

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

## Minutes

Monday, October 23, 2:30 to 4:30

**Zoom Recording:** link: <https://smccd.zoom.us/rec/share/Dut1p6ELqj7ddT0QRsy9UirmaZogCNh7nJPdlazleTaCgq-EMCDGRIIA9of2oLVa.xZnrgmDiT8oZeVZ5>

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

### Required membership:

### Present:

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

**Attendance: Quorum of 10 Reached. Natalie Alizaga, Guillermo Cockrum, Reginald Duhe, Zulema Esparza, Alicia Frangos, Heeju Jang, Susan Khan, Teresa Morris, Madeleine Murphy, Paola Tagashira, Philip Tran, Kazumi Tsuchiyose, Erica Yoon,**

- I. Order of Business, 2:30-2:35
  - a. Approval of the Agenda.
    - i. No additions to the Agenda.
    - ii. Paola moves to approve and Natalie seconds motion
  - b. Approval of [Minutes](#)
    - i. No additions to minutes
    - ii. Paola Tagashira moves to approve minutes and Natalie's seconds motion
  - c. Public Comment
- II. Information Items, 2:35-3:00
  - a. Introductions & Welcome to new members (Susan, 10 min)
    - i. Along with dream jobs when as kids: Teresa Morris (nurse), Kazumi (flight attendant), Erica Yoon (teacher), Natalie (mahout), Heeju (painter), Alicia (news anchor), Paola (astronaut), Phillip (basketball player), Guillermo (marine biologist and diver), Reggie (chef), Madeline (horse farm or acting), Tarana (actress), Susan (actress)
  - b. Update on PD (Susan, 5 min)
    - i. Discussion about Flex Day
    - ii. Susan reports that she gave a presentation on results to IPC and incorporated her feedback.
    - iii. Will soon announce the awardees to the Redesign for Equity and Accessibility Lab (REAL) which provides curriculum redesign help to faculty
    - iv. PRIE will do a PD Needs Assessment Survey modeled after Cañada College's. Heeju is adapting it for CSM and this committee will have an opportunity to both take the survey and recommend changes as appropriate.
    - v. Susan recommended to the District CSM get a full-time Faculty Course Release position and budget. Said proposal is being considered at the District Academic Senate where it will be put to a vote.
    - vi. The New Faculty Institute which is a year-long orientation program open only for new (full time) faculty. Next weeeek's session will be about grading strategies and grading for equity
  - c. Update on Assessment (Guillermo, 5 min)
    - i. Quick review of proposed forms
    - ii. Conversation on form tabled
  - d. Updates from divisions and partner committees (DTL, DEAC, Library, Ed Equity, Academic Senate, Classified Senate, ASCSM, etc) (5 min)
    - i. Teresa (Library):

1. Possibility of the library modernization process.
2. Currently launching a survey to get needs assessment (probably spring).
  - a. Teresa and Elnora Kelly Tayag, Director of Learning Commons, are doing the work.
  - b. Also collaborating, Monique Nakagawa. Acting Dean of Planning, Research, Innovation, and Effectiveness
  - c. This survey is intended for the needs assessment only but could become something that gets administered yearly.
3. While this survey could include all students and employees, the initial effort is student-focused. Gaps including the student voice, have been identified for several years. So even if the modernization effort doesn't happen, the gaps in the student voice would be addressed.

ii. Tarana (ASLT)

1. Resource requests:
  - a. There could be a budget to pay a student helper for Susan's PD efforts
  - b. When approved, it could make sense to consider how to engage a student helper.
2. There's an update from the Technology Advisory Committee.
  - a. We are looking at onboarding models for technology for faculty and students.
  - b. Also discussed is the possibility of having faculty leads who would be go-to people for the introduction of instructional technology
  - c. If there's questions about Professional Development in those areas, they will be brought to this committee

iii. Paola (Student);

1. There is now a new acting President for the Student Body
2. This person will be included in the Hiring Committee for the President

iv. Susan

1. Academic Senate Update:
  - a. The Senate and faculty members discussed and are working on a response to the District's White Paper on class maximum and class cancelations, which are being paired as being interrelated. The Senate is looking for more faculty to participate in that work. If interested, please reach out to Todd.
  - b. The Senate needs a faculty representative to attend Student Conduct Hearings. These hearings happen rarely (perhaps once per year). If interested, please reach out to Todd.
2. District (CTL?) Update:

- a. The District's Committee on Teaching and Learning is also doing work on issues around academic integrity
- b. The District is developing a forum for January's District Flex Day. They are looking for faculty proposals to present. The topics are Artificial Intelligence, Virtual Reality, and perhaps another topic. If you are interested in submitting a proposal, please let Susan know, and she will provide a link.

### III. Discussion/Work Items, 3:00-4:30 [w/ stretch break at 3:30!]

#### a. Review of October Flex Day Attendance and feedback (Susan, 20 min)

##### i. Presentation

1. 203 (unduplicated) attendees. This is in line with attendance of past Flex days. More registered than attended.
2. Discussion of a slide with the number of attendees per session
  - a. Breakfast: (in person ;))90
  - b. Food Justice: (in-person) 20
  - c. Accessible Document Conversion: (online) 67
  - d. Beyond Gender Binary: (in-person) 28
  - e. Forest Therapy Guided Tour: (in-person) 15
  - f. Envisioning STEM and the Arts: (in-person) 14
  - g. AFT Stewards' network (online): 30
  - h. English and Counseling Working Together (in-person): 17
  - i. Power of Moments: (in-person) 10
  - j. Executive Roundtable: (hybrid) 29
  - k. Microsoft SWAY (online): (online) 54
  - l. Institutional Learning Outcomes (hybrid): 37
3. Online sessions were the best attended, followed by hybrid.
4. Expressed a desire to know the number of on-campus faculty and staff to calculate the percentage that attended Flex Day. It appears it's not an easy number to get.
  - a. We are currently working with the Vision Resource Center to get reporting soon.
  - b. Also of interest are disaggregated attendee numbers for staff versus faculty.
5. Attendance and feedback:
  - a. Attendance numbers are very complete, thanks for this committee's collaboration in going to individual sessions. Each session had one committee member attend.
  - b. Committee member's attendance also yielded a doubling of feedback forms.
6. Discussions on themes when surveying the types of workshops for future flex days.

- a. Technology (7). Microsoft, Adobe, Whiteboards, Drawboard
  - b. Community engagement (4). Food for thought (food justice)
  - c. Technical training for staff (4)
    - i. New hire paperwork
    - ii. Management of student workers
    - iii. Excel
  - d. Time to work within the department on projects/problems (s) (2)
    - i. Longer and consecutive across Flex Days. Provide deeper PD.
    - ii. The program review process seemed rushed. Flex could allow for program review and space for departments to collaborate.
  - e. Social Justice (2)
  - f. Nature walks (2)
  - g. More sessions for part-timers.
  - h. More hybrid options (1)
  - i. Sustainable farming (1)
  - j. Emergency training (1)
  - k. TED Talks on specific academic disciplines
  - l. Ethics and work conduct (1)
7. Feedback is very positive. Data available in Formstack
8. January Flex Day proposals
- a. Leading with Values. Courageous conversations
  - b. Follow up to beyond gender binary.
  - c. Responding to student conduct and understanding resources
  - d. Sharing out survey info student focus group anti-racism survey info
  - e. SLO Assessment. What comes next?
  - f. ILO Assessment. What comes next?
  - g. Student panel. It could be time to do one.
  - h. Technology support from HR
  - i. Grading technology? Other technology
  - j. Others

- i. Paula points out that Canvas mastery is a common pain point for some instructors that hurts students. Some instructors don't know how to create a module on Canvas. Some instructors have zero proficiency on Canvas
  - ii. Some instructors don't know how to create a PDF
  - iii. It appears the QTL for online instruction is not working.
  - iv. Philip/Tarana/Teresa: If there are instructors who don't understand Canvas, they are not using available resources. We have three subject matter experts with office hours and many workshops.
    - 1. Performance appraisals for faculty don't include mentions of technology, pending the new contract.
    - 2. Good points on training and resources. However, post-performance appraisal, deans will collaborate to pair the instructor with instructional designers.
    - 3. The hiring and onboarding process should do a better job ensuring that the instructors bring the necessary knowledge.
    - 4. 1/3 of the courses are online, 1/3 hybrid and 1/3 in person and there's no evaluation of process.
    - 5. The current aspect of performance appraisal that includes technology is from 2014 (Moodle)
    - 6. Deans frequently need to evaluate.
    - 7. Historically, content (not technology use) is what gets evaluated
    - 8. As a teaching and learning committee, we should be able to set standards.
    - 9. Perhaps we should add this as a goal for this committee.
  - k. We should examine these requests against what the district is offering, as it doesn't make sense to duplicate. Perhaps we could cross-promote.
    - i. For example, there are district-level trainings on Excel and CPR.
    - ii. Some of the training at the district level is very basic (but needed)
    - iii. The Professional Development Academy Training can be very good, though some folks have provided feedback that it's a little too generic and not geared closely enough to CSM-specific needs.
- b. Next steps for developing our Institutional Learning Outcomes Assessment process (Natalie, 30 min)
  - i. Update from the Flex Day workshop
  - ii. There were a few options to map ILOs.

1. Mapping of their own SLOs, mapped to PLOs and then ILOs. Each service area or program keeps track of their own.
2. Student questionnaires
  - a. Within our current climate surveys
  - b. Using another more well-known assessment (e.g. Community College Survey of Student Engagement used by Cañada College). \$12,000
  - c. Once students transfer or receive a certificate, there's a questionnaire.
  - d. Interdisciplinary Faculty Assessment with a shared rubric and a subsequent conversation.
  - e. Student activity: Escape room.
  - f. Focus Groups
3. Should we revise our ILOs?
  - a. Ability to communicate. Could mean many things
  - b. Quantitative reasoning can mean different things in different disciplines.
4. Alumni surveys one year after
  - a. Difficult for some certificates (e.g., cosmetology)
5. Interdisciplinary assessment project with a shared rubric
6. Student activity or a task that is related to each of the ILOs.
7. Student focus groups where students reacted to ILOs.
8. We must look at the whole student – moving out of the academic arena.
  - a. This has pushback, arguing that this is an educational institution.
  - b. In many cases, we should be teaching professionalism, writing etiquette in email, collaboration.
  - c. Are we student-centric and incorporate “employability” in the ILOs?
  - d. Transfer the knowledge to the real world.
    - i. What did you retain from this after class was over?
    - ii. Academic outcomes should be measurable, and we cannot measure “employability”
    - iii. We don't know what makes one employable.
9. What do we want to measure from the students? Are ILOs a match?
  - a. What should general education include?
  - b. Should we include use of technology?
10. Perhaps using Skyline's rubric.
11. What else could we include?
12. Reggie suggests that we let people explore

- a. Let students figure out what they want to do and soft skills they need.
  - b. An ILO that captures exploration would be appropriate
- 13. Phil and Alicia separately state that three things that are needed in industry and are useful on the real world. Employability constitutes:
  - a. Communication Skills Soft skills
  - b. Teach students agency and self-advocacy
    - i. Help the students become self-directed
    - ii. Self-efficacy. "Do I feel I can...."
  - c. Critical thinking
  - d. Work well with others
- c. Feedback on draft rubrics to collect [PD](#) and Assessment needs info from the "Great Read" of Program Review. (Susan, Guillermo 30 min)
  - i. There's concern that program reviews aren't read.
    - 1. Three Questions Concerning Professional Development in Program Review
      - a. List any PD completed (Q2, Q3) and the author's observations about its impact.
      - b. List any PD needs identified by the author and the purpose.
      - c. Based on the findings, are there possible PD strategies not mentioned by the author?
  - ii. Academic Senate will be trying to make the Program Review questions more useful.
  - iii. Three Questions Concerning Professional Development in Program Review
    - 1. List PD completed and any observations the author provides about its impact.
    - 2. List PD needs to be identified by the author.
    - 3. Based on the findings and planning, what other PD strategies could be useful?
    - 4. Canvas (added and discussed by Phil and Madeliene) and technology skills up to par to teach in the classroom?
      - a. Are we using Canvas properly? Should it be included in Program Review?
      - b. Are Canvas shell standards being used?
      - c. A Canvas shell is different than a Program Review.
        - i. Some rubrics are being developed but are about something other than an individual teacher. We should talk about technology needs.
        - ii. Technology training, specifically canvas? Teresa says that should be global, not a granular look at the department's practices. They should talk about what they need (training). It's uncommon to see an inventory of technology tools.



- iii. Teresa points out that Program Reviews are only sometimes compliance-driven and, ideally, are reflection documents.
  - iv. Program Review Assessment Form shared by Guillermo, which includes:
    - 1. Results from Prior Program Review
    - 2. Current Program Review
    - 3. Planning
    - 4. Goal Setting
    - 5. Continuing Education only
  - v. The document does not only focus on SLO/SAO assessment as opposed to Program Review as a whole.
  - vi. Madeline: Things can get chaotic during the Big Read. Word Salad? Pulling all kinds of information gets difficult.
    - 1. We should ask the reader of the program to review anything that stands out.
    - 2. Should more people know how brilliant this Program Review is?
    - 3. As you read their assessment, do you know of resources they could tap into and provide collegial input.
    - 4. What are they doing for assessment activities?
    - 5. What is noteworthy about the assessment activity?
    - 6. Are people just trying to check the box for accreditation or reflection?
    - 7. We want to avoid people feeling that they are being graded. People wish to give feedback on whether they did things right.
    - 8. We should tell people to be candid, which should spur a conversation. For example, are SLO Assessment Projects appropriate?
    - 9. On equity, everybody said in the Program Review that they would work with the Learning Communities. That may spur a more interesting conversation. What do people have in mind?
  - vii. Guillermo and Susan to share with Madeline proposed questions.
- d. Next agenda will include the goals for this committee.
  
- e. **Not Covered:** Finish defining goals for the year, identifying next steps/assignments (25 min)

Next meeting: Nov 27, 2023 (2:30-4:30) on Zoom

**2023-2024 Goals:**

Goal	Priority Level	Discussion/Suggestions	Next Steps/Assignments	End-of-year Status
Develop PD needs assessment survey/process				
Develop meaningful process for gauging/measuring ILOs				
Re-examine campus ILOs (backwards mapping)				
Research high impact/persistence practices and identify ways to promote them				
Use the Great Read process to identify and share out PD needs				
Use the Great Read process to identify and share out Assessment needs				
Refine SLO assessment process to include regular check-ins, PD support, formalized reporting				
Support Academic Senate goals around AI and Academic Integrity				
? Research "Foundations of DEIA" PD series options				
? Research mentorship program options				
? Provide input in development of monthly PD newsletter/calendar				

**2022-2023 Goals:**

Goal	Priority?	Discussion/Suggestions	Next Steps/Assignments	End-of-year Status
Revise Bylaws		<ul style="list-style-type: none"><li>Committee structure has changed; bylaws need to be revised</li><li>Got feedback on changes 1/23 meeting</li></ul>	<ul style="list-style-type: none"><li>Get feedback at our next meeting</li><li>Discussed in Academic Senate 2/14, and AS suggested bringing back after addressing following:<ul style="list-style-type: none"><li>list of areas of focus. Broaden the scope?</li><li>report to AS regularly (at every meeting)</li><li>Should 2-year limit on chair position stay?</li><li>what is the term limit for for SLOAC?</li></ul></li><li>Revisions approved in Senate.</li></ul>	Completed
Streamline the "Great Read"		<ul style="list-style-type: none"><li>Too long and burdensome last year</li></ul>	<ul style="list-style-type: none"><li>Clear instructions/context, to appear<ul style="list-style-type: none"><li>Online</li></ul></li></ul>	Move to next year

			<ul style="list-style-type: none"> <li>○ in communication with the Deans</li> <li>• Moving this to next year</li> </ul>	
<p>Provide more guidance to faculty assessing SLOs and writing Program Review, on</p> <ul style="list-style-type: none"> <li>○ interpreting their data</li> <li>○ measuring progress towards equity</li> <li>○ Identifying professional development to narrow equity gaps</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborate with other committees (esp EEC) to set up a Canvas shell/discussion space for developing measures of equity/professional development implications of our data, and to share resources (including discipline-specific resources) on equity-minded practices.</li> <li>• Use conversation above to revise Program Review questions</li> <li>• See template created by Los Rios College?</li> </ul>	<ul style="list-style-type: none"> <li>• Clearer instructions/context about realistic and effective assessment, to appear <ul style="list-style-type: none"> <li>○ Revised questions in Program Review (reporting and about plans)</li> <li>○ April Flex Day working session/drop-in hour/presentation</li> <li>○ Online</li> <li>○ Division meeting presentations (especially beginning of semester)</li> </ul> </li> </ul>	<p>Partial: Flex Day sessions, some Division meeting presentations</p> <p>Continue with above and build online materials, revise Program Review process next year?</p>
<p>Gain a better understanding of PD needs</p>		<ul style="list-style-type: none"> <li>• Develop a useful survey (one that does more than ask people what PD they think they need)</li> <li>• Improve Program Review process (see above) as another way to assess PD needs</li> </ul>	<ul style="list-style-type: none"> <li>• PD Working Group: <ul style="list-style-type: none"> <li>○ Talk to PRIE about survey options</li> <li>○ Examine surveys previously used/used elsewhere ✓</li> </ul> </li> </ul>	<p>Partial: Gathered information from sources listed, but develop survey tool next year?</p>

			<ul style="list-style-type: none"> <li>○ Student survey tool ("What has worked well for you in this class?")</li> <li>○ Review student panels on Zoom (previous Flex Days) ✓</li> <li>○ Review student anti-racism survey, focus groups data ✓</li> <li>○ On AI: Talk to ASCSM (Mondana Bathai and Erin Schafer) ✓</li> <li>○ Input from Teeka and Faculty PD Cttee?</li> <li>○ Improve feedback gathering on PD</li> </ul>	
Incorporate more PD for classified professionals that is enjoyable and promotes team building		<ul style="list-style-type: none"> <li>● Scavenger hunt?</li> <li>● Other ideas?</li> </ul>	<ul style="list-style-type: none"> <li>● PD Working Group: <ul style="list-style-type: none"> <li>○ Schedule scavenger hunt for April ✓</li> </ul> </li> <li>● Consult with Classified PD Senate for more ideas (Susan) ✓</li> <li>● Implement technology training requested in Classified Senate ✓</li> </ul>	Completed (but ongoing)

Increase collaboration institutionally and district wide		<ul style="list-style-type: none"> <li>• Calendar of PD and shared PD district calendar would help</li> <li>• Limits on District collaboration until District provides support</li> <li>• More opportunities to get beyond our silos, collaborate across functions</li> </ul>	<p>Working Group:</p> <ul style="list-style-type: none"> <li>○ Pilot use of VRC to determine whether it would help w/ need for calendar of PD events (Susan, DEAC) ✓</li> <li>○ Update calendar of events on PD website with trainings available college and district-wide. (Susan)</li> <li>○ Consult with District flex coordinators about a shared calendar ✓</li> <li>○ Share events as much as possible on District Flex Days (and possibly part of College Flex Days) ✓</li> <li>○ Professional development opportunities at Flex Day that bring people together across functions ✓</li> <li>○ Propose increased support from the District for collaboration ✓</li> </ul>	Made progress on registration, cross-district collaboration, proposal for more district support. Move calendar/sharing of events to next year (in VRC?)
Provide more engaging/transformational PD (not just trainings/specific skills)		<ul style="list-style-type: none"> <li>• Maybe we could use the process of revising the 5-year PD Plan to re-</li> </ul>	<ul style="list-style-type: none"> <li>• PD Working Group <ul style="list-style-type: none"> <li>▪ Peer Observation Pool?</li> </ul> </li> </ul>	Made progress with CRPP grant (REAL), keynote speakers.

		<p>imagine how we define PD at CSM, broaden our definition of PD?</p> <ul style="list-style-type: none"> <li>• Could maybe use process of revising the bylaws to reframe PD?</li> <li>• Improving assessment of PD fits within this</li> </ul>	<ul style="list-style-type: none"> <li>▪ Big thumbs up for Alok as keynote speaker.</li> <li>▪ CRPP Grant</li> <li>▪ Adjunct PD symposium</li> <li>▪ Pathways</li> </ul>	<p>Revised PD Plan should identify other opportunities to build out PD on campus.</p>
		•	•	