Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair; SB), Jeff Baker (CASL co-chair; VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Rebecca Eikey (Senate, MSHP) Gary Quire (SB), Tony Law (Counseling)
Non faculty Attendees	Andy McCutcheon- Dean Humanities, SBS- interim, Jennifer Smolos -Dean VAPA, Daylene Meuschke-AVP of Institutional Research, Planning & Effectiveness

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up
1. CASL/PR • Consent Item: Minutes for 11.13.19 Meeting		Correct misspelling of names, omission of departments. Gary Quire motioned; Jeff Baker seconded. Minutes approved unanimously.
2. PR • **PR –** Update on trainings	Memos prepared for the PR Committee by the VP of Fiscal Services, contain summaries of recommendations made by the Executive Cabinet regarding academic program review, and program viability. These recommendations were presented in November 2019 PAC-b Committee meetings. No members of the PR committee were in attendance, or had knowledge, of the Executive Cabinet meetings where the recommendations were generated. The language of some of the recommendations is punitive, non-collaborative, and vague. Language regarding efficiencies in the recommendations causes surprise and concern. In future, PR Committee could provide language to lend context regarding the current practices, standards and processes in programs' review and evaluation. The Academic Senate is working with the college to create a form for hearing and addressing constituent voices on campus, to ensure good thought, consideration of ideas and issues by committees such as EC. Making minutes of EC meetings available is helpful to Program Review processes. The West Los Angeles College has a Program Review Manual that includes information on Program Viability and Governance.	

3. CASL • – Review sample language re: non-department class in degree impact on PSLO assessment (Ex. Business ADT).	CASL Unanimously recommends removal of SLOs scoring grid in the Web Advisor grading screen. CASL Recommends: 　When assessing the PSLOs, Departments with courses that include courses outside the department, for example Math 140 in ADTs, CASL recommends departments assess courses in the department first. CASL recommends that the chair or curricular coordinator have conversations with the chair or coordinator for the course outside the department, i.e. Math 140 coordinator, to identify common themes in SLO assessment, how departments can support the assessment of the course outside the department, for example, how can the Business Department faculty help with the assessment rate of Math 140.	Both of the recommendations will be sent to the Academic Senate.
4. CASL: • – Updating the Student Learning Outcomes Faculty Manual from May 2010	Various members working in groups have submitted their work to Nicole by email. Andy made changes to the sentence level, to update for the most recent accreditation standards and organizations. 　WASC – Accreditation Institution /ACCJC- is a subset of WASC 　Definition of the SLOs is an internal definition. Language is added for the PSLOs. 　Removing items that are not new. 　Clarifying language, and updating language regarding Non-credit or removing it. 　At the department level, involvement with ISLOs language would be remove. 　Accreditation language that addresses disaggregation of data to be included as a new item. 　Including information about gaps. 　Last sentence should include information regarding CASL. 　Page three would include an overarching statement regarding the difference between SLOs and grades. Jason recommendations: Add clarification: Accreditation agencies are not striking SLOs completely but just an aspect of it. So the reporting of SLOs for the March Report is no longer done. Gary and Jeff recommendation: -　Add "reviewing" to the title.	Nicole to check with Omar on any updates to the timeline.

| | Add question: "Are the CSLOs relevant to the course outcomes and objectives in the course outline" To the part "Is the student learning described in the SLO" on page 4, add "Are they measured through objective test-taking, signature assignment based, or a combination or both?" Changing everything to CSLOs (on page 4), where appropriate Include contact course coordinator and have them add the rubrics in eLumen under "Criteria in measuring the success of the courses" Clarify the benchmark for the assignment and what is passing for the assignment in the "Expected results" section Under "the decision-making for the course", include reference to questions for loop-closing on page 10 When deciding "How and When" include the "assess every 3 years" recommendation that CASL forwarded to the Senate Sampling was used in the past, but part of the disaggregation is all individual student assessment Include language regarding assessment for non-program courses and non-program programs such as "liberal arts emphasis" and the process to get together to discuss Change the wording from draw, to create The section would benefit from a flow-chart of the processes. Include the recommendations and best practices from the CASL Committee in this section Include the English department recommendations that Erin and Alexa created. CASL members could be listed as reviewers of new/revised SLOs Include screen shots to include how to enter this in eLumen in an Appendix Include the recommendation that the CASL Committee approved today regarding the non-program courses.
Institutional Level section
-Add a Summary of the iterations could be included in the Manual and the website.

The rest of the recommendations will be considered in the coming term, Spring 2020. | |