

“Summer Fun” CLR & LASR Session

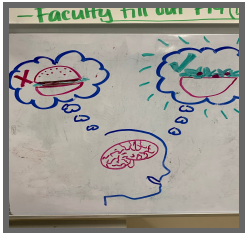
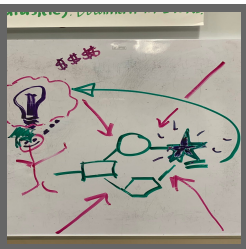
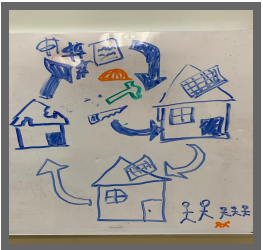
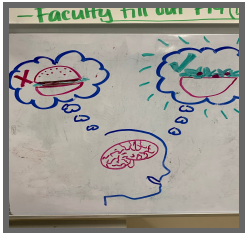
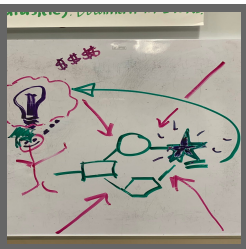
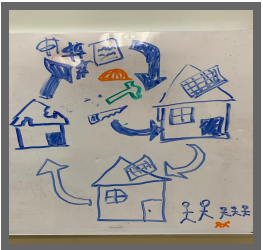
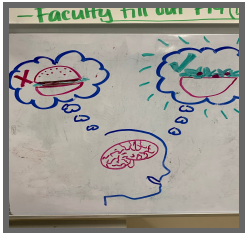
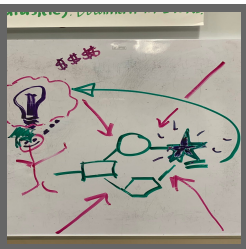
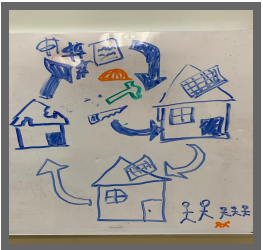
Wednesday, June 12, 2019

Kalia 104

9:00 am-11:00 am

Present:

Maria Bautista, Karen Boyer, Sarah Bremser, Dave Evans, Carl Hefner, Grant Itomitsu, Lisa Kanae, Susan Kazama, Kristie Malterre, Karl Naito, Nāwa‘a Napoleon, Kara Plamann Wagoner, John Richards, Jamie Sickel, Annie Thomas, David Uedoi (Facilitator), Don Westover, Joanne Whitaker, Amy Patz Yamashiro, Jeff Zuckernick.

Topic	Discussion						
<p>9:00 am</p> <p>Introduction</p>	<p>David Uedoi</p>						
<p>9:00 am</p> <p>Team Challenge</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Diagram ideas (on team board) to represent term that is assigned to your team - no words or numbers (in any language) allowed. • At end, teams switch boards and try to guess the term that was diagramed by other team(s). <p>Results</p> <table border="1" data-bbox="524 1026 1357 1871"> <tbody> <tr> <td data-bbox="524 1026 893 1295"> <p>“Good Decision-Making”</p> </td> <td data-bbox="893 1026 1357 1295">  </td> </tr> <tr> <td data-bbox="524 1295 893 1581"> <p>“Learning Process”</p> </td> <td data-bbox="893 1295 1357 1581">  </td> </tr> <tr> <td data-bbox="524 1581 893 1871"> <p>“Improvement Process”</p> </td> <td data-bbox="893 1581 1357 1871">  </td> </tr> </tbody> </table>	<p>“Good Decision-Making”</p>		<p>“Learning Process”</p>		<p>“Improvement Process”</p>	
<p>“Good Decision-Making”</p>							
<p>“Learning Process”</p>							
<p>“Improvement Process”</p>							

9:15 am

Course Learning
Report (CLR)
Demo and
Practice

Background and Explanation (David)

- Meant to address Accreditation Recommendation 2
- Where do we use student learning, how do we document it and use it in decision making?
- Course Learning Report has been shared in many meetings
- Projected a live version of the CLR
 - go.hawaii.edu/n4G
- Demonstration of filling out each field of the CLR form/sheet.
- Make a copy of the CLR in Google Sheets
 - Go to "File" > "Make a copy."
- As a faculty member, can house all assessment and plans in this one sheet and can keep revisiting for the next 5 years and beyond.
- Discussed examples (using "Summer Fun" event as a "course"): outcomes, recommendations for improvement, etc.
- Demonstrated how to complete fields in LASR (Learning Assessment Schedule and Report - Unit/Department) form/sheet.
 - go.hawaii.edu/G4F
- In Google Sheets, everything is saved in real-time, records changes and updates made.
- Can use data input in resource request process.
- Closing the loop: can record changes made based on assessments and results. If a resource led to improvement in student learning, CLR records can document the impact.

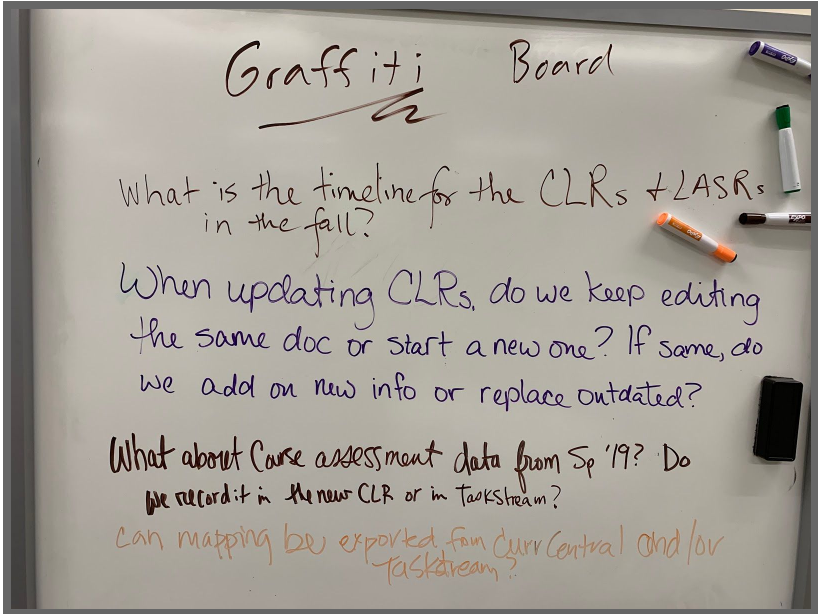
Questions (Q), Responses (R), and Comments from Attendees

- Q: What are the different "Outcomes" listed on CLR?
 - R: Student Learning Outcomes on left (vertical); Outcomes for Program, General Education, Institution (horizontal) - this will help with mapping.
- Q: How will we organize the reports?
 - R: We need to determine how will organize a Team Drive
- Q: What is it that we're including re: expected level of learning - i.e. Introducing knowledge/learning? Reinforcing knowledge/learning?
 - R: Checkmarks can be used to indicate learning in the mapping process and determining whether this course is introducing outcomes or exit expectations? Meant to be flexible to be useful to departments' needs - i.e. for department/program accreditation requirements, etc.?
- Q: We've done some of this in Kualii KSCM. Is this new?
 - R: Some of this is "old" (95%). The two columns (mapping) and resources columns are new.

Other Comments and Discussion

- What's been added (mapping and resources columns) is the hard part.
- Course program and faculty need to learn how to do this.
- Kualii doesn't include mapping anymore.
- Faculty may say, "I already did this...why am I doing this again?" Now we have the answer (i.e. Kualii no longer includes mapping).

- There is enough confusion in this room. Suggest that a map should be provided to update us on where we are at. Everyone is at different points in their awareness. We need to have a big picture point of view of where we are at right now. The target seems to keep moving for us, with no one telling us where the target is at. Information hasn't been provided enough to faculty and chairs to explain where we are.
- We seem to have a new map every year - i.e. "Taskstream kind of went nowhere."
- We worked with Faculty Senate to get a new system going. Taskstream was not giving us what we needed - we couldn't map or get us set up to have conversations. The CLR's will give us a chance to go back to what some people are already familiar with. If have better suggestions of how we might do this, we can go back to Faculty Senate for input.
- For those who "live in that world," it's easy to learn what the changes are. In the departments, it's not as easy to understand what the changes are, what the goals are, and how to use this process.
- A sample completed CLR should be done and provided as a reference. This could come from Faculty Senate, the Accreditation work group, etc.; should definitely come from peers.
 - Simplified sample: <http://go.hawaii.edu/sNG>
- I think it looks great. However, whoever does these will need some help.
- David shared example of a CLR filled out for English 100. Flexibility of Google Sheets is great.
- The reason why put mapping in the CLR is that Recommendation 2 feedback said that we're not showing how course improvements are making any changes to programs. It's hard to prove that anything done at course level has any impact on the program. That's why decided to include mapping in the process as well so that people can think about "how does my course impact the program?"
- Is there a way you could open up certain cells for academic advisors to input information? I.e. Do instructional faculty understand where their course transfers to, etc.?
- Counselors across the campus are adopting the CLR format to report on their counseling/advising student learning outcomes and assessments within the respective programs that they are within (akin to what is being done by instructional faculty).
- Perhaps different initiatives could use this same CLR format as well (i.e. Hawai'i Papa O Ke Ao)?

<p>9:45 am</p> <p>Brain Break/ Graffiti Board</p>	
<p>10:00 am</p> <p>Discuss Graffiti Board</p> <p>Team Drives</p> <p>Group Discussion</p>	<p>What is the timeline for the CLR's and LASR's in the Fall?</p> <ul style="list-style-type: none"> • We should set deadline to promote faculty completion • There should be an event every season to complete the CLR's and LASR. As a college, we could say this is the day for professional development – take some time to update CLR's and LASR's. • Could be events determined by departments... • Regarding real "due dates:" CLR's can be updated at any point. • Faculty Senate said can already start using CLR's. • Recommendation: we might want to get some baseline first. For example, in the Fall, if haven't already done so, collect baseline data and then move forward with assessment piece. <p>What about course assessment data from Spring '19? Do we record it in the new CLR or in Taskstream?</p> <ul style="list-style-type: none"> • Q: While making the transition this past spring (2019), did any one collect any course assessments? <ul style="list-style-type: none"> ◦ R: Yes, for Physiology. • David got notifications in Taskstream that some reports were input. • Can input Spring 2019 data into new CLR format. <p>When updating CLR's do we keep editing the same doc or start a new one? If same, do we add on new info or replace outdated?</p> <ul style="list-style-type: none"> • If on the same sheet, would be a massive document. Can always add a new sheet for a new five year cycle? Have no answer for that. We don't want to delete things where they're lost forever. Good to keep historical information. • Maybe each time there is a curriculum review, can start a new tab – make a new sheet?

- Maybe can “gray out” row when there are updates and new information?
- Maybe should keep historical information for at least 10 years? Would be helpful to new faculty
- It’s important to keep history.
- Regarding Next Steps: Appreciate that can customize here. For example, when start a new five year cycle, can restart by addressing next steps from prior cycle; can easily see history all in one place.
- Q: How does info get aggregated?
 - R: When doing Comprehensive Program Review, people in program should be looking at data/info contained in CLRs and how this reflects/affects program.
 - That still reflects program – how does this percolate somewhere at the campus level? For example, how are we mapping and meeting the Gen Ed and Institutional Outcomes as an aggregate?
 - We’re planning to upload LASRs in ARPDs, hopefully can put CLRs into LASRs. Will see how courses map. This will be difficult for Liberal Arts because of four distinct departments. Can pull LASRs for each department?
- Q: How does all of this inform EVERYTHING? How do we demonstrate that it does or doesn’t? For example - budget?
 - R: Joanne: John Richards is working on a template to document all ARPDs to be able to pull out resource allocations and next steps to help with institutional planning. How do we use CPRs to inform the Strategic Plan for our next Strategic Plan? We’re trying to figure that out. Any feedback is appreciated. Trying to think through and see if we can create sustainable systems that make sense.

Can mapping be exported from Curriculum Central and/or Taskstream?

- Curriculum Central can show PDF of mapping, but the two systems don’t talk to each other.
- Louise Pagotto has mapping recorded somewhere (from 2008)? Do we want to use this as a reference or starting point?
- We’re also in the process of creating new ILOs, Gen Ed outcomes.

Other Comments and Discussion

- What are some useful things we can include in field(s) near the CRN field to record “things we do?” Maybe Faculty Senate can be consulted. For example, course prerequisites, what designations are on the course, etc. Can then filter to another doc that will, for example, list all courses that have Eng 100 as a prerequisite, etc. With “Request to Hire Critical Positions,” what are similar positions on the campus? Sometimes we hire for positions that teach FGB, FGC (course designations). Courses should be informing everything we do.
- Is it possible to have something on this document or additional sheets to automatically update program advising sheets as things change?

	<ul style="list-style-type: none"> • CRN field has since been removed by Faculty Senate - this needs to be reflected in the current proposed CLR form. • It's a balance between keeping the form straight-forward to get people to complete it, versus having a form that collects rich data. • If we could just get people started, we can then discuss what else the form could include. • Having things in one place to track assessment, improvements, next steps is helpful. "One stop shop" from teachers' perspective instead of having separate documents. • Can use form to indicate continued need for certain resources to support student learning. • Something that always puzzles us is the expected levels of assessment. I think we've settled in at "70% of students will achieve...", etc. As a group, do we have an opinion? How do other departments approach this? • David likes to use the example of a fictional "Hero 290" course: Students need to be 100% to keep fighting supervillains. The expected levels of achievement for assessment should be created by community, discipline. • How do we factor in for students who drop out, etc....100% would be unrealistic. But yes, agree in theory. • Some have benchmarks set by outside accreditors. • We set our own institutional set standards • UH system set at 70%. • How do we define students being assessed: students who complete course or all students? • Did you ever see CLR that indicated, for example, students who miss less than 3 days of class were at 100% or met expected level of achievement? Or, reported on other conditions that may be correlated with achievement, like where students sit in the classroom? These are studies and data that has been collected by David, etc. • Have recently used benchmark wording like "70% of students who submitted work met this level of achievement."
<p>10:45 am</p> <p>Reviews and Selfies</p>	<ul style="list-style-type: none"> • Joanne: Have thought about everyone working on CLR/CLR training on convocation day during cluster/department meetings. Need deans/department chairs to agree. • LLL was already planning for their meeting to be focused on CLRs. Hard to imagine time later to gather faculty and lecturers. • Joanne: will do little intro to CPR at convocation. • Colloquium? • Would be nice if sheets already populated with updated SLOs. Can bring everyone together, ask to bring laptops, already populated with updated SLOs. • Perhaps each department could populate in Papaya folder? • Perhaps we could ask department secretaries to help?

- Check to make sure SLOs are the same as what's reflected in catalog, Curriculum Central.
- Courses coming up for 5 year curriculum update – might have to wait until new SLOs actually go through approval process.
- Is consistency important? Does every department need to do the same thing?
- Joanne: Accreditation follow-up report is due on March 2. Fall semester – everything needs to be done. We should be able to show that we're doing something. We need something being input – 20% per year to hit 5 year cycle? Whatever we can do to help support...What would work best for training, where do you need us for the Fall?
- Populate CLRs and CLRs into LASRs
- Is it necessary to input all SLOs right away? What about as it is due, have faculty input SLOs and submit? Having pushed so hard on Taskstream on deadlines, not sure about "pressuring" all faculty to do all CLRs now. Per Faculty Senate, new cycle starts in Fall. In cluster meeting, showing faculty format might be enough; may not need to have a working session.
- Other departments may be of a concern – Hospitality is ahead of the game.
- Goal should be to have a unified message. Good example right now is Hospitality; this is where we aspire to be.
- Joanne: We can introduce the process at Convocation, more info could be provided at cluster meetings, and then do more working in the departments – progressive, scaffolded approach.
- Yes, agree this would be a good approach.
- Expectations for faculty: at least begin to fill out CLR by end of Fall, make sure documented in LASRs.
- Program coordinators, course coordinators, department chairs will most likely be the ones filling out the forms – they will be consolidating information from individual sections of a course that is taught.
- Can always add supplemental documents to the Drive in that area. Collect examples of student work, etc.
- Q: So, does this process now replace the CAP that was given to department chairs that would then be incorporated into the LASR?
 - R: Yes.

Handouts Distributed at Session:

- [Additional Notes: Recommended Guidelines for the CLR and LASR Process \(2019 April 30 DRAFT\)](#)
- [Condensed Version of the Philosophy of Adult Education Inventory \(full version at https://www.labr.net/apps/paei/\) - Page 1](https://www.labr.net/apps/paei/)
- [Condensed Version of the Philosophy of Adult Education Inventory \(full version at https://www.labr.net/apps/paei/\) - Page 2](https://www.labr.net/apps/paei/)