

CASL/Program Review Committee Agenda

February 27, 2019

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Cindy Stephens (CASL co-chair), , Alexa Dimakos (ePortfolio-Faculty Coordinator, Humanities), Jeff Baker (VAPA), , Rebecca Eikey (Senate, MSHP), , Christine Iskander (Humanities), Ron Karlin (Learning Resources), Anne Marenco (SBS), Gary Quire (SB), , Erika Torgeson-(Counseling), Tara Williams (MSHP)
Other attendees	Daylene Meuschke, Omar Torres

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> • <u>Consent Item</u>: Minutes for 2.13.18 Meeting 	Input for the minutes was provided by Nicole Faudree, Anne Marenco, Saburo Matsumoto.		
2. CASL: <u>Discussion and action items to forward to Senate for approval:</u> <ul style="list-style-type: none"> • Mapping CSLOs to PSLOs to ISLOs by spring 2020. • Assessing and loop closing PSLOs by 2020. • Recommendation of minimum number of sections, students, or semesters being assessed before loop closing 	<ul style="list-style-type: none"> • The committee members agreed to forward the goal of completing mapping CSLOs to PSLOs to ISLOs by 2020 to the Academic Senate for their approval. Completing the mapping will continue to be done at the department level. The SLO Coordinators will offer Open Labs to help the faculty with the mapping. • CASL members agreed that the assessment of PSLOs should be completed by Fall 2020. This goal is not connected to funding but serves as strong encouragement to the departments to assess and loop close. Assessment of PSLOs will be done not through direct assessment, but assessment implied through the assessment results for courses that map to the PSLOs. The results of the assessment scores for the courses mapped to the PSLOs will be discussed at the department level. Campus wide PSLOs assessment loop closing is estimated at 10%. Reasons for the lack of participation: <ul style="list-style-type: none"> - eLumen implementation issues - Lack of information regarding the means of engaging the adjunct faculty in loop-closing 		

	<p>discussions</p> <p>Suggestions on finding ways to meet the goal of completing the PSLOs assessment by 2020:</p> <ul style="list-style-type: none"> - Using department retreats or course orientation meetings to engage the adjunct and full- time faculty in PSLO loop-closing discussions - Using incentives available through grant funding (such as Perkins for CE programs) for participation and training - Inviting SLO Coordinators to go to department PSLO assessment training sessions, to help lead the dialog - Involving adjunct faculty in creation of PSLOs <ul style="list-style-type: none"> • Data from courses with low enrollment, which are offered as single sections, and/or infrequently, may provide very little value to loop closing discussions. CASL recommends accumulating 45 to 50 assessment results from those courses in order to compile more data for loop closing discussions. This recommendation is a starting point. The committee will wait to hear from faculty who assess a lot, to see if this recommendation is meaningful at the disaggregation level of 45 to 50 students. They will then address issues that may come up as with data suppression of certain data categories, and if necessary make adjustments to the recommended range. 	<p>The SLO Coordinators will compile a one page document to serve as a PSLO mapping resources guide</p>	
<p>3. CASL: <u>Discussion and action item:</u></p> <ul style="list-style-type: none"> • End time of 2:50 pm for passing period • SLO Action Plan (aka Loop Closing or Phase II) pushed to coordinators/chairs for courses being assessed 	<ul style="list-style-type: none"> • Modeling what other committees have done, in order to have a passing period between the meetings, CASL agreed to end the meeting at 2:50pm. • In the past, two forms have been used in connection with assessments: Phase I form to record the plan and assessment results and then Phase II to memorialize the loop closing discussions. In eLumen Phase II is referred to as SLO Action Plan. The committee agreed that when the SLO Technician, Evis Wilson, sees a course that is reporting assessments, she would then contact either the course coordinator or the department chair for that course, to notify them of the form and link where they would record their loop-closing. The Action Plan prompts are at the 		<p>Approved</p>

	<p>macro level, and are completed by course coordinators and department chairs.</p> <p>This approach, where the SLO Technician pushes out Action Plans to department chairs or course coordinators for courses that have assessed, can be changed in the future, if needed.</p>		
<p>4. CASL: <u>Reporting item:</u></p> <ul style="list-style-type: none"> • Updates on SLO Symposium • AAC&U GE and Assessment Conference • Learning Assessment Conference • ePortfolio update 	<ul style="list-style-type: none"> • AAC&U take-aways: <ul style="list-style-type: none"> - Showcase of a college where students are given a contextualized research assignment, and then are asked to present their results in formal research format. This is an institutional effort; incentives for faculty participation are provided in the form of CETL training and stipends, and the engagement with students happens at a class level while the research assignment is embedded in the curriculum. There are parallels to that with work currently being done at COC with guided pathways. This assignment could be tied in with experiential learning. - Presentation showcasing a college that holds a convocation where they highlight what each department is doing. The audience for the convocation is the faculty. At our college it could be broadened to engage faculty and students. - Attending a national conference, was beneficial because one can find out what is going on nationwide: Many states, like California, are focusing on acceleration. Reports show good results. - Many sessions featured different approaches in GE courses which are becoming more interdisciplinary. - Institutions of higher learning focusing on integrated and experiential learning. They are asking the students to apply what they are learning, making meaning out of what is learned. - Creating courses for Liberal Arts, such as the Math 100 for non-math majors - Learning Assessment Conference was brought to 		

	<p>us by Harriet Happel. It might be beneficial that a team attend in the future.</p> <ul style="list-style-type: none"> - At the closing session the participants synthesized all they had learned at the conference. - Some colleges have dedicated student learning outcomes coordinators. The role has been particularly centered in building relationships with faculty and then offering support with assessment - Quantitative and qualitative aspects of disaggregated assessment data and how to capture the students' voice and different ways to do so. - Aurora CO, College in scaffolding course materials, and the use of effective teaching strategies, toward engaging and motivating students <ul style="list-style-type: none"> • SLO Symposium workshops regarding assessing the SLO process: <ul style="list-style-type: none"> - Cerritos College had asked all faculty regarding identifying the CSLOs and PSLOs, whether they had knowledge of running reports on the assessment of the SLOs in eLumen. They had asked the faculty and collected information on challenges that the faculty had identified. They had disaggregated the data for full-time and adjunct faculty. The responses informed the changes and training they needed to provide. - Normalizing scores and what eLumen is able to provide in connection to that. Perhaps when the time comes and faculty have to compare the different assessments scores that map to different PSLOs, we will need to revisit this issue again. • ePortfolio: They are considering the features of a platform called PebblePad. At an upcoming zoom meeting a PebblePad rep will walk them through the student and faculty experience. At previous conference 		
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	<p>meeting they had received information regarding Canvas and PebblePad integration. They want to ensure that they identify a ePortfolio platform that has features to serve faculty, students and other campus users, well.</p> <ul style="list-style-type: none"> • Conference take-away on the ePortfolio included <ul style="list-style-type: none"> - the presentation focused on student engagement to create ePortfolios that would support their careers. - Stanford University is using ePortfolios in a way of creating culture and developing a personal brand: embedding ePortfolios in courses such as first year experience. Those ePortfolios were learner centered to show how course work develops and changes a person over time. It parallels work that is done by students in COC though the Counseling department in Counseling courses. 		
<p>5. PR: <u>Update:</u></p> <ul style="list-style-type: none"> • Status of APR <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Feedback on Year 1 • Prioritization of phase 2 PR modifications 	<p>Program review issues include:</p> <ul style="list-style-type: none"> • Sorting objectives, that may have met, or still in progress. • Requesting items individually by creating separate activity sheets for each goal/objective • The committee will address issues of PR by creating a subcommittee that (with help from Daylene) will engage with department chairs. • Embedding Academic Staffing and fixing the upload and Sorting issues from budget requests will be priorities of the phase 2 PR modifications 	<p>Jason will get together a subcommittee team.</p>	

Anne Marenco will be teleconferencing in for this meeting from the Canyon Country Campus Office #700G located at 17200 Sierra Highway, Santa Clarita CA. The teleconference is accessible though the following link: <https://cccconfer.zoom.us/j/482425877>

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48 hours before the scheduled meeting.

CASL-PR Committee Members

Chairs: Nicole Faudree –CASL SLO Coordinator, Faculty Co-Chair; Saburo Matsumoto- CASL SLO Coordinator, Faculty Co-Chair; Jason Burgdorfer – PR, Faculty-Chair
Cindy Stephens- CASL SLO Coordinator (Spring 2019)

Voting members: Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Cindy Stephens (CASL co-chair), Brittany Applen (ePortfolio Faculty Coordinator, Humanities), Alexa Dimakos (ePortfolio-Faculty Coordinator, Humanities), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney (Humanities), Rebecca Eikey (Senate, MSHP), Howard Fisher (K&PE), Christine Iskander (Humanities), Ron Karlin (Learning Resources), Justin Lundin (K&PE), Anne Marengo (SBS), Gary Quire (SB), Dilek Sanver-Wang (MSHP), Erika Torgeson-(Counseling), Tara Williams (MSHP)

Non-Voting Members: Dr. Jerry Buckley-VP of Instruction, Omar Torres Interim VP Academic Affairs, Daylene Meuschke-Dean of Institutional Research, Planning & Effectiveness, Barry Gribbons-Deputy Chancellor, Andy McCutcheon-Dean Humanities, Micah Young-Dean- MSHP

Mission Statements and Meeting Schedule for CASL-PR

The Committee for Assessing Student Learning (CASL) Committee’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Committee works with faculty to ensure the methods of assessment of course SLOs and program SLOs are aligned and consistent across the college.

The purpose of the Program Review Committee is to provide training, advisement and assistance to College of the Canyons faculty and staff to facilitate and improve the program review process. The committee will provide leadership and guidance by reviewing comprehensive program reviews, annual plans, outcomes and assessment cycles, and evaluating the program review planning process.

The Academic Program Review Committee meets on the second and fourth Wednesday of each month at 1:30-3 pm and is a combined meeting with the Committee for Assessing Student Learning.