

**CASL/Program Review Committee Minutes**  
**Wednesday February 8<sup>th</sup>, 2017**  
 BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jeffrey, Baker, Jason Burgdorfer, Kelly Burke, Erin Delaney, Rebecca Eikey, Nicole Faudree, Howard Fisher, Miriam Golbert, Ronald Karlin, Simon Kern, Deborah Klein, Dilek Sanver-Wang, Cindy Stephens, Lee (George) White.
Other Attendees	Jerry Buckley, Audrey Green, Barry Gribbons, Daylene Meuschke, Denee Pescarmona, Omar Torres

Topic	Discussion/Conclusion	Recommendations/Actions/Follow-up	Status
1. Approval of CASL/PR Minutes from 12.7.16	<p>SLO Coordinator Cindy Stephens called the meeting to order at 1:34.</p> <p>Several committee members suggested corrections to minutes for December 7<sup>th</sup> 2016.</p> <p>Jeff Baker made a motion to approve the minutes from December 7<sup>th</sup> 2016 CASL-PR meeting, with the corrections made. Howard Fisher seconded the motion. Miriam Golbert abstained, all other approved.</p>	Make corrections and repost on CASL webpage.	Motion carried
2. CASL- Association of American Colleges and Universities (AACU) conference tidbits	<p>SLO Co- Coordinators Kelly Burke and Cindy Stephens shared highlights of AACU conference other CASL members who had attended were invited to share their take-a-ways. In summary:</p> <ul style="list-style-type: none"> <li>-COC is already doing a significant amount of work with Assessments and SLOs.</li> <li>-The conference confirmed that focusing on student involvement in the assessment process is beneficial. Best practices of note in student involvement were mentioned such as:               <ul style="list-style-type: none"> <li>o Writing the ISLO by considering the students' thoughts on assessment design, content.</li> <li>o Collaborating with students regarding their expectations and measures of success vs. our expectations as voiced in the ISLOs</li> <li>o Marketing to students involves having conversations with them regarding assessment and ISLOs.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ Some colleges had increased attendance by holding specific assessment, ISLO and CSLO mapping events, (ex. ASSESSTIVUS)</li> <li>○ Other colleges define and personalize ISLOs further. An example was brought of the Husky Compact at St. Cloud University in Minnesota. There is campus wide participation in ISLOs and planning reaches all employees and considers them as educators alongside faculty.</li> </ul> <p>There was discussion on how examples would serve to illustrate how we design services.</p> <p>It was reported that although COC and other community colleges were well represented at the conference 4 year colleges/universities made up the majority of participants. The 4 year grid in the Assessments Rubrics had been subject of discussion among conference participants. It was reported that discussion on the grid led participants to conclude that they would have to continue to think and work on the language used on the rubrics.</p> <ul style="list-style-type: none"> <li>○ Other topics of interest at the conference were mentioned: Student Success and FYE and equity were topics discussed. An example from the conference was a campus that had a visible food pantry designed to support students.</li> </ul> <p>The committee members discussed the importance of equity as it relates to addressing student poverty, COC practices, and searchable databases on food pantries across California schools and best practices.</p>		
<p>3. CASL SLO Symposium conference tidbits</p>	<p>SLO Coordinator Cindy Stephens shared on the SLO Symposium outlines, on the keynote speaker Natasha Jankowski and panel. Cindy shared a few key insights gained from the symposium especially on the following:</p> <ul style="list-style-type: none"> <li>○ How to look at assessments “All assignments are assessments; not all assessments are assignments.”</li> <li>○ Gaining insights into preconceptions on students and how awareness can lead to change of preconceptions and affect institutional policy.</li> </ul> <p>The Committee members discussed how opening up more opportunities for campus wide discussion could lead to moving forward together and how co-curricular and student services involvement are necessary in order for that to happen.</p>	<p>Kelly Burke and Cindy Stephens suggested that the speaker is invited at the next convocation at the College of the Canyons.</p>	

	<p>Rebecca Eikey invited our college to present. The workshop at the symposium, presented by Rebecca, Kelly and Cindy was well-received.</p>		
<p>4. CASL Norming the Critical Thinking Rubric</p>	<p>The SLO Coordinator Cindy Stephens stated that the Critical Thinking rubric will be taken to the departments for norming. There will be a stipend for work done in the norming.</p> <p>Work will be done during the Spring 2017 semester.</p> <p>There were questions and discussion on the timeline, what was needed to complete the assignment and which programs assignments might be considered most fitting.</p> <p>The SLO Coordinators provided details regarding the timeline and the process and informed the committee members that more details would be provided at an upcoming meeting.</p> <p>Cindy Stephens entertained a motion to amend the agenda and include an additional item of discussion regarding the CASL-PR bylaws.</p>	<p>It was suggested that a cross section student work from various departments will be used.</p> <p>It was suggested that examples such as previous work by the English Department is considered in the norming process.</p>	<p>Motion carried.</p>
<p>5. CASL Survey from Institutional Research</p>	<p>Cindy Stephens encouraged the committee members to complete the survey by next Tuesday.</p>	<p>It was recommended that committee members complete the survey by Tues. February 14<sup>th</sup> 2017</p>	
<p>6. CASL Discussion on the committee structure – would like to explore how to make this a working committee.</p>	<p>Kelly Burke opened by introducing the concept and inviting discussion by stating that the CASL coordinators will focus the meetings activities toward a working committee rather than a reporting committee. It was mentioned that the goal for this approach would be to institutionally broaden the discussion on assessment, high impact practices. It would serve to capture the conversation for meeting accreditation standards and also for improving the quality of teaching.</p> <p>Options were discussed by committee members which included:</p> <ul style="list-style-type: none"> <li>○ Disaggregation of data – further exploration</li> </ul>		

	<ul style="list-style-type: none"> <li>○ Breaking in groups, and tackling subjects and bringing findings to the committee to make items more actionable.</li> <li>○ Including more course coordinators to be involved in the committee</li> <li>○ Reaching out to schools that do not have representatives in the committee</li> <li>○ Including Student Services participation on the committee</li> <li>○ Drawing from the committees past work with identifying and providing assistance with SLOs for departments who need it and gaining from the experience of the departments who are doing it right.</li> </ul> <p>It was mentioned that there might be a need to help the departments keep track of the SLO assessments by creating a Master list for SLO assessment. There was discussion on how this could help identify when various departments perform their assessments as well as identify barriers to assessment. It was mentioned that the focus should not be on compliance, but engagement and improvement. We may want to consider the Curriculum Committee model.</p> <p>Committee members mentioned that eLumen will provide tools for tracking and reporting on assessment as well.</p>	<p>Kelly will follow up with SLO completion data and courses.</p>	
<p>7. PR Information/Discussion on eLumen Program Review spec work group schedule</p>	<p>Jason Burgdorfer open the PR session by announcing that Feb 16<sup>th</sup> would be the next date for the special work group meeting. He monitored a discussion regarding the operation, make up and content of the special meetings.</p> <p>Committee members discussed on the importance of coming to an understanding regarding what is needed in terms of PR module design and functionality and the degree to which eLumen may be customized. Illustrations were provided to include work that might need to be done with the connections, prompts and permissions of PR + SLO+ AOU.</p> <p>There was discussion on workflow functionality in editing, review, approval. Current practices in the budgeting module of PR and what eLumen could preserve.</p>	<p>Committee members plan to finish up work in small groups by the end of semester, and have the pilot in Fall. Daylene and Barry can built an alpha and a beta version in the summer.</p>	

<p>8. Discussion: program review peer review process</p>	<p>Discussion regarding the Peer Review role in Program Review centered around the ideas that</p> <ul style="list-style-type: none"> <li>- It is a good time to start</li> <li>- It was previously a formalized process of the PR committee with mentoring, coaching and a rubric. Files are in Paul's drop box. .</li> </ul> <p>The structure for the work is based on the structure provided in the by-law.</p> <ul style="list-style-type: none"> <li>- It might be beneficial to roll out before eLumen</li> <li>- look at your full 3 year cycle and might have some insight into what it might</li> <li>- Programs that volunteered for the eLumen-PR pilot could look at each other's notes.</li> </ul> <p>Nicole Faudree may have to withdraw from volunteering.</p>		
<p>CASL-PR by-laws</p>	<p>The agenda item regarding the bylaws was tabled and will be brought back for review at the next meeting.</p>		