

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

***Minutes***

Monday, February 24, 2025, 2:30 to 4:30

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

Recording:

*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	x x
Academic Support and Learning Technology (ASLT)	Valeria Estrada, Library Faculty vacancy	x
ASCSM	Matthew Chang, Associated Students Amy Nguyen, Associated Students	x
Business/Technology	Melissa Nelson, Accounting Faculty Hellen Pacheco, Computer Science Faculty	x x
Classified Senate	Alicia Frangos, Program Services Coordinator, Student Success vacant	x
Counseling	Zulema Esparza, Counseling Faculty vacant	
Creative Arts & Social Sciences (CASS)	Erica Yoon, Psychology Faculty vacant	x
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)	
Dean of Academic Support and Learning Technology (ASLT)	Tarana Chapple, ASLT Dean	

**Guests:**

- I. Order of Business, 2:30-2:50
  - a. Approval of the Agenda

Melissa motioned to approve; Valeria seconded

- b. Approval of [Minutes](#) from January Meeting
      - Discussion about including names in the minutes and level of detail to be included. These were not approved, pending edits from the committee and a second review by the Co-chairs.
    - c. Teaching & Learning Updates/Announcements from Shared Governance & Divisions

Updates:

- Hellen attended ASCCC conference on AI, in Southern CA. Learned our college entering MOU with De Anza and state chancellor's office to be signing partner for Digital campus, re using AI to improve teaching and learning. e.g., using chatbot for student questions. PlayLab. Todd Windisch also attended. Maybe a topic for a future Flex Day activity?
- Library has been practicing with AI and also attending workshops.
- Academic Senate:
  - Heard from President about how administration looking to provide real time information and support to students. Send people to the website, the undocumented center, red cards. Undoc center can do presentations in classes.
  - Update about our budget situation
  - DE committee shared context about the upcoming accreditation visit and that accreditors looking under hood of our Canvas shells using RSI rubric, so looking for a working group to help with preparing for those visits.
  - Started discussion about how Senate can support union in adding academic freedom to our contract, as stronger guarantee than just board language. Anyone interested in helping out should let Todd know.
- IPC:
  - Technology Committee needs an additional rep
- d. Public Comment

- II. Discussion and Work Items, 2:50-4:25 (bio break at ~3:30)
  - a. Feedback on Proposal from SLO Working Group (30 min)

Todd provided overview of the history of SLO Assessment at CSM and the working group's [proposal for a revised process](#)

Discussion:

- Support for idea of having a default option (including something more flexible than the old course-level SLO cycle).

- Recommendation: Give way to opt in to the inquiry project somewhere in the middle of the 3-year cycle?
- Suggestion: Having mandated discussions. Nuventive is not necessary for having a more participatory system. Program Review and Learning Outcomes Assessment could be shared out at Flex Day, discussions mandated (e.g., on specific division meetings or Flex Day). Had them for a while on Flex Day, but not well attended.
- Suggestion: Clarify the data from PRIE, especially since departments are getting different type of data? So it's less apples and oranges.
- Suggestion: Nuventive can help with standardizing the data.
- Question: How can the default option be structured enough that people don't cherry pick the assessments they want to do. Maybe could set parameters around how frequently all course SLOs had to be assessed.
- Question: How would an inquiry project be defined? Just Course-level? Also Program-level? Yet to be determined. English likes option of having more freedom, so not necessarily tied to Course-level (e.g., from work with Susan Blum).
- Question: Would faculty have option of doing both? Yes, we think Nuventive would allow that. Wouldn't want to require the default to everyone, because of the workload concerns.
- Question: What will the response of faculty be? more Work? yes, but valuable work. And once people see how it will become more streamlined, should be more accepted. Can move towards Canvas automatic alignment into Nuventive. And the faculty inquiry project might just be formalizing something people are already doing.
- Question: What will the work load for this committee be like? hopefully manageable. Maybe reviewing, say 15 applications per year, maybe with a checklist, including opportunity to connect with PRIE. What are you trying to find out, what data do you need, how are you going to share it out (maybe expectation of sharing at Flex Day), feedback about how to make it more manageable/scalable. Could use Sabbatical committee process as a model.

b. Identify [strengths and weaknesses](#) of our [existing ILO assessment process](#) (30 min)

Looked at questions we are using in our student climate survey. Info is captured in the chart, but adding observations here:

- Given to all students, not just students those leaving the institution. Currently no way to disaggregate by when they leave.
- A couple of years ago, there was also a student focus group conducted for the ILOs. Not sure how representative it was.
- Also not a very reliable assessment, since it's a self-assessment.
- It's important in psychology research, for example, that there be multiple questions for each dimension, different situations that get people thinking about that dimension in different ways.
- Don't have information about when survey goes out, or a process for analyzing the data that comes in

Given the deficiencies, how might our ILO process be reimagined?

- Suggestion: need a full-time assessment coordinator? 3 to 6 units of faculty release time is not adequate. PRIE role helps.
- Something that could be done is something like the focus group that was done a couple years ago. With incentive, get students to participate, and have a rubric to discuss what we see. Perhaps a 1-unit class in the IDST department focused on an outcome, or all the

outcomes, designed as a discussion forum where students could pull together what they have been learning and seeing its connection to SLOs. WOuldn't be transferable, though, so how would you incentivize students?

- Suggestion that aligning with course or program learning outcomes not terribly effective
- Could have students voluntarily submit assignments that could be assessed for that, with a rubric (i.e., with a portfolio)?
- Could provide letters of recommendation as incentive to participate? Though providing a letter of recommendation is a requirement of our role.
- Consensus seems to be building around gathering a focus group, maybe for next year. Do we have bandwidth for coordination and planning, and do we have a plan for getting students in the door.

c. Discuss how we can expand student involvement in PD (35 min)

Shared out what we learned from meeting with our student reps. (Students had to leave early.)

- Shared stories of faculty making inappropriate extra credit expectations of meeting off campus. What training do faculty receive? Maybe Title IX compliance training not enough. Is it a PD issue? Shock and surprise that this is happening; there should be a policy. Against giving extra credit for anything off campus. About particular environments (e.g., bars)? Is this a professional development question, if it's about how to define mentorship in a way that is appropriate, for example? Or maybe this is not about personal growth (and the wrong people would participate in a training like that), maybe we just need a rule/code of conduct.
- Students also shared desire for more feedback channels, such as an anonymous survey that would come up in Canvas.
- Could this be incorporated in the ILO assessment student focus group? In past, those focused groups relied on the Learning Communities, the Promise Scholars group, to recruit students. But everyone looks to the learning communities. The conversation probably should have started with the ILOs, and revealing for what it said about the impact of things that happened outside the classroom. Would need the right incentive, the right date (not too near exam week), maybe work with Promise Scholars people to get word out. Maybe something to plan this semester, for implementation next year?

III. Closing, 4:25-4:30

a. Plan for next meeting

**Prioritized Goals, 2024-2025**

Goal	Priority Level	Discussion/Suggestions	Next Steps/Assignments	End-of-year Status
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			Reviewing revised SLO assessment plan on 2/24	
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) <a href="#">Key Strategies to Leverage PD</a> (summary from discussion above, 1/27 meeting) <a href="#">Proposal for New Flex Day Process/Timeline</a> (1/27 meeting)		
Incorporating student voice in professional development		Meeting with our student reps 2/24: <ul style="list-style-type: none"> <li>● Example topic: Title IX training for faculty, and communicating out to students their rights and responsibilities re Title IX</li> <li>● Opportunities to get anonymous and frequent feedback from students, say within Canvas at the end of the semester?</li> <li>● Forums for input from particular groups of students, such as tutors</li> </ul>		

Improving our professional development needs assessment (including improving use of Great Read of Program Review for professional development needs assessment)				
---	--	--	--	--