

CASL-PR COMMITTEE AGENDA

Date: March 9, 2022 Time: 1:30 pm – 2:50 pm Place: Zoom

Voting Attendees: Brittany Applen, Erin Arnold, Jeff Baker, Christopher Boltz, Jason Burgdorfer, Alexa Dimakos, Nicole Faudree, Claudenice McCalister, Diane Solomon, Cindy Stephens, Anh Vo

Other Attendees: Dianne Avery, Kathy Bakhit, Gina Bogna, Andy McCutcheon, Daylene Meuschke, Lisa Sawyer, Omar Torres, Evis Wilson.

Accreditation Team Members : Laura Adams, Andrew LaManque, Kay Weiss

Topics

1. **CASL/PR- Consent Item** - Minutes for February 9, 2022 Committee Meeting were approved.

2. **ePortfolio – Update**

Alexa and Brittany shared about the ePortfolio work Violeta Kovacev-Nicolic had done in her Math 212 Calculus special assignment, where students connect student learning outcomes with course assignments in a real life application of they course material.

Alexa and Brittany have met with Canyons Promise folks to introduce folio thinking practices through the use of PebblePad to their student group.

Building PebblePad ePortfolios assignments for ECE students is streamlined and easy for Cindy Stephens. The ECE students will use the course ePortfolio assignments and get to keep and build their ePortfolio work and the PebblePad ePortfolio at the end of their program.

3. **PR item – Update**

Proposed changes to the Perkins information and forms in the Program Review module include embedding academic staff and forms classified staff forms, equipment replacement lists. Centralizing the forms and process been one of the PR Committee’s goals and they have been working toward it for a couple years.

Lisa Sawyer and Harriet Happel are designing Perkins prompts for two new screens in program review. A summary screen as well as an additional screen will be where someone can enter, or edit their Perkins request. Norris is working on one of the screens and the other has been developed. Lisa will meet with Harriet on 3.10.2022 to talk about what reporting Harriet needs. If all else looks good, Lisa hopes to show the completed Perkins pages in the next PR meeting.

4. **PR item – Review of narrative prompts to reflect current enrollment trends**

The added narrative prompts sections, in the PR a program overview and update ron our data trends, SLO results our student success, with their data link visualizations in tableau. The faculty would reflect on how does all that affect our curriculum, scheduling, deliveries and staffing.

But are these prompts relevant given the current environment, during the pandemic, where enrollments are shifting? Do the prompts engage the faculty in thinking about how are we sequencing our courses, what's the bare minimum number of courses we need to still allow students to complete? Are the times that we're offering classes accessible to the population in your program?

This discussion is timely as the section requests for Spring 2023 came out and so many departments have been decimated. Next year, planning and asking questions to ensure that we are meeting the needs of our students is important. There may not be data to support offering 5 week, 8 weeks and 16 week classes, or stacking classes, in the way the administration has asked, but some students may want that. It would be helpful if we had some prompts that incorporated reflection on the district's perspective on enrollment going forward.

Course offerings changes due to the pandemic response, has necessitated changes to the Program Maps. Referring to existing program maps, as well as visualizations of program maps, in the prompts is useful.

Currently there is a placeholder for it. The visualization of it in PR could be a table or links.

Current prompts that ask the faculty to identify strategies to address the challenges, successfully offered courses can be modified to include a timeline for any changes if the section remains relevant.

The second section acts as self-check and might be useful for faculty to look back and see if the catalog reflects the descriptions and requirements.

The third section describes plans for future curricular offerings including new courses, degrees certificates included in your discussion plans for permanent distance learning attendance, high school, incarcerated, high FLEX other modalities. The scheduling part describes section fill rates, noteworthy patterns during the term, day, time and location and reflections on the program's schedule of classes as they relate to the program's student population needs for completion, transfer.

While program maps capture *what* needs to be offered, and this prompt captures *when* it needs to be offered, we need to intersect these *what* and *when* sections with *how* it will be offered. A prompt that would allow for faculty to comment on how they think the courses need to be offered to meet their student populations needs is as follows:

Given the current enrollment patterns, are your program(s) schedule section requests given pathway/MAP, length, duration, and modalities sufficient for students enrolled in your program(s)? What changes would you propose to scheduling patterns and why?

This prompt could capture the faculty requests for course modality flexibility as usually modality is something the college expects from the programs without offering flexibility.

Faculty could check boxes for most appropriate modality for the courses if provided with a table with pre-populated columns for the courses. Alternatively, a new visualization is in development by the IR and soon they will be able to show the courses offered by location, modality and term in a simplified version of what is available in Program Review.

The office of instruction could use the responses received at Level one to inform the work with the department chairs and deans toward improving the process per department and discipline.

How we integrate what we do through program review from a scheduling perspective with what students are doing in working with their counselors to plan out their forthcoming semester education plans?

Chairs could access the various program maps that were created and be sure that every single class that is needed for a student to take for a degree, is listed on that specific term. They could also ensure that, while recognizing some attrition, sufficient sections of that course are offered.

Some reports show that not enough students are utilizing their myacademicplan module. Working with Jasmine and ASG, we can promote and get students to use integrating their ideas re: program mapper from a guided pathways perspective.

ASG will join the next Board meeting and in addition to discussing fall offerings, we will discuss the future of scheduling and what information we have received on how the students are utilizing the map. Engagement in this activity, could provide the College with the information needed to make more informed, strategic decisions on what we're scheduling. We do have the technology to do it.

In Tableau, we have visualizations about which courses at which times, students have checked off on their maps. In Program Review we could try to capture that in a basic template that shows course by course and section requests that leads ultimately the scheduling of courses.

This approach where we actually would be using data that's actually accurate to inform the way that we plan our classes, is different and better from the past where we planned what we were told to plan.

This table could be something we could have the faculty reflect on year 2 and 3 and not wait till year 1 of Program Review. And the changes would be built on the prompts. After the initial edit training faculty should be done sooner.

This information would be helpful if input in the updated Education Facility Master Plan

Jason Burgdorfer shared a draft of the PR table and will share it with Jasmine and the PR-Committee as shown in the screen capture below:

PROGRAM REVIEW

Scheduling and Enrollment Management (New Prompts)

1. Given the current enrollment patterns, are your program(s) schedule section requests given pathway/MAP, length, duration, and modalities sufficient for students enrolled in your program(s)? What changes would you propose to scheduling patterns and why?

Curriculum Table (Filled out each fall for following academic year)

Course Number and Name	Course Part of which Pathways	Semester	# of students with course in MAP/ ed plan (populated)	Sections needed	Format	If live: day, afternoon, night, weekend.
Geography 101 Physical Geography with Lab	Geography AA-T Environmental Studies AA iGETC/CSU Physical Science GE	Fall	58	3	2 hybrid VLC, 1 VLC	1 morning, 1 afternoon, 1 evening
		Winter	17	1	1 hybrid VLC	1 morning
		Spring	55	3	2 hybrid VLC, 1 VLC	1 morning, 1 afternoon, 1 evening
		Summer	19	1	1 hybrid VLC	1 morning
Geography 102 Human Geography	Geography AA-T Global Studies AA-T Anthropology AA-T iGETC/CSU Social Science GE	Fall	4	2	2 online eight wk	N/A
		Winter	21	1	1 online five wk	N/A
		Spring	53	2	2 online eight wk	N/A
		Summer	28	1	1 online five wk	N/A
Geology 110 Earth Science with Lab	Elementary Education AA-T iGETC/CSU Physical Science GE	Fall	42	2	2 hybrid CCC	1 afternoon, 1 evening
		Winter	5	0		
		Spring	46	2	2 hybrid CCC	1 afternoon, 1 evening
		Summer	3	0		

Would be great if we could ask students when completing their maps to ask their preferred course format and preferred times of day for attending CCC.

5. **CASL item** – Review of Recommendation for Academic Senate

The agenda is amended to show that CASL is submitting a recommendation instead of a resolution to the academic senate. At the February 23 committee meeting CASL members worked and agreed on a three-point recommendation as presented below:

Spring 2022 CASL-PR recommendations for Academic Senate

1. CASL recommends that all Student Learning Outcomes (SLO) are fully assessed every three years. Fully assessed SLOs include the following parts: completed data collection (scorecard), completed reflection templates, department discussion of results, and an action plan documenting the discussion and plans for the future.
 - a. Departments are encouraged to adopt and post their assessment cycle, including assessment semesters and semesters to develop their action plans.
 - b. If Departments send their assessment cycle plans to the CASL committee, the co-chairs can send specific reminders at the start of each regular term.
 - c. CASL also strongly recommends that all new courses are assessed the first time they are offered.
2. When assessing PSLOs, CASL recommends departments with programs that include course SLOs outside of the department (example: Math 140 requirement in ADTs), assess courses in the department first. CASL recommends the chair or coordinator have a conversation with the chair/coordinator for the course outside the department (example: Math 140 coordinator) to identify common themes in SLO assessment and how departments can support assessment of the course(s) outside the department. (example: how business faculty can help with assessment rate of Math 140).
3. In general, at College of the Canyons, Course SLOs should be mapped to Program SLOs. Course SLOs should also be mapped to Institutional SLOs. This mapping allows for indirect assessment of Program and Institutional SLOs.

The language on the third point should state that all CSLOs should be mapped to at least one ISLOs.

A fourth point should address the CSLO to PSLO mapping and it should allow holistic approaches that include for direct and indirect assessment.

Nicole Faudree moved that the committee approve The Spring 2022 CASL Recommendations for the Academic Senate.

Brittany Applen seconded the motion.

The motion passed unanimously.

6. **CASL item** – Discussion:

- a. Methods of PSLO direct Assessment, Indirect Assessment and loop closing, including the possibility of using PebblePad to accomplish these tasks

Faculty SLO Co-Coordinators have identified a need for a better way to capture program assessments, that is authentic, robust, and reliable. Currently indirect eLumen curriculum mapping of CSLOs to PSLOs implied assessment is being used.

It l's hard to document any evidence that might exist as well as the follow up loop closing discussions.

It would be great if there was a way to have students identify that they met the Program SLOs. And we would need a way to capture that data and keep it in one place.

What course would you ask the students to reflect on their Program SLOs if there isn't a capstone course?

One answer would be a portfolio or ePortfolio where signature assignments are incorporated from the start of the program, could help retain information from students who do not participate in a capstone course. Engaging students in folio thinking could see both the student and faculty directly assessing though signature assignments in each course that is connected PSLOs

The committee will consider PSLO assessment prompts to guide PSLO assessment loop closing discussions.

b. eLumen Dataload Frequency

Having at least three consistent data loads unto eLumen in the fall and spring terms and at least one data-load one in the summer is beneficial.

Proposed dates for the Spring, Summer and Fall 2022 terms are as follows:

Spring 2022: 1) 02.11.2022 2) 03.31.2022 3) 05.25.2022

Summer 2022: 1) 07.27.2022

Fall 2022: 1) 08.27.2022 2) 10.07.2022 3) 12.05.2022

Jeff Baker made a motion to approve these dates

Jason Burgdorfer seconded the motion.

The voting members voted yes unanimously.

7. **CASL item – Update** (if any) on linking Canvas to eLumen for CSLOs Assessment was tabled