

**CASL/Program Review Committee Minutes**

**September 11, 2019**

BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney- (Humanities), Anne Marengo (SBS), Gary Quire (SB), Dilek Sang-Wagner , Tara Williams (MSHP) Rebecca Eikey ; Erika Torgeson (Counseling)
Other Attendees	Jim Schrage (Assistant Superintendent/VP, Facilities Planning, Operations & Construction, Facilities); Omar Torres (AVP, Academic Affairs); Vida Manzo( Sr. Research Analyst BSSOT Grant & Basic Skills, IDT); Preeta Saxena (Sr. Research Analyst, Institutional Research)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
<b>1. CASL/PR</b> <ul style="list-style-type: none"> <li><u>Consent Item</u>: Minutes for 08.28.19 Meeting</li> </ul>	Clarification on the minutes: <ol style="list-style-type: none"> <li>The Faculty for Business 100 and English 103, will bring their course assessment for the Data Coaches meeting on September 27, 2019.</li> <li>Data Coaches are training in multiple platforms and it includes the SLO data components from the Course SLO data.</li> </ol>	Gary Quire motioned Jason Burgdorfer seconded  Evis Wilson will provide the minutes earlier so that clarification for minutes is sought before instead of during the meeting.  Evis Wilson will generate SLO performance reports for the departments that request them from her.	Motion to approve the minutes was carried. Minutes were approved.
<b>2. PR – 2019-2020 program review process and schedule</b>	<ul style="list-style-type: none"> <li>The Program Review completion date is the last day of the academic year. That usually is a Saturday.</li> <li>Aligning the Educational Facilities Master Plan goals, to the current Institutional Strategic Goals, needs to be a frequent, and more flexible process. The request is to use TOP codes and WSCH (Weekly Students Contact Hours), in addition to the PR prompts, so that the data is entered into the current Facilities Masterplan.</li> </ul> <p>Faculty can request training in finding and listing top TOP codes in their PR. Weekly Student Count (WSCH) would be provided through Institutional Research.</p>		

	<p>Changes to programs that are tied to funding as well as new program additions could be updated in PR annually. Marilyn Jimenez is compiling a list of the new programs that were approved, with information on the author and whether or not there were facilities implications for those programs.</p> <p>Addressing the issue of when there should be a program review for a program.</p> <p>An optional narrative box could be provided when the TOP codes data does not capture all the information regarding potential growth.</p> <p>Alternatively, identifying and using processes that are already in place, could make it possible to provide Facilities with data from TOP codes and WSCH through an annual report, instead of entering them into a new Program Review.</p> <p>Long term Facilities Planning questions:</p> <p>With the guided pathways network, how do we structure our environment, organize the campus, so it is more like the four-year model? Could that be documented in the Program Review?</p> <p>How to reflect in the PR of a particular program, such as Chemistry, the need for student support services facilities that are connected to that program: such as space for MESA, or in person support for student in the TLC, and Test Center? If there are facility needs, how are they represented with just the two codes?</p>		
<p><b>3. CASL – Disaggregation for Engl 103</b></p>	<p>Assessment of ENGLISH 103 in Spring 2019 was done through the course's final paper by using a rubric to assess the CSLO on two criteria:</p> <ol style="list-style-type: none"> <li>1) Structure and Organization</li> <li>2) Evidence (support argument with relevant evidence)</li> </ol> <p>English 103 course coordinators and faculty found that:</p> <ul style="list-style-type: none"> <li>• 42 of 46 sections recorded their assessment results;</li> <li>• Over 200 students were not assessed</li> <li>• 94% of the students Met the CSLO expectations.</li> </ul>		

	<p>English 103 course coordinators and faculty had discussed their need to:</p> <ul style="list-style-type: none"> <li>Identify the students in the Not Assessed category</li> <li>Identify the criteria with which most students struggled</li> <li>Identify overlap in the disaggregated data</li> <li>Approach the assessment criteria differently next time; have a norming session</li> <li>Identify disproportionate impact</li> <li>Identify ways to address disproportionate impact</li> </ul> <p>When planning to address the identified disproportionate impact the faculty can:</p> <ul style="list-style-type: none"> <li>• Present the data in terms of averages of students who passed in the different categories and then compare that with the overall average of the students who passed. Any percentages lower than 80% of the overall average can be seen as disproportionate impact.</li> <li>• Participate in the Equity Minded Practitioners Program</li> <li>• Participate in the CETL course on Culturally Relevant Pedagogy</li> <li>• Utilize the data coaches in finding answers for the questions regarding the disaggregated data.</li> <li>• Focus on culturally relevant teaching, providing more information on student services.</li> </ul> <p>Other options could include:</p> <ul style="list-style-type: none"> <li>• Course Coordinators can contribute to the holistic attempt to address discrepancies in assessment, by including reflection questions to assessments.</li> <li>• Data coaches would be a resource to the Course Coordinators in addressing the disproportionate impact.</li> <li>• Norming and standardized rubrics can help address discrepancies identified in scoring the assessments.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Collaboration and professional development can be utilized help to train and engage the adjunct faculty.</li> </ul> <p>The English 103 Course Coordinators, Erin Delaney and Alexandra Dimakos will provide a brief statement, for the English Program Review, regarding the need for Adjunct Faculty’s meaningful participation in the full assessment cycle, beyond recording the data.</p>		
4. CASL – Mapping and Assessment of PSLOs	SLO Coordinators will focus on supporting the Programs with the goals of PSLO curriculum mapping and PSLOs assessment for all the PSLOs by 2020.		
5. CASL – Goals for Coming year May meeting goals	<ul style="list-style-type: none"> <li>• Pilot –interdisciplinary work with data and security disaggregation work with Institutional Research- this is ongoing</li> <li>• Ongoing Review of SLOs in the curriculum process – The Curriculum Committee members who review the SLOs submitted to the Curriculum Committee, Cindy Stephens and Saburo Matsumoto will help with this goal by providing SLOS for review by CASL.</li> <li>• Website redesign – The need for redesigning the new website has increased after the transition to the new website.</li> <li>• Reporting out to schools/ recruiting on ISLOs assessments. ISLO awareness Student facing ISLO campaign i.e. “I’m a critical Thinker” - This will be brought back as an agenda item to CASL meetings. “I am a critical thinker,” a student facing ISLO campaign, was inspired by a presentation at an eLumination conference attended by SLO Coordinators in the 2018.</li> <li>• Faculty cross-training in Program Review and SLOs is something that might be able to connect to train the trainer- This goal is tabled.</li> <li>• Faculty Handbook on Assessment, include eLumen screen-shots, electronic format and accessible in Canvas – CASL will work as group to address this. Both the physical handbook and website content will be available. Evis Wilson will put up instructions on</li> </ul>	Evis Wilson will upload assessment creation and report generation guides onto the new website.	

	<p>how to create an assessment and how to run a report on the website.</p> <ul style="list-style-type: none"> <li>• Student “transcripts” that incorporate student work in signature assignments, badging, LinkedIn, ePortfolio- as it connects to student engagement and ePortfolio platforms, will be revisited when some work is done with Pebble Pad on ePortfolio.</li> <li>• PR subcommittee in Fall 2019 to identify Mechanisms for improving integration of identified needs for other departments or committees (e.g. Technology) funded/ not funded and why. – This goal is still being formulated; no information is available.</li> <li>• Train the trainer and pass to peers – This goal will require the CASL members to be available and find ways through the Professional Development Department to spread the word regarding their availability for helping and training faculty in SLOs related topics.</li> <li>• Once we have disaggregated the data discuss it together, work with data coaches to discuss what to look for- This goal is being implemented.</li> <li>• Division reps do mini-training at school meetings on eLumen, data coaches. – This goal would not be feasible given time constraints at the listed meetings.</li> <li>• Invite NILOA-Natasha Jankovski or colleague. – Her visit could help in identifying ways to approach our disaggregated data, and help us come up with a meaningful program with which to approach the data disaggregation.</li> </ul>	<p>Evis Wilson will provide a summary report to the SLO coordinators indicating which courses have recorded SLO assessments in the Spring 2019.</p>	
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