CASL-PR COMMITTEE MINUTES

MAY 12, 2021   **1:30 pm – 2:50 pm**   **Zoom (Bonelli Hall 330)**

Voting (Faculty) Participants: Brittany Applen, Jeff Baker, Kelly Burke, Jason Burgdorfer, Teresa Ciardi, Rebecca Eikey, Nicole Faudree, Justin Lundin, Diane Solomon, Cindy Stephens, Anh Vo.

Other Participants: Kathy Bakhit, Vida Manzo, Daylene Meuschke, James Temple, Paul Wickline, Evis Wilson.

Topics:

1. **CASL/PR- Consent Item:** Minutes for 4.28.2021 meeting

    Minutes were approved unanimously

2. **CASL Item**: Cindy Stephens and Jeff Baker

    a. Timing of CASL-PR meetings
        A survey will be sent out to members so they may decide o the timing and type of meetings

Kathy Bakhit sought information regarding assessment cycle and process, how PSLOs are assessed.
Discussion and Answers:
CASL we recommended all courses are assessed the first time they are offered and to assess at least once every three years. We have given flexibility to departments to do it more frequently than that. Each department defines their own cycle and within that departments may assess every semester, but some do not close the loop every semester.
Current SLO Coordinators approach assessment not only from an evidence gathering perspective, but also from the reflection about how we impact our students and how and what our students are learning, and how we are being intentional and transparent.

Program Review can be evidence of how SLO assessment is used to plan and change programs. Results observations can be downloaded from the dashboard as PDFs and these can be incorporated into the program review as well.

The SLO assessment is built into our processes so every course outline of record has the CSLOs and they're connected to the objectives. Every degree certificate has the PSLOs written for them. We have it built into there's an SLO reviewer who does an auditing of the curriculum part of that process which then connects with the program review.

It is in the details of the actual program reviews themselves where you can kind of get a sense of where the assessments are moving towards determining whether students are reaching the decree outcomes. eLumen reports can help with that as well.

3. ePortfolio Item: Update from Alexa Dimakos and Brittany Applen this item was discussed last.

Folio Thinking, Reflective Practice is what we are trying to implement at COC through PebblePad.We have three winners for the PebblePad Rolling Stones Tour. Jesse Vera from counseling for best assignment design. Jesse has taken his entire course, his final project is final exam which has all these various things and components, they work on all semester for counseling. He put this into his portfolio, his students will have the exact same thing, it looks like a regular website.

Violetta Kovacev-Nikolic from Math has the best learning and development portfolio. Here she gives links with a beautiful quote so you can get to know her travels fun facts about her show up in here. She keeps this thread with quotes and videos to draw interest and then her pebble path journey. To build ePortfolio she has used different assets and templates and completed it in the span of 2-3 days.

And Lori Young, from Paralegal Studies, ePortfolio is the best in show. she's done a great job with the design and also kind of explaining who she is she also has a section on her students which is always great to see, and we can see the passion, she has the courses that she teaches here and then she talks about this, the paralegal pathway to law school program I like it, because she has links out here to where you can find more information she's included videos in here.

Alexa and Brittany will be working in the Summer 2021 into converting the training documents and materials for the PebblePad Rolling Stones Tour into a CETL ePortfolio course.

4. PR Item: Update from Jason Burgdorfer and Rebecca Eikey
Daylene Meuschke, Jim Temple and their team has provided some modifications to the prompts.
In prompt 10, departments chairs have access to data trends and tableau information directly in their program review module. But faculty who complete the prompts in program review need access to those tools and avoid doing duplicate work. Also, we need to know what this looks like for those who are not in the que of review for the PR. Since this is embedded inside the PR do we need to provide hyperlinks to those resources or is this available only to those who review the PDF versions of these areas of the PR.

Regarding making PR documents public, there are concerns that discussions and proposals captured in the PR will be misinterpreted as actionable plans. Concerns coming from faculty, particularly those of small departments, that data discussions of disproportionate student performance reports may be misinterpreted. While budget information is already, and separately available if the budget information is connected and reported to single departments may also be an issue if misinterpreted or misunderstood. The comprehensive budget that is currently available publicly, does not include what the departments have requested for the different funds and what their forced costs were.

The executive cabinet may be included in the conversation in what to make available to the public regarding the budget. In the past the practice has been not to make all the details public because the information would lack context.

Most of the prompts' changes will take place during the summer.

Vida will check with Daylene to identify ways to make the visualizations available to those with read-only access to PR. One way to go about doing that would be for each department to have a separate webpage where they go to put PR minutes, agenda, SLOs and loop closing and Action Plans.