

CASL/Program Review Committee Minutes

May 8 2019

BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Cindy Stephens (CASL co-chair), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Howard Fisher (Kinesiology), Justin Lundin (Kinesiology) Anne Marengo (SBS), Gary Quire (SB).
Other Attendees	Omar Torres (AVP, Academic Affairs), Daylene Meuschke (AVP, IE)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Consent Item</u>: Minutes for 04.24.19 Meeting 	The agenda was revised to show that the Consent item was for minutes of the 4.24.2019 CASL Meeting		Approved with no changes
2.PR: <ul style="list-style-type: none"> Discussion item: Program Review Prompts 	<p>Under Staffing and Facilities Tab:</p> <ul style="list-style-type: none"> Move the “other departments involved” prompt to the very end. <p>For the Facilities prompt:</p> <ul style="list-style-type: none"> Utilize a table to capture the program’s major needs. Use columns with headings to indicate Canyon Country Campus, Valencia Campus, and other sites. List examples for common major needs. Differentiate between major facilities needs, and minor furniture repair needs. Include the hyperlink to the furniture request form. <p>For the External Factors for Similar Programs prompts:</p> <ul style="list-style-type: none"> Add: “Skip prompt if the Career Addendum is completed this year for economic trends in similar programs” Set a schedule to notify CE faculty on the year that the CE Addendum must be completed. Add: “Is your program at COC competitive with others?” 		

	<p>Under Strengths/Challenges/Objectives</p> <ul style="list-style-type: none"> • Create a SWOT analysis prompt, and insert a SWOT analysis description. • Prompt to include internal and external factors <p>Under the New Objectives prompts:</p> <ul style="list-style-type: none"> • Include definition for SMART goals <p>Objectives marked as complete will roll over in the next cycle. Deleted objectives will be removed.</p> <p>Under the Participants/Additional Support</p> <ul style="list-style-type: none"> • Change prompt wording to “Reflect on the review of your program” <p>Under the Involvement prompt in the program review:</p> <ul style="list-style-type: none"> • Include language to encourage chairs to share the program review with everyone in their program. <p>The Addendum for Career Education CE prompt will be revisited after a closer look at the Ed Code language regarding tracking, reporting or reflection on the job placement data.</p>	<p>Gary Quire will provide a description for the SWOT insert.</p>	
<p>3. CASL: Reporting item:</p> <ul style="list-style-type: none"> • ePortfolios – Pebble Pad 	<p>Tabled for next meeting.</p>		
<p>4. CASL:</p> <ul style="list-style-type: none"> • <u>ISLO update</u> • <u>Long Term Assessment Planning</u> 	<ul style="list-style-type: none"> • On Friday April 19, 2019 faculty members from Paralegal, Graphic and Media Design, Physical Science, ECE, Math participated in the first of the two ISLO assessment meetings. <ul style="list-style-type: none"> ○ ISLOs were introduced. ○ Participants shared the different projects and approaches they plan to use in the assessment of the Information Literacy ISLO. ○ August 7 2019 was identified as the date for the second meeting. 		

	<p>Take-a-ways included:</p> <ul style="list-style-type: none">○ Giving students a safe place to fail and grow○ Providing choice and creativity in the assessment○ Relating to the “why” for the assessment and the learning <ul style="list-style-type: none">● Long Term Assessment Planning includes participation in Assessment Courses, such as the Practical Assessment Course run by Kelly Burke, or ACUE course. Course work, as well as interdepartmental discussions relating to the ISLOs, have included answering questions such as:<ul style="list-style-type: none">○ What ISLOs (e.g. Collaboration, Information Literacy skills) that are important to my course and to the attainment of professional skills, can be added to the course objectives?○ How to continuously improve by looking at the CSLO to ISLOs curriculum mapping and redoing it?○ How to communicate to the students that the skills they are learning now will be meaningful to their jobs or future careers?○ Are we getting across what we want to get across in the class?○ Are you assessing the students on what we had set out to assess them on?		
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