

CASL/Program Review Committee Agenda

April 11th, 2018

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Cindy Stephens, Nicole Faudree, Debbie Klein, Gary Quire, Justin Lundin, Kelly Burke ,
Other Attendees	

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR Minutes	Minutes review	Nicole motioned Cindy Debbie Gary Justin abstain Kelly seconds	approved
2. CASL Assessment Professional Development topics	Over 25 sessions of eLumen implementation are planned in April and May Ideas from chatting with colleagues; people need time/space to try it without the pressure of time. You can create an assessment and not push it out. Assess classes that the full-time faculty is teaching. When are the labs and where can we find them, follow up on training. Send the video with the scoring. Faculty contact one of us/ supporting at the best of our ability. Talk to your departments and divisions and bring it back to the next meeting. CETL might be included in the PD		
3. CASL New Course Documentation Form	Look at this in Curriculum, and then be able to provide them with further feedback. Questions about courses that standalone and don't belong to a program. Can a program be a single course? Title V language Non-credit Medical Terminology take it to become familiar, remediation improved course. If a course is a support/ auxiliary course part of the department. Use the Nursing course as an example. Do we want to have that here : Mapped in the mapping template. Change	Anne will send her syllabus	

	<p>New course ideas that are fabulous and how would that support our students. Even though they are good</p> <p>How will they substantiate if the mapping is new? It was suggested that SLO Coordinators who sits in the Curriculum Committee would oversee. Approval of faculty is needed. Help them assess what is meaningful. Learning about being engaging, and pedagogically. Do students care? The value is for the instructors in whether they connect to the dots. This is why you are doing attunes the students attention to what it is that you are doing .</p>		
<p>4. CASL eLumen implementation topics</p>	<p>ELumen implementation topics.</p> <p>Erin: one of the things we worked on was to create an eLumen Course level assessment results and merely map them all the courses together 3.5 of Math going to skew SLOs and they would</p> <p>Do you have a concern about the default practices.</p> <p>Why would we want to know : the student</p> <p>If there is a way internally a department</p> <p>When we do implement the student engagement model, in conversation with San Antonio College and it goes into their portfolio with the</p> <p>Department can have many from the outside</p> <p>Different row and column</p> <p>Anne Marengo shared her competency based grading for the grade in the class</p> <p>The different levels available in canvas, so it's transparent and both the instructor and the student sees. This is not used for their grade</p> <p>Encourage to use the canvas model, change would be difficult if you have to change all the classes. If you do it in canvas is easier.</p> <p>The students have been accepting, and Anne has given them a grade sheet.</p> <p>The solving of the problem is that it is collapsed.</p> <p>List of students who were added: Dataload</p> <p>Anticipating on a class by class basis. Figure out on how to regulate a data upload.</p> <p>Fine line to work and identify who to go to</p> <p>You may or may not find out there are issues. Can eLumen work with Datatel</p> <p>Can we have regular census weekly so that the information is accurate.</p> <p>Faculty have account they don't all have default passwords yet.</p> <p>Course outline for CETL –Linda Sanky new book;</p> <p>Hybric course SP 19; The theory stuff: Formative/Summative</p> <p>Academic portion;</p> <p>On ground would be let's build assessments, how do we make this work in the classroom and working group workshops and then whoever is teaching will not be lecturing</p>	<p>Make the log in exactly as my.canyons.edu</p>	

	<p>American Colleges and resources that Cindy has from the class she is taking. Before it goes live, in the Fall it will submit it to people and have them look at it. Approaching it from a non-expert perspective, relying on collaborations. When would the face-to-face portion be: currently they are for Wednesday afternoon, are not evening or weekends. Bringing it up so that when faculty that work as professionals who work somewhere else. There is a CTE faculty issue; where there would like to take advantage but unable to attend because of work, and it is challenging. That I think it would be helpful for the rest.</p> <p>Learning Mastery Grade/ different from their actual grade</p>		
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