CASL/Program Review Committee Minutes
October 24, 2018
BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Rebecca Eikey (Senate, MSHP), Christine Iskander (Humanities), Ron Karlin (Learning Resources), Anne Marenco (SBS), Gary Quire (SB).

Topic	Discussion/Conclusion guide	Recommendations/Actions/ Follow-up	Status
1. CASL/PR • Consent Item: Minutes for 10.10.18 Meeting			Approved with no changes

2. CASL:
• Discussion and action item: assessment submission timeline to send to curriculum for review/approval
	Discussion and Action item: Assessment submission timeline to send to Curriculum for review and approval
	
	    Background on the reference document:
	    Rebecca Eikey, Paul Wickline, and Andy McCutcheon created the reference guide, in their SLO Coordinator roles. The document provides timelines on SLOs Assessments Results submission, Program Review (PR), and curriculum revision.
	
	The plan is for the committee to update the document and then to submit it to curriculum committee for review. The document may be forwarded to the chairs to notify of the date changes on the timeline. Then, the updated document will be posted on the CASL-PR website.
	
	The scheduled time for submission of assessment data, includes the 1st Friday in November, and the 4th Thursday in February. These dates do not apply to PR.
	
	The reference guide lists Curriculum Coordinators as participants in the process of recording loop-closing action plans. This is not required of coordinators in a department with a different loop-closing practice, or those curriculum coordinators who coordinate only one course.
		Proposed changes/action on the reference guide included:
		• Adding "Identify the resources needed to achieve these objectives." In the PR section
		• Nicole will check with Daylene to confirm the timeline on assessment results submission.	

| | | The PR section of the reference guide could include wording to define the PR function of linking the budgets to a program's goals and objectives.

At their meeting last week on Friday, October 19, 2018, department chairs were encouraged to make concerted efforts toward completing their programs' assessments by the year 2020. That would mean that all the courses would have to have assessment data on them. Program assessments would bring all the faculty together to have a dialog on the data findings on the course's assessment.

Program Assessment can be defined as rich faculty dialog on the aggregated results of the assessment data of the CLSOs that are mapped to the PSLOS. PSLOs should encompass overall program learning for the degrees and certificates.

Although the number of units required for completing Associate Degrees, is standardized across the state, the list of elective courses may vary from district to district. The students may not have to take all the courses listed on a program's course list, and as a result, the student may not be assessed on all the course SLOs that map to the PLSO.
Examining the course lists may drive some beneficial discussions on the reasons for asking the students to take certain courses.
One option could be to reduce the number of course choices in a program's list, by archiving the courses that had not been offered in a while.

Discussion item on committee involvement with helping in the process of SLOs revision:
Nicole asked, whether the committee would be willing to look over the SLOs, as they move through the Curriculum revision process.
This would be a supportive role to the Curriculum committee's SLOs reviewer, currently Sab Matsumoto.
Sab provided details of his SLOs review work for the Curriculum Committee.
The Committee members could be trained on the guidelines for the process of SLOs creation and revision, as well as gain information on the scope of responsibilities within SLOs review role. | | |

	Via Zoom, Anne Marenco shared a sample DLA document created by her and Lisa Hooper. This document has not been widely distributed. Committee members and the faculty may benefit by having access to the document through the Curriculum website, as well as distribution of the document at the time of the 5-year course revision. The committee may invite Curriculum Committee chair, Lisa Hooper, for a Q&As session on how the committee's work may help.	The Committee suggested that the DLA document that was created by her and Lisa Hooper could be shared through the Curriculum Website, and provided to chairs and coordinators	
3. CASL: • Discussion**:** Action plan for loop closing	Discussion: Action Plan for loop-closing Actions Plans prompts, (three questions developed in eLumen by the previous SLO Coordinators Erin Delaney and Cindy Stephens, and discussed in CASL) can be distributed institutionally. If departments identify and share their schedule for assessment loop-closing, Evis Wilson, SLO Technician can push the Action Plans prompts to each of those programs. Nicole logged in eLumen in her role as Department Coordinator, for Paralegal and demonstrated steps to accessing and recording loop-closing by locating the Action Plans section of the Strategic Planning module in eLumen. She illustrated the various ways that the department could use the prompts to record their findings. A question was asked regarding disaggregation of the data and how that fits in the prompts. Furthermore, would the prompts change if a different fit is needed due to the data disaggregation? A sample of the SLO performance report was shared to illustrate what disaggregated categories look like on such report. Disaggregation is already in the agenda for the next committee meeting. Business 100 that will have assessment data at the end of Fall 2018, are courses that the committee may use when reviewing the loop closing prompts considering disaggregated results.	Evis Wilson to capture the questions to be distributed to the committee for review in the next CASL meeting	

4. PR:	Purpose of this item is to develop some questions for the department chairs after they have completed the process of Program Review.		
• Discussion: Questions for chairs to provide feedback on PR.	Initially the questions would be asked through Survey Monkey, and eventually they will be built in the PR module. Suggested questions were written on the board and included:		
	• What works well, what needs improvement (be specific); later, this question was modified to add "Consider addressing the following:"		
	• What are you doing with your data?		
	• Did you find this process useful?		
	• Do you see a connection between Program Review and Budget allocation? Being aware of the different types of funding.		
	• Has an augmentation that was not a forced cost ever been funded from the general fund?		
	• Did the curriculum prompts on program improvement in the Program Review help?		
	The questions will be brought back for review to the Committee for review.		
	Creating the list of Questions and Answers and storing it on the website could be helpful.		