

MINUTES:

Meeting: Student Learning Committee

Date/Time/Location: 2/2/18/9:00 a.m./Board Room

Present: Ace Charette, Erik Kornkven, Marlin Allery, Terri Martin-Parisien, Dr. Ann Brummel, Les Lafountain, Stacie Blue, Sheila Trottier, Marilyn Delorme, Edwin Acosta, Ron Parisien, Chad Davis

Absent: Wanda Laducer, Teresa Delorme

Staff Present:

Guests:

Officiating Recorder: Ace Charette

Agenda Item	Discussion – Conclusion	Recommendations or Actions
1. Call to Order		
2. Roll Call		
3. Approve Minutes	<p>Les provided a minor change regarding Dan’s name.</p> <p>Erik suggested that changes need to be submitted to administrative council at a previous meeting. Erik: this refers to changes to the assessment manual. We had made several changes to the assessment manual/handbook. Dr. Martin-Parisien: (this is number 7) yes. Erik: This is talking in general about changes to the assessment manual. Dr. Martin-Parisien: We’ve only had one meeting; I did not put it on the agenda due to recent nature of meeting, but I’ll get it on the next one. Erik: I can send changes for that. Les: Are the changes for student learning outcomes the things we are looking to change in the assessment manual? Erik: Dr. Martin-Parisien had expressed that we wanted the new outcomes approved by March 1st so that we can get them into the catalog and everyone has prep time. For now, let’s focus on the approval of minutes, and we can address that on number 7 for today’s agenda.</p> <p>Marilyn: Name spelled with two “n’s.” Can be corrected to one.</p>	<ul style="list-style-type: none"> • Les motions to approve the minutes • Dr. Ann Brummel seconds • Motion passes unanimously
4. Adopt Agenda	Erik: Anything we would like to add to the agenda?	<ul style="list-style-type: none"> • Edwin motions to approves • Marlin seconds • Motion passes unanimously
5. Assessment Plan Norming	Erik: Today we’ll continue norming. We’ll also talk about going through our assessment processes to assure we are on the same page prior to the HLC visit, especially regarding the current process. Everyone should recall	<ul style="list-style-type: none"> • Minor changes to the rubric offered.

	<p>what we did last time, and we have the assessment rubric in front of us. Last time we a cultural program, and today we'll focus on residential electric. Erik covers the process of how to use the rubric paired with the completed annual assessment plan form. In the margins next to each section, rank the row one through five based on the language; we'll do that for each of the seven sections (rows).</p> <p>Les: does everyone who works with a program do it or every faculty?</p> <p>Erik: Some do, and some don't—it just depends.</p> <p>Les: Right, we do one for the department, whereas with CTE there can be only one faculty for a program, so both faculty and program leader complete this process.</p> <p>Erk: Correct. (Explains how other programs are structured similarly.) Theoretically, every single faculty should be responsible for one of these, but we are not quite there yet. But that's a good question.</p> <p>Les: In the process of changing the general education outcomes, that's something we'll want to look at.</p> <p>Erik: we'll need to assess performance learning indicators. This is the last year that we'll assess those general learning outcomes due to updated processes.</p> <p>Dr. Brummel: When HLC comes, what response do we give about our outcomes?</p> <p>Erik: We still have outcomes on the book that will still be assessed. We'll still be assessing what is on the books, but next year we'll come up with new outcomes. It's already in the assurance argument for HLC, so we're already articulating that we're changing that. Changing these outcomes has taken three years, so this is an evolving process.</p> <p>Group conducted assessment norming for the residential electric program for academic year 16/17.</p> <p>Erik: Picking programs does not mean "picking on anyone," but this program had specific assessment based requests. Next time we'll bring in one of my assessments just so we are sure to look at everyone's.</p>	
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	<p>Group discussed numbering ranges for each section.</p> <p>Dr. Martin-Parisien: Rubric needs to be cleaned up for scores 3 and 4, as the language is very similar. Committee: potentially, columns 2 and 4 could be blank to allow room for gray area and avoid confusion for ranking based on language that is too prescriptive or similar between rubric scores.</p> <p>Benchmarking discussion continues for the residential electric program.</p> <p>Erik: Regarding section 6, these assessment based recommendations are collected and submitted and campus leaders are responsible for responding to these requests in a timely manner. These are not “shopping lists” per se, so requests should be aligned with assessment results. The onus is on this committee therefore to be discerning about this process. Are these requests based on the results of the assessment? How is this supported by the data?</p> <p>Erik: for section 6, a sense of order should support this process, and a structure in place needs to be here so that further incentive is provided to programs to be specific in their alignments between requests and learning data.</p> <p>Les: we need to make sure that we remember the historical processes here to ensure that new people will understand this process as they transition in.</p> <p>Stacie: training in assessment and student teaching could be helpful, as not all faculty are specifically trained in this area.</p> <p>Erik: it is an important part of this committee to provide support; we have built into the calendar at several points to offer this. We have sent sign-in sheets around, but we don't force people to engage in this way. We are also open to other forms of support.</p>	
<p>6. Discuss spring assessment calendar</p>	<p>This semester is very busy with accreditation coming up, but we still plan on offering opportunity for faculty to meet with the members of the committee. We'll probably look toward March to do this.</p>	<ul style="list-style-type: none"> • March will be when the committee focuses on visiting with faculty for assessment-related support.
<p>7. Student Learning Outcome Update</p>	<p>We need to get this approved somehow, but we don't really know where. Dr. Martin-Parsien: since it's been approved by this committee, we can take it to administrative council—after we send it to Dr. Davis and Kellie first. Dr. Brummel: Dr. Davis will need to see rationale for the change. Erik: I will write up the context so that this is clear, including comments related</p>	

	to “indigenous learning outcomes,” as articulated in previous institutional documentation. Erik: I can have this ready by next week’s administrative council.	
8. Accreditation Visit Primer (Ace)	This will be tabled for next visit due to time constraints today. Ace: I can provide a printout that has collated previous HLC critiques about student learning at TMCC, and the committee can review this and have a rich discussion next meeting, having given this some consideration.	<ul style="list-style-type: none"> • Tabled for next meeting. Ace handed out 2014 HLC critiques related to student learning assessment for committee review.
9. HLC conference preparations	<p>Erik: Due to the upcoming deadline, this would be good to start organizing now. Ace: Can we create a list of people who we would like to have represented at this conference and submit this to Kellie?</p> <p>Tentatively:</p> <ul style="list-style-type: none"> • Dr. Ann Brummel • Edwin Acosta • Stacie Blue • Ace Charette • Marlin Allery 	<ul style="list-style-type: none"> • Ace will send tentative list of attendees to Kellie for approval
10. Schedule next meeting	March 2 nd at 1:00	<ul style="list-style-type: none"> • March 2nd, 2018 at 1:00
11. Adjourn		