

CASL/Program Review Committee Agenda

September 12, 2018

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Erika Torgeson (<i>Student Services</i>), Nicole Faudree (<i>Business/Paralegal</i>), Gary Quire (<i>Business</i>), Ron Karlin (<i>Learning Resources</i>), Saburo Matsumoto (<i>Curriculum/MSPH</i>), Anne Marenco(<i>SBS</i>), Erin Delaney (<i>Humanities</i>), Dilek Sanver-Wang (<i>MSPH</i>), Kelly Burke (<i>MSPH</i>), Brittany Applen (<i>Humanities</i>), Alexa Dimakos (<i>Humanities</i>), Tara Williams (<i>MSHP</i>), Christina Iskander (<i>Humanities</i>), Rebecca Eikey (<i>Academic Senate President</i>).
Other Attendees	Omar Torres, Dilip Bhumralkar, Daylene Meuschke, Barry Gribbons

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Action Item</u>: Minutes approval for 8.22.18 Meeting <u>Discussion</u>: Process of minutes review 	<ul style="list-style-type: none"> Minutes approved. The committee heard a suggestion that in future, the minutes consideration would be done by the committee members prior to the meeting session. 	Motion to approve was made by Saburo Matsumoto and Erika Torgeson Kelly Burke seconded the motion	The minutes were approved
2. CASL <ul style="list-style-type: none"> AAC&U June conference report out, best practices 	<p>SLO Coordinator invited participants in the ACC&U Conference in June 2018 to share their take-away notes</p> <ul style="list-style-type: none"> -It was reported that prior to attendance, an application and outline was provided to the conference organizers with the application - participation had included colleges at various levels (2 year, 4 year) - importance of making the SLOs and Assessment a key conversational point in many committees - reinforcing that Guided Pathways includes SLOs and Assessment -Taking the new ISLOs and figuring out a way to start assessing them. <p>The committee members focused their discussion on meta-majors and how to use them to promote SLOS and Assessment. It was mentioned that the Fourth pillar: ensure learning is something that SLOs and assessments touches on.</p> <p>As a committee there might be work to be done toward identifying ways to share the conversation and include everyone.</p>		

	<p>Kelly Burke suggested that the assessment course for CETL could infuse some of the ideas from the June conference.</p> <p>Collective score and how can we assess in terms of the guided pathways. Keep assessment on the mind when we work on different projects.</p> <p>Math department work examples on how subjects and what is included in courses' objectives plays a role in SLOs assessment.</p> <p>Affective domain is an example that might work for Counseling courses. This is relevant for assessment of group work and collaboration.</p> <p>Different methods and practices were shared by the Business Department and Sociology.</p> <p>Different tools were discussed and the features within those tools (Canvas messages was an example) and they could be used.</p> <p>Assigning specific roles to participants was included as an example and the committee members found it valuable to the assessment process, especially if the roles were defined and then rotated.</p> <p>Reporting back on the assessment process was encouraged.</p> <p>The committee could engage in a positive and proactive way in putting together a plan to align the value rubrics incorporation in assessment with the Canyons Competes.</p>		
<p>3. CASL</p> <ul style="list-style-type: none"> • <u>Discussion:</u> Assessment data disaggregation parameters discussion • <u>Discussion:</u> assessment submission timeline – this is tabled 	<p>The Assessment Data Disaggregation discussion focused on two discussion items:</p> <ol style="list-style-type: none"> 1) Data disaggregation parameters <p>What was used in the past: sex, ethnicity, age, transgender, DSPS students?</p> <ol style="list-style-type: none"> 2) Suggestions and comments included: <ul style="list-style-type: none"> • First generation and DSPS • Veterans • financial aid • Gender identify/expression <p>There was a brief discussion on why we're asking these questions because they are very personal and could be uncomfortable for some. However, the college is interested in collecting this information such as the fluidity in gender expression. Financial aid data is not finalized until the year complete, ignoring it might a challenge because the state is using financial aid in terms of diversity. Some overlap between first Year Promise programs-premier/plus data for financial aid.</p>		<ul style="list-style-type: none"> • <u>Discussion:</u> assessment submission timeline – this is tabled until the next meeting.

<p>4. CASL:</p> <ul style="list-style-type: none"> • <u>Discussion & Action item:</u> Upcoming (11/13 3 to 5 pm, Canyons Hall 201) Presentation to IE² SLO and Assessment connection to Guided Pathways pillar 4 	<p>Suggestion were given such as</p> <ul style="list-style-type: none"> - Building to the 2 year plan building more GE to the Program - Some of the courses were selected based on willingness and buy in on more GE <p>This group is doing the fine tuning of the plan or what the group needs from guided pathways regarding resources.</p> <p>Using this opportunity on how we connect with the work that CASL is doing</p> <p>The group suggested the following regarding mapping meta-majors:</p> <ul style="list-style-type: none"> - In addressing pillar 4 the committee would tune up a plan the committee might need to identify what it needs from guided pathways regarding the resources - It was mentioned that at the academic senate level there was an expectation of hearing topics that were defined by the CASL committee, that the committee would assign the groups engaged in Pillar 4 homework. It was mentioned that the Senate would like those groups to have activities and invite SLO Coordinators to address the experiential learning component <p>The committee discussed and offered examples and suggestions:</p> <ul style="list-style-type: none"> - Follow the flex workshop with Harriet Happel and CE, Patty Robinson with Civic engagement and engaging in the society - Professional development –flex planning, professional development, scaffolding skills and different ways of assessing (nursing program) and knowledge as they progress through - Mapping work. SLOs and meta-majors. - Mapping Program SLOs - Identifying gaps between SLOs and the meta-majors 		

<p>5. CASL: Best Practices Presentation by Anne Marengo of using Canvas for ISLO mastery</p>	<p>Professor Anne Marengo presented the committee members with her work in using learning mastery data for her CSLO, PSLO and ISLO in canvas. She mentioned that she used learning mastery grade book- software steps to activity She shared the process of entering the SLO information from curriculum. She shared how she determined the selection of performance descriptors for the rubrics. She mentioned that her OER courses provide her with Instructional Design support. She shared that the grading/scoring is based on points in the courses.</p> <p>She informed the committee of the information made available to the students regarding using the Learning Mastery, their grade and score and how she is incentivizing the usage by providing extra credit. Committee members had questions regarding the scoring, content of the rubrics. Professor Marengo answered the questions and mentioned that she has offered Flex sessions. . After a brief description of challenges and positive aspects of the Canvas usage of the ISLO mastery, the committee members applauded the work of Professor Marengo as exemplary, “awe-inspiring”, “above and beyond.”</p>		
<p>6. PR: Update on availability of the modified PR module and timing of the program review cycle this year. <ul style="list-style-type: none"> a. If time allows run through the modified program review interface with the committee. </p>	<p>The Committee examined text and link changes for program review were presented Such as</p> <ul style="list-style-type: none"> • Tableau Data • CE updates • Curriculum revision list • Staffing forms - <p>The committee discussed concerns regarding student funding formula; creating catalog updates in a more intentional way. A suggestion to link to the catalog page instead of the actual catalog.</p>		

<p>7. PR Discussion: Training sessions for the modified program review interface that will focus on objectives, activity form, and budget.</p>	<p>PR is in the first IAC agenda. 45 min to one hour is needed for the Presentation. Budget data needs to be available as well as Strategic Goals.</p>		
<p>8. PR: Recruiting for the peer review process</p>	<p>The committee chair Jason Burgdorfer stated a need for peer-review volunteers. When the PR training is conducted the trainees could be informed that they could now serve as volunteers.</p>		