CASL/Program Review Committee Agenda
February 12, 2020
BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair; SB), Jeff Baker (CASL co-chair; VAPA), Kelly Burke (MSHP), Alexa Dimakos (ePortfolio-Faculty Coordinator, Humanities), Kelly Burke (MSHP), Rebecca Eikey (Senate, MSHP), Ron Karlin (Learning Resources), Anne Marenco (SBS), Tara Williams (MSHP), Rebecca Eikey (Senate, MSHP) Tony Law (Counseling.)
Non faculty Attendees	Omar Torres –AVP Academic Affairs

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up
1. CASL/PR • <u>Consent Item</u>: Minutes for 11.27.19 Meeting	Minutes for 11.27.19 will be reviewed for the next meeting.	
2. CASL • **Reporting item PebblePad update**	The agenda was modified to include a reporting item on Pebble-Pad training PebblePad implementation has been granted a 3-year contract. PebblePad representatives Melissa Pirie and Gail Ring, trained faculty from ASL, CAWT, Culinary Arts, Counseling, English, ESL, Paralegal, NonCredit.The AVP of the Academic Affairs also attended the training sessions. The three day training included PebblePad features and functions, faculty and student experience, and the assignments and reporting features of PebblePad. An additional 6 hour training session will be provided for faculty on March 20, 2020. Brittany and Alexa will get the word out. They plan to provide additional training to faculty in future. As a result of the February training faculty from Paralegal and Theater Department will implement ePortofilio for at least one of their courses in the Spring 2020 semester. IT department has integrated Pebble Pad into Canvas.	

	Faculty who plans to use Pebble Pad should first contact Evis Wilson who would then connect with IT to set up the faculty log in information. Tech savvy Faculty could easily use Pebble+ module. The user interface is intuitive and students should be able to use it with ease.

Work in PebblePad Atlas module needs more training. Training for all users is available in the PebblePad Support Module online.

PebblePad ePortfolios can be used in different formats to store and showcase student learning at different stages of their learning. PebblePad allows the students to create ePortfolios outside their courses. The students can keep their ePortfolio, when they move on from the college at no cost to the student.

PebblePad is a private platform, owned by the student. The student can choose to keep their ePortfolio private, or share the whole or parts of it.
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| **3. PR**
   • Update | PR cycle is currently on level two: Deans are reviewing and ranking requests according to the priority.

PAC-B made budget parameter modifications that necessitate additions and changes next year to PR module in the forced cost categories. One such change, was to include Institutionalization of personnel, which means: the hiring of personnel in a permanent position after funding has run out for a grant funded position that same personnel held at the College. These parameter changes are expected to be in the PR module by next Fall.

Timely feedback for Level 2 decisions on the funding of requests, as well as explanations for those decisions, means that the chairs receive that information before it is forwarded to Level 3. It also means that information on funding decisions made at Level 3, is shared automatically at the time that decision is made.

The mechanism for automatic emails should be implemented in the PR module in Fall 2020. Jason will connect with Daylene for information on the technical side of that implementation.

Short term targets for PR module implementation:
   - Staffing forms
   - Populate the remaining Curriculum section fields

Long time PR module implementation targets: | Jason to coordinate with Daylene regarding technical details on the updates to the budget parameters and feedback loop. |

	- Standardization language of requests and issues such as addressing course section factors for curricular and assessment coordinators, minimum wage increase percentages for non-academic staff. - Utilizing administrative staff to support the chairs when it is time to do the budget. - Ensuring the integrity of Level 1 PR module functions in making changes and requests. The committee suggested training on best practices in PR would help department chairs in creating reflective process that includes the faculty in the department's PR. Sharing within departments is expected and is in the Program Review's Committees processes and procedures. Examples from other colleges would us assist in encouraging additional reflective practice. For example, Santa Ana College faculty present to the PR Committee meeting every other week, sharing what the respective departments were doing. Exchange of ideas and information was encouraged. Because the program reviews of different departments are staggered, different departments are on different cycles, this allowed for experiences and reflections to be shared throughout the year. Past practices with opening the Program Review for viewing and participation, provided both major challenges and opportunities to collaborate. Timing the Program Review with other Professional Development opportunities such as Department Retreats could be beneficial.	
4. CASL • ISLO update • Long term Assessment Planning	The agenda was modified to include discussion on ISLO and updates on the ISLOs assessments. - Faculty who assessed Oral Communication and Critical Thinking in Fall 2019 have had loop closing discussions. - Quantitative Literacy and Community Engagement will be assessed this semester with loop closing at the conclusion of the semester. Faculty participation is very low. To identify reasons for low attendance: - Check mapping report for accuracy: Faculty participation may increase if courses that have mapped but are not included in the report are identified. eLumen removes the mapping information from CSLOs when the course changes. - Reconsider/examine the previous mapping. School meetings could be place where that discussion may happen. Explanation on the ISLOs might be provided there.	

	- Educate Faculty on the ISLOs and making a pitch on why this is important. - Look at the curriculum to identify if the ISLO are being taught, and if taught, are they assessed? The SLO Coordinators may present at each chairs' meeting with their respective deans at the division level discuss the ISLOs. Omar will forward email they compose to the deans.	

5. CASL
  - **AAC&U conference report**
 	
  - **SLO Symposium report**
	Report on the AAC&U conference was tabled.
	
	Nicole attended the SLO Symposium; take-aways included:
	  - Using student engagement, such as ePortfolios to measure the PSLOs. Example: At West LA College the students are evaluated on the PSLOs rubrics based on their e-portfolios. Norming, design and how they got the students to do it, had ensured the implementation success. If the student did not meet the PSLOs they were asked to redo their work.
	  - Discussions and conversations on competencies: whether students should be allowed to receive credit for a course where they did not meet the PSLO.	