

CASL/Program Review Committee Agenda

November 8, 2017

BONH 330 1:00-3:30

Faculty Attendees (Voting members)	Erin Delaney, Jeff Baker, Kelly Burke, Debbie Klein, Jason Burgdorfer, Tara Williams
Other Attendees	Omar Torres, Andy McCutcheon, Jerry Buckley, Micah Young, Barry Gribbons

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR Approval of 10/25 minutes		Jason Burgdorfer motioned Jeff Baker seconded Kelly Burke abstained	Approved
2. PR PR Update	Jason Burgdorfer reported that all the changes that were discussed in the previous meeting would be formalized and voted upon at the next Program Review Committee meeting. After that they would be forwarded to the Academic Senate for approval. He reminded the committee that Program Reviews are due on December 8 th , and that department chairs, especially the new ones would receive reminders There were reports that faculty chairs are collaborating on Program Review across disciplines, as is the example with the Departments of Dance and Media Entertainment Arts.		
3. CASL CASL Updates: eLumen training and Co-coordinator position	SLO Coordinator Erin Delaney reported on the Assessment Training session for eLumen; items included –attendance, level of complexity of the eLumen screens visible to faculty coordinators, versus screens visible to faculty. It was reported that faculty eLumen training would be covered during flex week. The sessions would be for all faculty/chair and coordinators and open to everyone. SLO Coordinator Erin Delaney, notified that in Spring 2017 a 20% CASL co-coordinator would share responsibilities with the current CASL Co-Coordinators. She mentioned that the letters interest are due December 1 st 2017. It was mentioned that one application has been received so far. Former CASL Co-Coordinator Kelly Burke, shared her thoughts and recommendation for the position she held in 2016-17. Reports were made by Academic Affairs Associate Vice President Omar Torres, on communications with eLumen representatives; progress with eLumen		

	<p>implementation; prospect on how to incorporate e-Portfolios. It was mentioned that details are being worked out regarding incorporating previous work on the dean’s approvals workflow, into the new system.</p> <p>Here the committee had a discussion regarding Adjunct Faculty and eLumen implementation training. It was mentioned that department retreats and the CETL assessment courses could provide further Adjunct Faculty eLumen assessment module training opportunities.</p>		
<p>4. CASL ISLO Mapping Activity</p>	<p>SLO Coordinator Erin Delaney asked the committee members to collaborate in mapping Course SLOs to Institutional SLOS from College of the Canyons courses across disciplines such as Basketball 101, Chemistry 150, MEA 120 etc.</p> <p>The committee members discussed were asked to consider on whether or not the course would meet or fulfill the ISLO</p> <p>The committee members were identified ways and tools that one could use to make connections of a course, and course SLO to the ISLO. The included:</p> <ul style="list-style-type: none"> • Looking at Curriculum of Record or CORE report • Making connections through the listed learning objectives • Looking at the description provided in the catalog • Considering course materials • Considering mode of instruction – here the committee members discussed the importance of capturing the activities or assignments that maybe already part of the grade (such as group activities, team work) on that course’s syllabus, CORE report, or catalog. <p>The committee observed that a course may not fulfill every single one of the ISLOs, but that there would be value in considering ISLOs when designing or revising curriculum for courses.</p> <p>The committee discussed possible answers to the questions on whether or not there should be institution wide requirements to map to all the ISLOS. It was mentioned that mapping to all the ISLOS might be through a variety of courses or programs; skillset mastery could be tied to ISLOs and ePortfolios that would also provide the student engagement connection to ISLOs assessment. Other ideas were expressed that see ISLOs as reflective of our college’s broader culture.</p>		

	<p>The committee members thought that mapping to the ISLOs could be used to encourage conversations across the departments, and within departments with the goal of engaging the faculty in the mapping process.</p> <p>Here the committee members brought different examples from best practices from internal and external SLO work.</p> <p>The committee members mentioned that incorporating the value rubrics lines in the mapping could be helpful in making the learning visible for the students, and in adding to transparency in the grading process.</p> <p>The discussion focused on how to address student understanding of the ISLOs, and how would a student know that a certain class meets a certain ISLO value.</p> <p>This led the committee members to discuss whether or not including that information about individual courses in the catalog could be of value.</p> <p>The committee discussed topics that would come up with that inclusion such as:</p> <ul style="list-style-type: none">• Naming of the value rubrics/ISLOs in a way that would avoid confusion with IGETC/ CSU GE areas with the same name as the value rubrics as is the case with critical thinking.• Assignment of ISLOs to GE areas;• Departments would map their courses to the program’s Active Engagement practices they use in the course of learning. <p>The committee found that courses might meet ISLOs only to a degree and that in determining the qualifying percentage, they would use the practice that’s in place for deciding the local diversity requirement.</p> <p>The committee members further considered connections to mapping and how it would be affected by methods of assessments; the courses connection to the GE, how eLumen would change or add to the assessments process, instrument, or activity.</p> <p>The committee recommended that department chairs should participate in the mapping exercise. It was mentioned that it might be valuable to analyze a few courses, send tricky ones to the chairs and see what they meet.</p> <p>The committee members discussed the helpful aspects of the mapping exercise and ways or tools to use to streamline engagement in future mapping-exercise sessions.</p> <p>Opinions were expressed regarding the opportunity that the mapping exercise has created, to think about what we think we do, and whether or not we capture, provide evidence, for what we do by including it in the assessment. The committee members found that this could be especially valuable when assessing sequential courses where same topics are covered but the purpose is to retain and build on previous knowledge.</p>		
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