Based on notes from our first meeting, we concluded that we’re recommending assessment at both the instructor level and at the TLC program level:

**Instructor Level**  
Accomplishment of teaching goals  
Pedagogical assessment

**TLC Program Level**  
Longitudinal tracking of GPAs, retention, and graduation data  
Participant satisfaction surveys  
Demonstration of learning outcomes by utilization of faculty’s assessment (learning products)

This year’s TLC assessment activities have been the following:
- Pre/post satisfaction surveys (30 out of 130 returned the post-survey)
- National Survey of Student Engagement
- Retention
- GPAs
- Focus groups with TLC students (why they participated, perceived benefits of TLCs, satisfaction level)

The challenge is to assess “outputs.” How does TLC participation impact students’ likeliness to engage in other activities (research, community service, study abroad). Current efforts to track such information might include Biology (research involvement) and International Programs (global awareness program).

Dan Bernstein has suggested in a recent General Education Meeting that TLC participants might be used to assess intellectual ability as “inputs” and “outputs”. Such an effort could assist in identifying the “value-added” aspect of programs like TLCs.

Dan is developing a recruitment piece for TLCs. He’s currently working on a piece for recruiting faculty that displays information about Mike Vitevitch’s TLC. It could also be adapted for use in recruiting students, for addressing parents, or for the Board of Regents. It provides an excellent record for assessing TLCs and has a goal of making teaching visible. He is calling it the “CTE Teaching Gallery Prototype.”