

CSM Committee on Teaching and Learning (CTL)

Monday, October 26, 2020, 2:00 p.m. to 4:00 p.m.

Zoom: <https://smccd.zoom.us/j/96681929013?pwd=SBaNOYybVVJbCs3OEZLbFJuM0xCdz09>

Committee Membership: Liz Schuler, Madeleine Murphy, Michael Vargas, Leo Cruz, Steve Gonzales, Aurora Medrano, LaShonda Kennedy, Marisol Quevedo/Erica Reynolds, Rachel Cunningham, Tabitha Conaway, Tarana Chapple, Heeju Jang, Beth LaRochelle, Minu Mathur, Andrea Morales, Tabia Lee, Elinor Westfold, Jon Kitamura, Allie Fasth, Jeff Flowers

Optional Guests: TBD

Chair/Co-chairs: Madeleine Murphy and Liz Schuler

Note-Taker: Madeleine Murphy

Draft Agenda

Agenda Item	Description	Time	Motion
1.	Review and Approve Agenda - approved	3 min.	Action
2.	Review and Approve Minutes from 8/31? and 9/28 (video) approved	3 min.	Action
3.	Check in/Report out from CTL Membership (more new folks!) <ul style="list-style-type: none">Introduce yourself and your role(s) on campus and in committee:<ul style="list-style-type: none">How are you doing?What's up in your department/division?Do you have any feedback from Flex Day?What do you want to know about SLO assessment?	30 min.	Discussion
4.	CTL committee restructure - updates	10 min.	Discussion
5.	Choosing an ILO activity for Spring 2021 (See handout below) Background reading: https://collegeofsanmateo.edu/sloac/docs/GE_SLO_1_Report.pdf https://collegeofsanmateo.edu/sloac/docs/2018_ILO_activity_report.pdf	20 min	Discussion / Action

	https://collegeofsanmateo.edu/sloac/docs/2019_ILO_student_activity.pdf https://collegeofsanmateo.edu/sloac/docs/2019_assessment_report.pdf		
6.	Brown bag updates	10 min	Discussion
7.	October Flex Day Feedback/Input <ul style="list-style-type: none"> • Individual Flex Day sessions (Google form) • Flex Day (Formstack) • Notes from Student panel • Sign in Sheets 	10 min.	Discussion
8.	Spring Flex Day Planning <ul style="list-style-type: none"> • Flex Day Planning Grid • Decide on themes for January 14 & 15 and April 22 <ul style="list-style-type: none"> ○ CSM specific topics ○ Districtwide opportunities - speakers? 	30 min.	Discussion/ Action
9.	Agenda Items for Next Meeting <ul style="list-style-type: none"> • Finalize January Flex Day schedule 	3 min.	Discussion
10.	Reminder of Date of Next Meeting and Schedule Notetaker (4th Mondays) <ul style="list-style-type: none"> • Monday, November 23, 2020 - Elinor • Monday, December 14, 2020 - Rachel • Monday, January 25, 2021 - LaShonda • Monday, February 22, 2021 • Monday, March 22, 2021 • Monday, April 26, 2021 • Monday, May 23, 2021 (cancel/reschedule?) 	1 min.	Information
10.	Future Topics Assessment		

SPRING 2021 – options for ILO activities

GOAL: To gauge how well students are achieving learning goals in interdisciplinary skills (i.e., the Institutional learning outcomes)

WHAT WE'VE TRIED:

- Climate survey (ongoing)
- Interdisciplinary faculty assessment/discussion group
- Student activities (discussions)
- Student focus group

OPTIONS:

1. Mapping

Pool together SLO assessment results for specific course-level outcomes aligned with ILOs; use these to assess student learning

<p><i>Pros:</i></p> <ul style="list-style-type: none">· data is automatically generated by everyone entering SLO results at the course level	<p><i>Cons:</i></p> <ul style="list-style-type: none">· we no longer do pro forma SLO results at course level; would have to revert to earlier (universally disliked) methods· Involves buying and maintaining an expensive data base to create tracking methods· Compares apples to oranges (“critical thinking” means different things in different courses!)· It’s theater - doesn’t tell us anything
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2. Student questionnaire

The current SMCCD climate survey includes questions addressing the ILOs.

Pros: <ul style="list-style-type: none">· Part of a regular, widely-administered survey with good and diverse return	Cons: <ul style="list-style-type: none">· Student self-assessment has obvious limitations (typically over 90% positive)· Doesn't yield actionable results
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3. Interdisciplinary faculty assessment project - compensated

Small group of compensated faculty across disciplines get together, decide on a shared rubric, and apply this to their course grading to highlight specific ILO; reconvene to discuss results

Pros: <ul style="list-style-type: none">· Meaningful inter-disciplinary discussion on shared and divergent learning outcomes	Cons: <ul style="list-style-type: none">· Requires planning & faculty participation· May not yield actionable results
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4. Interdisciplinary faculty assessment project - flex

As #4, only the initial meeting takes place as a flex activity.

Pros: <ul style="list-style-type: none">· Meaningful inter-disciplinary discussion on shared and divergent learning outcomes	Cons: <ul style="list-style-type: none">· Requires planning & faculty participation· No follow-up (faculty didn't apply rubric or create activity)
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5. Student activity

Interdisciplinary group of students get together to do a discussion or perform a task, tailored to give an insight into how students' overall ILO skills were developing; faculty to observe, assess and draw conclusions.

<p>Pros:</p> <ul style="list-style-type: none">· Direct, out-of-course student assessment gives a more meaningful insight into what students are <i>really</i> taking away from their coursework· Interesting and authentic	<p>Cons:</p> <ul style="list-style-type: none">· Requires a lot of planning & faculty participation· Difficult to secure student participation
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6. Focus group

Focus groups of students respond to questions about their learning experience, designed to

<p>Pros:</p> <ul style="list-style-type: none">· Meaningful student take on what is and isn't working in their learning	<p>Cons:</p> <ul style="list-style-type: none">· Requires planning & faculty participation· Doesn't always align with ILOs· Difficult to get a representative student group
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7. Targeted course selection

A particular course, strongly aligned with a specific ILO, is selected as an indicator of that ILO; faculty group (interdisciplinary?) creates & applies rubric to evaluate student work in response to a specific assignment in that course.

<p>Pros:</p> <ul style="list-style-type: none"> · Meaningful inter-disciplinary discussion · Direct assessment of student work 	<p>Cons:</p> <ul style="list-style-type: none"> · Requires planning & faculty participation · Duplicates course assessment work · Doesn't assess what students take away from the course
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8. Targeted course grades

Select specific courses closely aligned with specific ILOs; use grades as indicator of ILO achievement.

<p>Pros:</p> <ul style="list-style-type: none"> · Meaningful inter-disciplinary discussion · Direct assessment of student work · Easy to retrieve and disaggregate student achievement data 	<p>Cons:</p> <ul style="list-style-type: none"> · Doesn't assess what students take away from course · May leave some ILOs out · Doesn't gauge <i>interdisciplinary</i> learning
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