CASL/Program Review Committee Minutes
November 28, 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), Brittany Applen (ePortfolio Faculty Coordinator, Humanities), Alexa Dimakos (ePortfolio-Faculty Coordinator, Humanities), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Rebecca Eikey (Senate, MSHP), (K&PE), Christine Iskander (Humanities), Ron Karlin (Learning Resources), Justin Lundin (K&PE), Anne Marenco (SBS), Gary Quire, Guido Santi, Erika Torgeson-(Counseling), Tara Williams (MSHP)
Non-voting attendees	Omar Torres, Daylene Meuschke.

Omar Torres,

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR • <u>Consent Item</u>: Minutes for 11.14.18 Meeting	Feedback on the minutes was provided by Nicole Faudree, Jason Burgdorfer, Saburo Matsumoto, and Erin Delaney.		Approved
2. CASL: **Disaggregation categories for the assessment data.**	The agenda was amended to include committee discussion item on disaggregation of the assessment data: They had previously discussed the data categories: Sex, ethnicity, age, financial aid, first generation, DSPS, full time/part time; and also transgender expression and LBGT. Daylene Meuschke reported that two categories are being reviewed: Gender expression and DSPS. IR was reached out to Transgender Students Alliance, and it is researching and studying the changeable nature of the category. For disaggregation purposes, sections with data from less than 10 data points will be suppressed from reports. They do not expect to have cross-tabulation on data points that fit in multiple categories. Name changes in the database connected to gender expression would be addressed in eLumen through the Datatel uploads. Financial Aid issues will exclude loans.	Recommendation to amend the agenda to include report on the disaggregation categories was made by Nicole Faudree	Approved

	IRR will provide the First Generation category data to MIS. The second category they are waiting to hear back, is DSPS. Jasmine is following up with DSPS. Nicole Faudree will forward the disaggregation categories to the academic senate for formal approval at the senate's next meeting on December 6, 2018. The intent is to do a test upload sometime in January 2019, and then the official roll out will be during the Spring 2019 semester.		
2. CASL: Discussion and action items**:** • Which ISLOs to assess in spring • Process for assessing • CASL member participation	In their November 28 meeting the SLO Leadership, which includes Nicole Faudree, Saburo Matsumoto, Omar Torres, Alexa Dimakos, Brittany Applen, and Andy McCutcheon, had agreed to ask the CASL committee to choose one of the Institutional Learning Outcomes to assess in Spring 2019. Once selected, the courses that were mapped to the ISLO, would be identified. The SLO Coordinators will invite the department chairs, curricular coordinators, and faculty who are teaching the courses that are mapped to that ISLO to participate in the assessment of the ISLO. The participation in assessing the ISLO will be voluntary; the plan for the process would be: -Email the faculty, curricular coordinator and department chairs whose courses have mapped to the ISLO. Ask for their participation to take an assessment in the Spring 2019. - At the first meeting the volunteering faculty will receive information regarding the LEAP rubric, and on how to apply their rubric to their assessment. -During the Spring 2019, the faculty will be asked to collect the assessments and run them through the LEAP rubric. -In early June 2019, a second meeting would be held to loop-close the assessment.		

	They committee members discussed and illustrated how to address over mapping issues, in the context of the ISLO assessment. Information Literacy was selected.		
3. CASL: Discussion and action item: • Reflection template changes	SLO Coordinator Saburo Matsumoto has made the following changes to the reflection template: - Modified the instructions at the top of the reflection template to read: "Please complete the following after entering your assessment data. These questions are specific to your section." - He has reworded the second question to state: "Please describe your process for administering the assessment. When did you assign the assessment? How did you prepare students to take the assessment? What activities or assignments did your students complete in preparation for the overall assessment?" The modified reflection template is set as default in eLumen. However, whoever sets up an assessment, has the ability to create a customized reflection template.	Evis Wilson will edit the Reflection Templated with the changes created by Saburo Matsumoto and approved by the committee.	
4. CASL: Update: • Assessment data for students who drop the course after they assess	SLO Technician Evis Wilson informed the committee, that the assessment data for dropped students is erased. However it can be retrieved if necessary, as eLumen retains the information separately and considers it a "soft" deletion.		
5. CASL: Discussion and action item: • Who pushes the assessment Action Plans	Since eLumen is new, a targeted, default Action Plan would be planned to the courses that have planned and scored assessments. The SLO Leadership will inform the departments regarding the Loop Closing process in eLumen and the Action Plan that is being pushed out. Course Coordinators would be tasked with uploading the loop-closing in eLumen. Evis Wilson will push out the Action plans	Evis will provide the list of the departments with planned assessments and scores to SLO Coordinators.	
6. PR: Update: • Status of APR trainings Discussion:	Update Jason Hinkle and Sharlene Coleal with Fiscal Services have explained the budget module in the different training meetings. That has been helpful.		

• Pilot moving to Program Viability Committee	Issues with objectives and documents connected to those objectives from last year have continued to come up during the trainings. Discussion: How can we bring Program Review closer to the Program Viability as there has been discussion on the ways Program Review and Program Viability overlap? What is the role of the Program Review as it overlaps with the process of the Program Viability? An example to illustrate overlap: Program Viability program proposal forms as they compare to the Program Review. What is the purpose of the program review portion of this group? They are there to improve on the process of program review. Connections of the Program Review to the different committees were reviewed, and the different contributions from the various groups were mentioned. The time commitment in attending the different meetings for the linked committees was discussed. The Program Viability and Academic Staffing are making use of the data to inform their process. That might not be the same for Program Review.		