

CSM Committee on Teaching and Learning (CTL)

Monday, November 23, 2020, 2:00 p.m. to 4:00 p.m.

Zoom: <https://smccd.zoom.us/j/96681929013?pwd=SXBaNOYybVVJbCs3OEZLbFJuM0xCdz09>

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: Elinor

Draft Agenda

Agenda Item	Description	Time	Motion
1.	Review and Approve Agenda	3 min.	Action
2.	Review and Approve Minutes from 10/26 - Recording	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 plus:<ul style="list-style-type: none">○ How are you doing?○ What are you thankful for?○ Report out from your Division:<ul style="list-style-type: none">■ What's up in your department/division?■ What are the PD needs for Spring 2021?■ What do you want to know about SLO assessment?	30 min.	Discussion
4.	PD Planning <ul style="list-style-type: none">● Review the early draft PD Values and Priorities presentation (given at EMP meeting 11/20)● Review and give input on draft PD Plan● Introduce and demo Cornerstone/Vision Resource Center	45 min.	Discussion
5.	Updates on Spring Flex Day Planning	15 min	Discussion /

	<ul style="list-style-type: none"> ● Flex Day Planning Grid ● Review and prioritize CSM flex proposals for 11/24 mtng with PD Coordinators 		Action
6.	<ul style="list-style-type: none"> ● Brown bag updates ● Planning for Spring Brown Bag Assessment Forums <ul style="list-style-type: none"> ○ Topics? Facilitators/Discussion lead? 	20 min	Discussion
8.	<ul style="list-style-type: none"> ● Assessment 	10 min.	Discussion
9.	<p>Agenda Items for Next Meeting - 12/14/20</p> <ul style="list-style-type: none"> ● Finalize January Flex Day schedule 	3 min.	Discussion
10.	<p>Reminder of Date of Next Meeting and Schedule Notetaker (4th Mondays)</p> <ul style="list-style-type: none"> ● 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.	<p>Future Topics</p> <p>Assessment</p> <p>PD Plan</p> <p>Cornerstone updates</p>		

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>Pros:</p> <ul style="list-style-type: none">· data is automatically generated by everyone entering SLO results at the course level	<p>Cons:</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.

<p>Pros:</p> <ul style="list-style-type: none">· Part of a regular, widely-administered survey with good and diverse return	<p>Cons:</p> <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

<p>Pros:</p> <ul style="list-style-type: none">· Meaningful inter-disciplinary discussion on shared and divergent learning outcomes	<p>Cons:</p> <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.

<p>Pros:</p> <ul style="list-style-type: none">· Meaningful inter-disciplinary discussion on shared and divergent learning outcomes	<p>Cons:</p> <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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