Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Kelly Burke (MSHP), Guide Santi (Humanities) Anh Vo (MSHP) Christine Iskander (Humanities), Erin Delaney (Humanities) Rebecca Eikey (Senate President) Tara Williams (MSHP) Erika Torgeson (Student Enrollment)
Other Attendees	Daylene Meusche

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR • Consent Item: Minutes for 9.12.18 Meeting	Unless there is an objection there is move or motion Make a motion to approve the minutes	Erin Sab snd Minutes were improved	
2. CASL • AAC&U June conference report out, best practices	Strike number 2 -Course and program assessment it should occur every three years		
3. CASL • Discussion: assessment submission timeline	Assessment submission timeline -Course and program assessment it should occur every three years -Functional by the end of the Fall term In my perfect world it would be in the fall ACCJC is our body that does the accreditation and we have to submit an annual report and it has morphed all the time we report on CSLO, PSLOs and the programs. What date before eLumen PR was used one time Just planning it doesn't count as done it. Action plan – Nichols review legitimate After you planning it, you can collect data, discuss close the loop come up with the action plan. Three questions to reflect upon. RFI report Have conversations and memorialized it. Setting a date Talk to our chair to invite Nicole to loop-closing Math does it as a department/ English does it as a subcommittee.		

	Curricular and Assessment Coordinator would enter it in eLumen What does this process look like: a Department Chair Program level (if you have assessed) Three year cycle with annual updates; Deadline should be within faculty contract; in practice it is always due at the end of the semester, off contract. Making official the broad strategic goals: it is being voted tomorrow. The drop-down menu has to change the old goals that were attached need to be changed. The senate really liked it when it came up for discussion at the beginning of the September. We reordered the agenda so that Barry could speak. It would go into effect this month. We know the process for PR. Due the last program day at the end of the sesmester. Should we bring them back; put them on the concent calendar. -		
4. CASL: • Discussion & Update**:** Upcoming (11/13: 3 to 5 pm, Canyons Hall 201) Presentation to (IE)^2 SLO and Assessment connection to Guided Pathways pillar 4 – Meta Majors and ISLO mapping • Discussion & Update: course to ISLO mapping	Sab and I will be at the IE2 pillar 4 to work with that group Light adjustment have been made; the Pathways group will be doing roadshow; The Meta majors and mapping; working to solidify the metamajors at least a set of 6 by November. The tentative headings and the adjustments toward the school experience; this is our first try at it, and just like SLOs are revised the metamajors can be revised. We can take the meta-majors and programs under them; And we would bring them Academic mapping, common sequences and whether or not ISLOs can help. Mini-college planning week. Should we do for flex week for metamajors. Equity (woven thought the 4 pillars) Solidifying where the programs should be housed.		

		Program outcomes and where they should be housed.		
		Courses are mapped and Programs are not		
		But before that IE2 and we will ask them to map to ISLos, and it would be interesting in finding if everything under those PSLOs, Identifying the gaps where every-student could potentially hit all ISLOs.		
		They may self-select over again.		
		Experiencial Learning		
		In your metamajors do all programs map to another ISLOs if not what are you going to do?		
		Patti and Harriot will talk about the experiential learning.		
		"You don't teach it although you require it" how do you address it.		
		What are we really doing to help students ? It could show how we really look at this.		
		My dream that we have functional e-portfolios where the students self-select where they go and get their ISLOs		
		That is how I will do my final project, they will self select how did you meet this SLO		
		It also translates to the e-portfolios but if the students are selecting.		
		Salt lake city assessment reports;		
		You will send the PSLOs and split everyone into group have they achieved all their ISLOs		
		Programs that belong to two metamajors and would it make things more complicated.		
		Do you know the metamajors:		
		Explore the world		
		Research		
		Business		
		Help and serve the world		
		Connect Cultivate		
	Last semester we met with all the departments have mapped; we have asked faculty that mapped into Critical Thinking (are you interested in participating) at the beginning of your course, determine your rubric, save the rubric and we will go over and ask different disciplines how they assessed the same ISLOs			
	We are looking for volunteers and if we have six that would be sufficient. Turn them back in and I will provide them again			

5. CASL: <u>Discussion & Feedback</u>: CETL Assessment Class – Kelly Burke	Writing this Course for settle; the framework is preparation online; as I am writing it people would create an assessment plan, have an activity that matches that, and then they would take that activity and see if there is room for improvement. Maybe there is not time to do the activity I had planned but here are some handouts: Diagram of Blooms/ Finks /Handout of student activities and the ISLOs and the Collaboration ISLO A little quick reflection activitiy that I do in the class Lesson plan in white: Two sided: activities/ reflections/ is there something you would like to change –bring the reflection come up with a goal- use the taxomonies in order to come up with a goal. This activity is two minutes; reflect on your assessment : what are the advantages; positive skills on group work/ debrief of your work online/pair share- look at their objectives and assignments you haven't thought all the way through and not all the way back. Beginning of an assessment plan. Corraborate how do we do group work, how do you assess it, are you assessing the product? You don't assess the product based on peer review. It leaves you lee-way Reminding everyone why we do assessment. Second side, from there looking at the various rubrics that were presented online; advantages and disadvanges. I want people to pick a course and collaborate with someone and start building an assessment. Giving some individual time. Draft a basic plan, reflection on does your assessment match your objective. One of the things they have to do is submit some of the tools they have used in their class. There will be probably three to five things that this could be one of those things and come back with some reporting. I brought the ISLOs because it is a great rubric that will probably hit most of the things you might want in your class. I want this class to be practical. This class will be in the spring. The brilliant idea of do I want these are		

	the three things that match the SLOs. I am super exited and would encourage you to figure out ways to have a good dialog as faculty, whether or not it is in our SLOs and this would be a life skills. Taking the pressure off of the summative assessment and creating a formative assessment. Another thing is setting out the classroom environment and those are distributed. Questions feedback ideas suggestions: Mindful of social anxiety and making some space for some students, people are more willing to vocalize doing small steps and scaffolding that there no high-stakes, high-pressure. Addressing social anxiety is a good point		
6. PR: **a.** Run through the online program review module to determine final edits for this year b. prioritization for next year's major program review edits	We thought it might be helpful to look at the new program background, we can identify potential tweeks for next year. Keep that in context. Try to get done by next year, integration of the staffing form. We can finish early. Things that we have the committee work on. Things that you are experiencing about assessment; ask for further volunteers. Group work in your class and how you assess it. We expect our product to be good. Sit together with some text. You just assess the final product This is so effective and it Michael Wright in Communication and training students to critique each other; are they critiquing contribution. How to teach and how to emulate proper feedback procedure. Trying to assess collaboration learning gained by the product can assess the collaboration. Learning exercise for a final exam. I wonder about talking people in industry. How do you do it: but you can fire a student.		

Anne Marenco will be teleconferencing in for this meeting from the Canyon Country Campus Office #700G located at 17200 Sierra Highway, Santa Clarita CA. The teleconference is accessible though the following link: https://cccconfer.zoom.us/j/351750364

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48 hours before the scheduled meeting.

CASL-PR Committee Members

Chairs: Nicole Faudree –CASL SLO Coordinator, Faculty Co-Chair; Saburo Matsumoto- CASL SLO Coordinator, Faculty Co-Chair; Jason Burgdorfer – PR, Faculty-Chair
Cindy Stephens- CASL SLO Coordinator (Spring 2019)

Voting members: Erika Torgeson -Student Services, Nicole Faudree-Business, Gary Quire-Business, Ron Karlin-Learning Resources, Saburo Matsumoto-Curriculum/MSPH, Anne Marenco- SBS, Rebecca Eikey-Senate/MSPH, Howard Fisher-K&PE, Erin Delaney-Humanities (CASL and Program Review), Dilek Sanver-Wang-MSPH, Jeff Baker-VAPA, Kelly Burke-MSPH, Brittany Applen-Humanities, Alexa Dimakos-Humanities, Justin Lundin K&PE

Non-Voting Members: Dr. Jerry Buckley-VP of Instruction, Omar Torres Interim VP Academic Affairs, Daylene Meuschke-Dean of Institutional Research, Planning & Effectiveness, Barry Gribbons-Deputy Chancellor, Andy McCutcheon-Dean Humanities, Micah Young-Dean- MSHP

Mission Statements and Meeting Schedule for CASL-PR

The Committee for Assessing Student Learning (CASL) Committee's mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Committee works with faculty to ensure the methods of assessment of course SLOs and program SLOs are aligned and consistent across the college.

The purpose of the Program Review Committee is to provide training, advisement and assistance to College of the Canyons faculty and staff to facilitate and improve the program review process. The committee will provide leadership and guidance by reviewing comprehensive program reviews, annual plans, outcomes and assessment cycles, and evaluating the program review planning process.

The Academic Program Review Committee meets on the second and fourth Wednesday of each month at 1:30-3 pm and is a combined meeting with the Committee for Assessing Student Learning.