CASL-PR COMMITTEE MINUTES

Date: May 11, 2022 Time: 1:30 pm – 2:50 pm Place: Zoom

Faculty Participants: Jeff Baker, Chris Boltz, Jason Burgdorfer, Alexa Dimakos, Nicole Faudree, Angeli Francois, Violetta Nicolic-Kovacev, Mary Powell, Cindy Stephens, Heaven Warner

Other Participants: Dianne Avery, Harriet Happel, Daylene Meuschke, Andy McCutcheon, Lisa Sawyer, Evis Wilson

1. **CASL/PR Consent Item**: March 9 and April 13 minutes were approved with typo corrections.

2. **ePortfolio item Update–**

Alexa Dimakos and Brittany Applen are developing a workshop on Folio Thinking, Refection and Engagement through ePortfolios. It will be offered in August, 2022. Full time and Part-time faculty will be able to earn FLEX credit. Full time faculty can earn one unit of salary advancement.

Alexa and Evis will station a Folio Thinking table on Discover Day in the coming Saturday. They will talk with students and provide information and opportunities for hands-on experiences with PebblePad,

3. **ePortfolio item – Presentation Professor Angeli Francois on her learning communities LEAP project proposal**.

   Professor Angeli Francois is a faculty member of the English department, and a member of the Faculty inquiry group for her Learning Communities LEAP project.

   Learning Communities and cohorts, allow students to customize their education. Taking different courses like Math, visual arts and Anthropology together can help students see how they overlap and increase student engagement and persistence.

   Learning Communities such as the Canyons Completes cohort, helps address the challenges those students face in their lives and it provides the students with the opportunity to read and learn in ways that reflect them.

   COC Faculty who engage with the Learning Communities efforts, may come up with ways to pair up or layer up courses that the students can find more meaningful to their learning journey while still allowing the students to get their necessary college credits. Faculty engaged in Learning Communities may co-teach, or they share the same Canvas assignments and increase collaboration while teaching separate courses within the Learning Communities in which they participate.

   Students and faculty who participate in Learning Communities can benefit from applying folio thinking and using ePortfolios in their classes through PebblePad. Angeli will be working with Alexa and Brittany in finding ways to make use of ePortfolio implementation in the Learning Communities at COC.

4. **PR item – Discussion Committee goals and to do list for 2022-2023 Program Review:**

- Program Review module has an ease to use, integrated Perkins spreadsheet into program review.
- Perkins data-entry screens are combined into one. Requests are limited to 10 per program and they can be ranked at the Level 1.
- The Level 1 user can rank, select matching activity goals, and continued program improvements, from a drop listing. The headings for *Activities that Meet Requirements,* are actually the request itself, so the Level one will select the activity that meets that which they want for the Perkins request.
- The Core indicators, Cost, Required Resources are also taken directly from the section one of Perkins spreadsheet. A link on the core indicators section leads to more information via a Frequently Asked Questions window that opens.The list is automatically updated and can be edited. Edits to objectives and activity goals must be entered before they are sent to Level 2.
- At this stage the information can be forwarded for review, not approval, to Level 2.

Harriet's report will have all the data in a standard report. That is something that is still be worked on.

Nicole Faudree will test out the module. Others can test out the functions of the module by request to Lisa Sawyer.

For the next phase:
- Notifications will be put in place for budget status changes for the corresponding approval levels.

- Implementation of a Budget Request Database is in discussions to address issues of that database's changes and maintenance.

- NASA Student Engagement Program for PR will be addressed in 2022-2023.

Old items remain:
- A new Program Planning and Review Process survey would include items vetted by PR committee members. The announcement, timing for distributing, and length of the survey would have to be strategic.
- The project to make all PR available to the public via the PR website is on hold for now.
- Academic and Classified Staffing forms will not be moving to Onbase yet.
- Fall 2022 Training and Video Tutorials Handbook will be worked on in Summer 2022.
- Implementation of a prompt for Scheduling and Enrollment Management, to help inform section requests for future academic years, and inform departments when is the best time to offer specific sections, relies on data from enrollment services. Students underutilize maps so the numbers from Colleague would show understated numbers. Snapshots from Tableau could be populated for major courses and meet part of the need, but how to find and organize information for general education courses remains for future discussions.
- Some PR text changes to address changes that are not growth should be considered.

The PR module access to the narrative will be available at the beginning of the semester. A dashboard would show when the budget information, final awards, budgets and majors data will be available.

5.CASL item – Discussion PSLO reflection Questions -Draft will posted on the CASL website

The questions prompt the faculty to list what was successful and what needs improvement. In addition, the prompts should ask how course Level Outcomes and assessment s lead to Institutional Outcomes.

Language in question 4 should reflect Students with Disabilities- Academic Accommodations instead of DSPS. Since some of the prompts correspond to the ones in the Program Review updates to those PR prompts might be needed.

Cindy Stephens motioned to approve the prompts to the PSLO assessment
Violetta Nicolic-Kovacev -seconded the motion
The motion carried unanimously.

1. What observations did the department make about the assessment process? What was successful? What needs improvement?
2. How do your Course Level Assessments and Outcomes lead to your Program Level Outcomes? Which Course Level Outcomes and Assessments lead to Institutional Outcomes?
3. How have recent changes (eg. class sizes, enrollment trends, modalities, etc.) impacted student learning, completion, and program effectiveness?
4. What are you noticing about the various categories of students and their success in the program? When learning outcome data (see e-Lumen) are provided/available for subpopulations of students (Age/ Ethnicity/ Gender/ First Generation/ Student Status/Students with Disabilities-Academic Accommodation Center / Financial Aid.), reflect on the results, any identified gaps, and plans to address these.
5. How does the department seek student input to inform revisions or adjustments to the program? (Student surveys, Canvas Survey, Pebble Pad Survey, End of Semester Questionnaire, Graduation Survey etc.) What changes are planned based on the information? How has the department used other student support services (tutoring, TLC, etc.), program specific events/activities, apprenticeships, and/or internships?

The prompts will be loaded as Program Action Plans in eLumen and PebblePad.

6.   CASL item – Discussion Does the committee want a regularly implemented graduate survey regarding program outcomes?
A survey that is sent to students who graduate from COC could include questions that help students identify and reflect on their Program Student Learning Outcomes.