

**CASL/Program Review Committee Minutes**

**May 22 2019**

BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Brittany Applen (ePortfolio Coordinator, Humanities), Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Christine Iskander (Humanities), Justin Lundin (Kinesiology) Anne Marengo (SBS), Gary Quire (SB), Cindy Stephens (SBS), Tara Williams (MSHP)
Other Attendees	Andy McCutcheon (Dean, Humanities), Daylene Meuschke (AVP, IE)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
<b>1. CASL/PR</b> <ul style="list-style-type: none"> <li><u>Consent Item</u>: Minutes for 05.08.19 Meeting</li> </ul>			Approved with no changes
<b>2. CASL:</b> <ul style="list-style-type: none"> <li><b>Discussion &amp; Action item:</b> <b>ISLO Guideline</b></li> </ul>	<ul style="list-style-type: none"> <li>Information Literacy ISLO is assessed at the end of the Spring 2019 and the loop-closing will be in August 2019.</li> <li>The assessment of all ISLOs should be completed by Fall 2021.</li> </ul>		
<b>3. CASL:</b> <b>Reporting item:</b> <ul style="list-style-type: none"> <li>ePortfolios – Pebble Pad</li> </ul>	<p>Brittany Applen presented on the work that she and Alexa Dimakos have done as ePortfolio Coordinators to identify a platform for ePortfolios.</p> <p>PebblePad is the student learning platform that fits ePortfolio needs.</p> <p>It can track students' progress over-time, it is integrated with canvas.</p> <p>It looks like a website and it can be built as a forward facing e-portfolio.</p> <p>There are two components: Pebble Plus and Atlas</p> <p>Pebblepad details:</p> <ul style="list-style-type: none"> <li>The user pad contains ePortfolio assets, and artifacts.</li> <li>The templates are integrated with YouTube and Webbyly</li> <li>The activity log tracks progress.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Can be used to assess, keep record of key signature assignments.</li> <li>• The published content will be compliant with ADA requirements.</li> </ul> <p>Atlas details:</p> <ul style="list-style-type: none"> <li>• It is a permission based module.</li> <li>• Different user experiences: Three videos showed different experiences from faculty and student user perspectives.</li> <li>• ePortfolio work can be indexed via hashtags.</li> <li>• Group or independent projects are possible ePortfolio content can be made available to employers.</li> </ul> <p>PebblePad implementation: The goal is to get the contract finalized, obtain and build accounts and present to different departments by end of September 2019</p>		
<p><b>4. CASL:</b></p> <ul style="list-style-type: none"> <li>• <b>Review of Goals 18-19 and Goal setting for 19-20</b></li> </ul>	<p>In 2018-2019 CASL has:</p> <ul style="list-style-type: none"> <li>• Developed guideline for assessments; they were approved by the senate</li> <li>• Identified Disaggregation categories</li> <li>• Identified CSLO assessment cycle</li> <li>• Identified Benefits of assessing</li> <li>• Developed SLO best practices</li> <li>• Considered ePortfolio platforms</li> </ul> <p>Applications for SLO faculty coordinators are due on May 29, 2019.</p> <p>Goals for 2019-20 include:</p> <ul style="list-style-type: none"> <li>• Pilot –interdisciplinary work with data and security disaggregation work with Institutional Research</li> <li>• Ongoing Review of SLOs in the curriculum process</li> <li>• Website redesign</li> <li>• Reporting out to schools/ recruiting on ISLOs assessments</li> <li>• ISLO awareness Student facing ISLO campaign i.e. “I’m a critical Thinker”</li> <li>• Faculty cross-training in PR/SLOs/Curriculum</li> <li>• Faculty Handbook on Assessment, include eLumen screen-shots, electronic format and accessible in Canvas</li> </ul>		

	<ul style="list-style-type: none"> <li>• Student “transcripts” that incorporate student work in signature assignments, badging, LinkedIn, ePortfolio</li> <li>• PR subcommittee in Fall 2019 to identify Mechanisms for improving integration of identified needs for other departments or committees (e.g. Technology) funded/ not funded and why.</li> <li>• Train the trainer and pass to peers.</li> <li>• Once we have disaggregated the data discuss it together, work with data coaches to discuss what to look for.</li> <li>• Division reps do mini-training at school meetings on eLumen, data coaches.</li> <li>• Invite NILOA-Natasha Jankovski or colleague.</li> </ul>		
<p><b>5. PR:</b> Career Ed Addendum</p>	<p>This item was tabled.</p>		