about it. Need a written document. Not preparing to wordsmith the content, only the title of the area.

We can report on it. Could be included in the report. Then would turn it over to add it as an action item.

Next meeting: Feb 26, 2024 (2:30-4:30) on Zoom

2023-2024 Goals:

Priorities:

1. Develop meaningful process for gauging/measuring ILOs & providing input into possible redefinition of those ILOs
2. Develop PD Needs Assessment Survey
3. Use the Great Read process to identify and share Assessment and PD needs
4. Refine SLO Assessment Process to include regular check-ins, PD support, formalized reporting
5. (Support Academic Senate around AI)

Tabled for now:

Feedback on Program Review

Develop PD Needs Assessment

Research High-impact/persistence practices and identify ways to promote them (see Brad Phillips book)

Research "Foundations of DEIA" PD series options

Research mentorship program options

Provide input in development of monthly PD newsletter/calendar

Goal	Priority Level	Discussion/Suggestions	Next Steps/Assignments	End-of-year Status
Develop meaningful process for gauging/measuring ILOs & providing input into possible redefinition of those ILOs	1			

Develop PD needs assessment survey/process	2			
Use the Great Read process to identify and share Assessment and PD needs	3			
Refine SLO Assessment Process to include regular check-ins, PD support, formalized reporting	4			
(Support Academic Senate around AI)	5			