

# CASL-PR COMMITTEE MINUTES

April 1, 2020

1:30 pm – 2:50 pm

Bonelli Hall 330

## Voting members:

Voting Members					
CASL Chair SLO Coordinator	Jeff Baker	X	Learning Resources	Ron Karlin	X
CASL Chair SLO Coordinator	Nicole Faudree	X	Counseling	Tony Law	X
PR Chair	Jason Burgdorfer	X	K&PE	Justin Lundin	X
ePortfolio Coordinator	Brittany Applen	A	SBS	Anne Marengo	X
ePortfolio Coordinator	Alexa Dimakos	X	SB	Gary Quire	X
MSHP	Kelly Burke	X	MSHP	Dilek Sanver-Wang	A
Senate, MSHP	Rebecca Eikey	A	SBS	Cindy Stephens	A
K&PE	Howard Fisher	X	MSHP	Tara Williams	X

Non-voting members		
AVP of Academic Affairs	Omar Torres	A
AVP of IE and IPE	Daylene Meuschke	X
Dean of Humanities/SBS	Andy McCutcheon	A
Dean of VAPA	Jennifer Smolos	A

X=Present A=Absent

## Topics:

### Topics

**1. CASL/PR- Consent Item:** Minutes from March 11, 2020

Kelly Burke motioned and Gary Quire seconded. Minutes were unanimously approved.

The Curriculum Committee model where people are asked in general whether there are no-s or abstentions may be adopted in future meetings.

**2. PR – Review language for communication re status of budget items**

This item is tabled until after Jason Burdorfer meets with Sharlene Coleal and Jason Hinkle on Monday, April 6 2020.

**3. PR – peer review or committee presentation**

Related to the budget process and how we work as a committee. It is connected to our discussion regarding all departments that do their Year 1, 2 or 3 come to the committee to present. This is so that the departments improve their program review.

Prior to making the recommendation discussion on topics:

How will it work?

Who gets selected?

What is process for Peer Review?

The Peer review process has been on the back burner, and it is not tried out.

If improvement at the department/program level is the goal of peer review/or committee presentation, then that can occur either at the peer review or through presentation to the committee.

If the PR's goal is to collect trends that we are seeing across varied academic departments, then we either have committee presentations or we have reporting out from the peer review.

Coaching, peer review and committee presentations may be of value instead of choosing one way to approach it.

The peer review process can provide new chairs with partnerships that assist them in completing their PR review. Committee presentations may provide different perspectives and facilitate collaboration across campus. Providing a formal way to figure out how to approach PR is beneficial to new chairs. An ongoing opportunity would provide tools for assistance throughout the program review cycles/ years.

Committee members who are/were department chairs reflected on their early experiences as new department chairs and identified the need for tools and opportunities to interact with peers when completing a Program Review.

Pending recommendations by the Curriculum Committee and Academic Senate, if a department's curriculum revision includes a majority of their courses, the department's presentation to the PR Committee would precede the curriculum revision timeline, to help the departments review their SLOs, courses, their budget requests, long term planning for degrees and certificates. This presentation would be regardless of the year in which the department is in their Program Review.

Jason Burgdorfer will coordinate with Rebecca Eikey and Lisa Hopper regarding the recommendations. Nicole Faudree volunteers to present on her program/department, if the Academic Senate makes the recommendation.

Presentations for 60 or so academic programs could be fit within one year, but guidance and identifying committee members who can help presenters address various issues is needed. Multiple reviewers via peer reviewers process can help create a safe space and ease some of the workload for the presenters/chairs.

Appreciative inquiry, as it is currently applied through IEPI, and not having just the chair, but several members of the department there for that presentation, as well as the peer reviewer could help.

Jason Burgdorfer will coordinate with Curriculum Committee on the course revision process and timeline prior to recommendation to Academic Senate.

We can start the peer review immediately, and see what unfolds.

4. **PR** – recommendation to forward to Senate approval for budget module training including screen shots with explanation.

The Program Review Committee recommends that the budget module training is done in collaboration with the Business Office. The Program Review contribution would provide the faculty lens for the Program Review module, not for just the budget, but also for other parts of program review module.

The Program Review would like to work with the Business Office on the budget part of the Program Review module. The Program Review Committee would work on the Academic Components.

Changes might not be needed to the entire training manual. Changes are not only recommended for the written manual but also for the online training with help from screen recording software.

5. **PR** – PAC-B summary

The summary from PAC-b has not been received.

Monday, April 13<sup>th</sup> we will start reviewing the requests.

6. **CASL** – to assess or not assess this semester? For courses and ISLOs.

Nicole has received questions and requests from Faculty and Department chairs, on whether or not they should assess in the Spring 2020 semester.

Input from CASL members included:

- If they feel strongly that they want to, and they feel prepared they can assess if needed.
- This semester possess multiple challenges for students and for instructors including access to online assessment.
- As work is being done with re-writing all the lab classes, assessment will be a bigger issue.
- Students are reporting that they are experiencing a lot of trouble in all of their courses, despite having attended an online course from the beginning of the semester. With this disruption we would not know how accurate the assessment data would be.
- Instructors that teach courses that are not assessed every semester would have to postpone to the fall because of the external factors.
- With the Fall 2019 Fires, Saugus Shooting and Covid-19 we would put a big asterics on 2020 data.
- If the faculty or coordinator feels comfortable and they're ready to assess, and they think it would not disproportionately impact their data, they should have the flexibility to assess. Some departments, such as Paralegal, transitioned to online learning and have decided that they are able to assess this semester.
- We do not mandate, we just give guidelines and recommendations to the faculty.
- It would be really interesting to collect the assessment data this semester and it would give you a lot to talk about. Changes in SLO performance rates may highlight the challenges and allow you to make comparisons.

- Flexibility is important for the faculty, and if this continues for longer, they could decide to re-assess in the Fall.
- For courses that are not going to be offered as frequently, this would be a missed opportunity for assessment until they are offered again and assessed in future.

Loop closing meetings have been scheduled for the ISLO assessments that were supposed to happen during the Spring semester. Should we pursue the ISLO assessments for the Spring semester? Input included:

- Pushing back the assessments, allowing flexibility could benefit for groups that are trying to handle things day-by-day
- Reaching out to the programs with the Quantitate Literacy mapping could be beneficial to find out if they are ok with doing the assessments online.
- Most faculty that have Quantitative Literacy are Statistics faculty so online platforms have been part of their courses.

**7. CASL – Continue open labs after spring break.**

Jeff and Nicole will continue offering assistance to faculty through Zoom facilitated open labs.

**8. CASL – Planning for Assessment Day fall FLEX week.**

The Professional Development Committee is very excited about having an assessment day.

Ideas may include:

- Having a speaker from NILOA
- How did this crisis affect your data, your retention
- It would be interesting to look at snapshots of the assessment data
- A broader examination of data, that includes student assessment and retention.
- Talking about data disaggregation and what that looks like.
- It would be good to have a place to talk about what happened, how the change affected the way you assess, what did we learned from it, what are things of value that we learned.
- A dialog where we can discuss the impact of crisis in student assessment and learning.
- What a great time this would have been to have students ePortfolios online. Thinking of having that practice to use now and in the future. Work is being done with the Paralegal department to create the ePortfolios for their students. One powerful thing has come out of this, adopting the folio thinking.
- We could have a Zoom workshops on folio thinking as a way of reflection, but also providing information what folio thinking culture really is like.
- How folio thinking ties in to Metacognition to moving to broader educational world.

Representing the Professional Development Committee, Theresa Ciardi, shared that the theme on the day of assessment is embracing all cultures, not just international students, but also cultures such as LGBT, foster youth. To that effect, she encouraged CASL to think about presenting inn methods of assessment how to we make sure that we accurately capture information from the different cultures we have in our campus and that we do that in an equitable way. How do we cater the assessment to the different cultures, as a way to embrace the different cultures? How do we make sure that we are doing that in an equitable way?

CASL could achieve this by:

- Reaching out to the Equity Minded Practitioners Leaders could be natural presenters to that theme.
- Presenting examples of disaggregation of data, and having a discussion on the disproportionate impact.

Thursday is claimed tentatively as a day of assessment.

**9. CASL – GROUP ACTIVITY coming AFTER spring Break:** Updating the Student Learning Outcomes Faculty Manual from May 2010

On the 22<sup>nd</sup> the committee may review the work done on the Student Learning Outcomes Manual.

They will also plan on reviewing the CASL website, and may do different break-up groups to work on the website.

Between now and the 22<sup>nd</sup> if we all could get reminder to take a look at the website.