

CASL/Program Review Committee Meeting

April 10, 2019

BONH 330 1:30-2:50

Faculty Attendees (Voting members)	Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Cindy Stephens (CASL co-chair), Jeff Baker (VAPA), Erin Delaney- (Humanities), Christine Iskander (Humanities), Justin Lundin (K&PE), Anne Marengo (SBS), Erika Torgeson-(Counseling), Tara Williams (MSHP)
Other Attendees	Daylene Meuschke (AVP Institutional Research, Planning and Institutional Effectiveness)

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Consent Item</u>: Minutes for 3.27.19 Meeting 	Nicole Faudree, Cindy Stephens, Saburo Matsumoto and Anh Vo provided input for the minutes		Approved
2. CASL: <u>Update/Reporting item:</u> <ul style="list-style-type: none"> SLO examples for the committee to look over SLO Curriculum review process 	<p>The agenda item was corrected to show 2 instead of 3</p> <p>Looking over the SLO Curriculum review process is a way to inform the committee members, in case they would like to be an SLO Coordinator in the future, or assist in the curriculum review of the SLOs.</p> <p>8 Recommendations when reviewing SLOs:</p> <ol style="list-style-type: none"> Create a small number of the SLOs for the course. The faculty have the autonomy to add SLOs that are needed in order to adequately assess the course. The faculty recognize that all the course SLOs they have must be assessed. Each SLO should be overarching not specific to course objectives. Use terms that lend to SLO measurability, for example "Demonstrate understanding." Start SLOs with a verb. Use Bloom's Taxonomy for appropriate terminology, verbs such as: identify, define, describe, explain, etc. 		

	<p>6. Create Signature assignments for new courses and revised courses. Multiple assignments for one SLO or one SLOs for one assignment are possible. The assignment is meaningful to the assessment of course SLO.</p> <p>7. The Signature assignment needs to be identified specifically, for example: “write an essay on...” exactly like the instruction the students will see.</p> <p>8. Make sure the SLOs comprehensively cover the course’s objectives.</p> <p>Input from the review of SLOs examples included:</p> <ul style="list-style-type: none"> • Determine first what the SLO intends to measure in order to help clarify and improve the SLO language. • Collaborate with the instructors during the SLO curriculum review in order to understand discipline specific terms. • Create a Flex workshop, on how to build a better curriculum, or write a better course, to benefit writing better SLOs. • Include the guidelines presented above with the information send with the 5 year course revision list. • Include the SLOs in the course syllabus, explain the SLOs in terms that the student would understand, and include information on how the SLO will be assessed. • Suggest that Lecture SLOs and Lab SLOs are assessed with separate signature assignments. • Provide feedback on the SLO with the expectation that the faculty does not have to make the suggested changes. • If a test is used to assess the SLO, ask the faculty to identify aspects of the test that pertain to that SLO’s assessment. 		
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	<p>Curriculum Review of the SLOs includes reviewing the course's curriculum content in eLumen. The SLO Curriculum Coordinator reviews course content that includes:</p> <ul style="list-style-type: none"> • objectives • means of assessment • course assignments • signature assignments • course outline <p>Once the SLO Coordinators review the eLumen course information they make recommendations to faculty.</p> <p>Volunteers are needed to help with the many SLOs currently going through curriculum SLO review.</p>		
<p>3. CASL: <u>Reporting item:</u></p> <ul style="list-style-type: none"> • ePortfolio – update • Status of Action Plans distribution and loop-closing process review 			<p>These items were tabled.</p>