

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

**Minutes**

Monday, January 27, 2025, 2:30 to 4:30

**Zoom:** <https://smccd.zoom.us/j/81060977131?pwd=ISb89pc1jtmw34pgY7qh89ONwHngp8.1>

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

**Required membership:**

**Present:**

Co-chairs	Guillermo Cockrum, Student Learning Outcomes Assessment Coordinator, Economics Faculty Susan Khan, Professional Development Faculty Coordinator	
Academic Support and Learning Technology (ASLT)	Valeria Estrada, Library Faculty vacancy	
ASCSM	Matthew Chang, Associated Students Amy Nguyen, Associated Students	
Business/Technology	Melissa Nelson, Accounting Faculty Hellen Pacheco, Computer Science Faculty	
Classified Senate	Alicia Frangos, Program Services Coordinator, Student Success vacant	
Counseling	Zulema Esparza, Counseling Faculty vacant	
Creative Arts & Social Sciences (CASS)	Erica Yoon, Psychology Faculty vacant	
Kinesiology, Athletics, & Dance (KAD)	vacant vacant	
Language Arts (LAD)	Madeleine Murphy, English Faculty vacant	
Math/Science	Kazumi Tsuchiyose, Math vacant	
Instructional Technologist	Marisol Quevedo, Instructional Technologist	
Planning, Research, Innovation, & Effectiveness (PRIE)	Natalie Alizaga, Research Inquiry & Institutional Effectiveness Manager (PRIE) (On Leave)	
Dean of Academic Support and Learning Technology (ASLT)	Tarana Chapple, ASLT Dean	

***Guests: Valeria Estrada, Susan Khan, Melissa Nelson, Zulema Esparza, Madeleine Murphy, Marisol Quevedo, Erica Yoon, Matthew Chang, Guillermo Cockrum (Quorum = 9)***

I. Order of Business, 2:30-2:45

- a. Approval of the [Jan 27, 2025 Agenda](#). Marisol and Madeleine.
- b. Approval of Minutes from last two meetings: [Oct](#) & [Nov](#) . Valeria moves to approve, Marisol seconds.
- c. Teaching & Learning Updates/Announcements from Shared Governance & Divisions
  - i. Academic Senate
    1. District Academic Senate
      - a. Plan to change policy for dropping students for non-payment. Students will only be dropped if they owe more than \$200
      - b. Discussion around faculty teaching demonstrations during the interview process. The hiring committee will have latitude to determine what modality to use in an interview for teaching demonstrations.
        - i. Committee considered having a conversation and weighing in on this topic.
        - ii. Issues brought up are maximizing the size of the pool of interested applicants versus forcing teaching demonstrations to be in the modality for which the prospective faculty member is being interviewed.
      - c. The District (along with De Anza College) is entering into an MOU with the State Chancellor's Office to sign on as a founding partner in the Digital Center for Innovation, Transformation, and Equity.
      - d. The district Academic Senate has approved a [document on AI and plagiarism](#) authored by the District's Committee on Teaching and Learning.
      - e. New policy on enrollment thresholds triggering class cancellations.
        - i. Compromise between the 20 cap versus the 10 cap.
        - ii. We will be moving to 15 in person and 20 asynchronous. classes.
    2. College Academic Senate
      - a. Completed The Common Course numbering work resulting from the state's new requirements toward a CALGTC combined set of requirements for the UCs and Cal State schools.
        - i. Have almost completed placing courses in CSM's Area 7 (Kinesiology, Activity, and Self Development). This is not a requirement for CALGTC
        - ii. We have diverged from Cañada and Skyline in keeping Area 8 (the American History and Institutions) requirement for the local AA.

- iii. Do we have enough funding for adjuncts participating on the Academic Senate Committee???
  - iv. The General Ed requirement will have two more courses (one math which was moved from a competency requirement to General Ed)
  - v. CSM is also keeping information competency as a requirement
  - vi. The Curriculum Committee is close to finalizing the Handbook to update Course Outlines of Record.
    - 1. CTL made and recommended substantial edits to reflect the need to align CORs to PLOs and ILOs.
  - vii. Resolution for students with conflict in the Middle East and another in support of our undocumented students
  - viii. Update on Dual Enrollment
    - 1. All of our partner high school teachers have been or are being evaluated or will be evaluated per our academic and contract guidelines.
      - a. 3 were evaluated this fall and have 6 to be evaluated this Spring.
    - 2. We are now 100% in compliance with those expectations.
  - ix. The Academic Senate also devoted time before the break to a prioritization ranking of resource requests.
  - x. The Academic Senate is also considering changing date and time next year so as to include more departments (e.g., Kinesiology is unavailable afternoons).
    - 1. It's possible that the inclusion of adjuncts could help, but there's a very limited budget for this.
3. Distance Education Committee
    - a. For accreditation, the ACCJC developed a new rubric (primarily about regular and substantive interaction) to evaluate distance ed courses
    - b. There will be a new working group to figure out how to use the rubric to prepare for accreditation.
    - c. Distance Ed will also be submitting for an update for Flex Day.
  4. Student Learning Outcomes working group
    - a. Looking at the SLO assessment process
    - b. Analyzing existing processes and benchmarking what other colleges do.
    - c. Will be sharing out a proposal soon
  5. Associated Students (No update). Seemingly, Associated Students meet at the same time as CTL.
    - a. Could be a reason to reassess CTL's meeting time.

- 6. Program Review Working Group
      - a. Staggered model for assessment with opportunity for more supported and focused process.
      - b. Updating the form that's used to make it more meaningful and streamlined.
    - 7. Equitable Grading Community of Practice (Erica Yoon)
      - a. Thinking about offering a discussion or a guest speaker about group work or group assessments to achieve more equitable grading approaches to encourage students to engage with instructor feedback.
  - d. Public Comment
    - i. Library will have poetry reading in March for Women's History month.
      - 1. Valeria will share a flyer when available.
        - a. Perhaps an open mic poetry reading
        - b. Could be on Wednesday February 26th or Wednesday March 5th between 10 and 11:30A.
      - 2. Is trying to invite Prof. Frederick Gaines' Black Leadership class for this month.
- II. Info Sharing, 2:45-3:10
  - a. Sharing of [feedback on January Flex Day](#) (15 min)
    - i. Went over feedback we have to-date
      - 1. 220 people joined online and in person for the keynote speaker
        - a. We don't yet have a lot of feedback yet (23 responses) but they have been pretty positive.
        - b. Described as inspirational and highly relevant.
        - c. A person wished the presentation was shorter with more opportunities for questions.
        - d. One comment was wanting a clearer connection to our college, but the person was not more specific.
      - 2. Great idea from Marisol to continue asynchronous sessions with relevant podcast episodes and reflection questions for those who can't join in person all campus flex day session like Dr. Gina Garcia's in person only flex day workshop
        - a. Marisol curated 5 different podcast episodes and developed 3 reflection questions for the in-person only Jan 10 flex day session
        - b. This enabled asynchronous participation and was well received. Specifically, they were thankful for having the time for individual reflection.
        - c. We are concerned, however, that if we provide too much asynchronous material people will be discouraged from being there.

3. Looking for ideas about how to follow through with those concrete suggestions that were made during the workshop.
- b. [Summary of PD Needs and Resources Discussion](#) (from 11/25 meeting) (10 min)
- i. We want to start identifying and collecting lists of outside speakers on different topic areas
    1. Maintain database of sessions with tags (of topics identified in Program Review)
    2. Identify internal panelists, campus partners
  - ii. Creating micro-courses have had a lot of positive feedback
  - iii. Doing more to share out resources after Flex Day and follow up with playlists in the Vision Resource Center.
    1. We need a centralized location for PD information
      - a. Could it be the Vision Resource Center?
    2. We could develop a professional development needs survey tool to identify needs
    3. Newsletter?
    4. Archive Flex Day recordings so that they are searchable by topic
    5. Division Road Shows
  - iv. Should this committee break off Academic Senate and be a standing committee that is more inclusive of non-instructional programs and staff?
  - v. All these considerations could have cultural elements and we need to make sure that the Academic Senate and other stakeholders truly understand the implications of a simple change with organizational culture ramifications.

### III. Discussion and Work Items, 3:10-4:25 (bio break at ~3:30)

- a. Provide feedback on Proposal for [New Flex Day Planning Process/Timeline](#) (30 min). Proposal is in the link, the items below are the conversation that the presentation inspired.
- i. Suggestion of assessment as a theme for the year. Or would the themes tend to be more lofty or inspirational, and something like “assessment” would be more like a topic, or possibly a track, since it’s something that is mandated and should be happening on a regular basis.
  - ii. Positive feedback for layering the planning, having a theme. Would also allow us to share the theme for the year in Division meetings, for example, and help the college stay on focus.
  - iii. Suggestion about having objectives that everyone focuses on Flex Day and gets done.
  - iv. Clarification requested on how the committee proposed would be more representative than CTL. It wouldn’t be a subcommittee of Academic Senate. Suggestion that it could be a “cabinet” that would determine what is shared in common, helps bring it all together. Current system is not representative because steered by people have time and

funding to do so. Perhaps could be meeting of assessment, curriculum, students (i.e., the chairs) to meet and figure out what we're working on and determine the theme.

- v. Clarification requested about relationship between theme, topics, and tracks. Perhaps tracks wouldn't change very often, but would be a reminder of everything we want to keep in play. Topics would be pressing issues, possibly dry. Themes would more inspirational/vision setting. Support expressed for that idea. The theme could also be about prioritizing. (Topic for April could be, building on HSI framework?)
- vi. Suggestion that when taking to Academic Senate, make sure people realize it's a culture change. Maybe take to division meetings, as well.
- vii. General positive feedback.
- b. Input on planning for April Flex Day (20 min)
  - i. Plan currently underway is to bring in Michael Nguyen to talk about our AANAPISI designation. English department also bringing in Susan Blum. Suggestions about how to integrate these two plans?
  - ii. Suggestion that ungrading does tie into culturally responsive practices.
  - iii. Suggestion that ungrading could be broadly relevant. Could also be relevant to student services. Suggestion that there is more opportunity to talk with faculty about alternatives to grading, across disciplines, since it's so different in different disciplines. Ungrading has so many different implications across campus, could have multiple sessions all focused on ungrading? Also some feedback that many classified might not see it as relevant, without more work on the front end or after, to connect it to people's roles. Might need to have other options at same time. How could ungrading be made relevant to anyone doing SLOs and Program Review?
- c. Discussion of strengths and weaknesses of our [existing ILO assessment process](#) (20 min)
  - i. Ran out of time for this item, so we'll discuss next time.

#### IV. Closing, 4:25-4:30

- a. Plan for next meeting:
  - i. Review of Flex Day session proposals
  - ii. Student participation in professional development (given funding now for participating students)
  - iii. Input on revised plan for PD website?
- b. Prioritized Goals, 2024-2025

Goal	Priority Level	Discussion/Suggestions	Next Steps/Assignments	End-of-year Status
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Develop meaningful process for gauging/measuring ILOs		SWOT analysis of our existing process (1/27 meeting)		
Finalizing draft of revised ILOS			Being reviewed by President and IPC in January Then will go to Academic Senate	
Professional development to support our assessment activities			Waiting on revised SLO assessment plan	
Improving professional development communication and leveraging of existing resources (including archiving and use of tagging)		<a href="#">PD Needs and Resources Discussion</a> (11/25 meeting)		
Incorporating student voice in professional development				
Improving our professional development needs assessment (including improving use of Great Read of Program Review for professional development needs assessment)				