CASL-PR COMMITTEE MINUTES

Date: April 13, 2022   Time: 1:30 pm – 2:50 pm   Place: Zoom

<u>Voting Participants</u>

Christopher Boltz, Jeff Baker, Jason Burgdorfer, Kelly Burke, Alexandra Mokh, Anh Vo, Diane Solomon, Violeta Kovacev-Nicolic

<u>Other Participants</u>

Dianne Avery, Jeff Gregor, Gina Bogna, Vida Manzo, Kathy Bakhit, Evis Wilson

Topics

1.   **CASL/PR- Consent Item**

           Minutes for March 9, 2022 Committee Meeting - Minutes Will Be Reviewed at the next meeting.

2.   **ePortfolio item** – **Update**

Alexa and Brittany will meet with Jonathan Ng, the Ujima Scholars program leader, full-time counseling faculty hired to support black and African American COC students, to identify ways students, members of Ujima Scholars can use ePortfolios to support and document their learning, and build a sense of digital community.

Additional meetings with individual faculty include those with Jennifer Paris, Justin Hunt, Angeli Franscois who are exploring ways of using ePortfolios in their courses, programs, or academic projects.

Alexa and Brittany Melissa Cross Pirie of PebblePad, are working on a summer Folio Thinking workshop. Dates are forthcoming. Faculty who'd complete the workshop may earn one unit of salary advancement or FLEX credit.

3.   **PR item – Update**

Jason Burgdorfer is the COCFA President elect he will resign from his role as PR Committee chair. The Incoming Program Review chair would ideally be somebody who has done PR and who has been a department chair. The Academic Senate has sole authority and their own pool of re-assigned time for the person.

There are no updates on the work with the PR module embedding staffing forms.

Budget items were presented in PAC-b on Monday. Some budget projections show there may or may not be enough funding to cover ongoing forced costs. None of the augmentations are likely to happen, with the exception of instructional equipment requests for those departments that placed such requests in their PRs.

4. **PR item- Discussion**

Program Review curriculum, scheduling, and enrollment management prompts

Do we want the prompt in Curriculum Community to specifically refer to enrollment decline?

Specifically referring to enrollment decline in the prompt could be limiting for terms where there isn't a decline. The prompt would capture enrollment changes instead of enrollment decline and provide an opportunity for faculty to record comparisons within the department and across campus regarding enrollment. Ultimately, this prompt would contribute to the discussions that the program review facilitates within the department. From there items are brought to deans, program viability and so on.

Changes to an existing prompt's wording to include an enrollment numbers reflection, would not need Academic Senate approval, nor special programing. Jason will work on such a prompt.

5. **CASL item – Update:**

Jeff and Chris are stepping down from their CASL Co-chair and Faculty SLO co-coordinator roles.

a. Academic Senate adopted CASL recommendation
   CASL Assessment Recommendation was approved by the Senate without changes. Special thanks to Kathy and Omar for last minute wordsmithing on the document.
   Chris will take the senate approved recommendations to his school meetings and he suggests CASL members do the same.

b. Spring 2022 eLumen data load
   The first eLumen dataload for the Spring 2022 has been completed. eLumen has fixed the system errors that did not allow the data-file to be updloaded.

c. eLumen Connect Consortium

   The eLumen Consortium and eLumen Connect group are part of an eLumen initiative to help identify and drive eLumen priorities on enhancements to their system. They have collected different enhancement requests into 5 categories, that have Curriculum Module focus, Strategic Initiative Module focus and Non Curriculum, Assessment focus. eLumen recommends that schools have subcommittees that monitor and report back on the details of these priorities.

   Gina is the voting member for College of the Canyons. CASL members can help identify the eLumen enhancement priorities so that Gina may submit that vote with eLumen.

   She asked Lisa Sawyer, director of Enterprise IT Systems at COC, to share the IT perspective on the priorities as represented in the eLumen Enhancements Summary Table. .

   Evis shared on the Assessment eLumen user perspective. Dataloads and API intergration are features that could help faculty use eLumen more efficiently.

   Item number 2 seems to be a priority for the CASL group.

Gina will share more information with CASL members via email and meet with Patrick Backes to get his Curriculum user input prior to casting the vote.

6. **CASL item** – **Discussion**

Review of CASL annual report to Senate

Chris is presenting to Academic Senate earlier than expected. His report includes:

CASL Meeting time and date, the types of topics discussed in the CASL Meeting meetings. He will share that overlapping Program Review, PebblePad/ePortfolio and CASL topics are discussed by the whole group once a month during fall and spring terms.

The CASL summary report includes:

- Listing of 2021-22 working meeting topics
- Future working meeting Topics, CASL achievements
- Continuing discussion and work

Chris will include CASL work to support folio thinking and ePortfolios as well as updates on the CASL-PR co-chair vacancies and application details.

Nicole suggested that Violeta would be a great candidate for the CASL- Faculty SLO Coordinator position.

Gina will send out the notification and email with the job descriptions for the CASL-Co Chairs after meeting with VP of Instruction Omar Torres.

All the non-elected positions are competitive positions and applications are reviewed and appointed by the AVP.

The new AVP is in the board agenda and they will start on May 1st. Gina is the outgoing AVP in a supporting role during the last two weeks of May.

The agenda was amended to include some responses regarding SLO Data Questions from Vida Manzo on behalf of IR.

Vida Manzo went through the questions Chris had emailed and provided responses. She invited Chris to to share her emailed responses with everybody else who may need it.

The first question was: When looking at this aggregated data such as gender ethnicity or age in eLumen how much of a shift in the numbers or as a percentage is considered significant?

According to the State Chancellor's office definition, the only way to statistically significantly know the disproportionate impact, is to divide what's the proportion of a specific demographic that they represent that was successful, by the proportion that they represent among the cohort, class, or course. According to the State Chancellor's office if their rate of success is significantly lower than what we are hoping, that would be show disproportionate impact.

Shifts would be tracked over time, with historical data. Across time there isn't a set percentage to indicate significance but instead, patterns would indicate the direction it has taken.

The second question is how far back would they look to address trends.
The answer would be as far back as possible, at least three terms. Spring terms' data might be different from fall data, so preferably that should be taken into consideration.

For the third question was regarding addressing masking of fewer than 10 datapoints.
The proposed lumping similar course-SLO data together or grouping course-SLOs for departments that have small programs, like Theater, is a really good way at increasing the sample size. Still, look at the data separately and then combined, to make sure that there's not one particular SLO or one particular part of a program that's driving weird effects. If you are able to pull this data from eLumen that can be useful.

For the fourth question: Is it better to look at raw data or percentages.
If the sample size is small, look at the raw numbers first, and if it is consistently small numbers, then look at percentages. If you have 30 to 45 numbers you can use rates.

Data masking for categories across many years and terms may not be necessary.

Curriculum Mapping can be used to apply the same analysis to indirectly assessed PSLOs.