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| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Karen Hicks, Dana Cogswell, Luanne Bibbee, Barb Clauer, Susan Murphy, Leslie Johnson, Lisa Nienkark , Ed Bryant, Rafeeq McGiveron*  *Team Members Absent: Ryan Skiera, Peggy Dutcher, Cesar Potes, Zachary Macomber, Jim Swain, Matthew Lemon, Suzanne Bernsten, Greg Hammond,*  *Gretchen Arthur*  *Guests:* | | |
| Date: March 3, 2016 | Time: 2:15pm – 3:45pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of Meeting Notes 2/18/16 (All) | Karen moved to approve.  Leslie seconded.  All agreed. |  |
| Brief update on POSLO Template Assignments – Karen | We are 92% completed with the POSLO template assignments. We are halfway there for next year’s rounds. There was 100% agreement. Karen only had one row where she needed to break a tie. Barb and Joe’s comments were almost exactly the same. We are becoming comfortable using the rubric. |  |
| CASL’s final detail review of the Assessment Framework before going to the Academic Senate - Karen | The CASL committee did a final detail review of the Assessment Framework as a group. Here are the comments and suggestions…  **Glossary:** Add acronyms.  **Page 1 & 2- Table of Contents:** The current version of the Assessment Framework on SharePoint has 6 lines in the table of contents instead of the 47 lines that you are seeing now.  **Page 3- LCC Guiding Principles of Assessment:** We took this wording from the HLC workshop that Leslie attended last summer. This needs to be sited. #1 needs a period. Please look over these principles very carefully. Do these suit our needs?  **Page 4- LCC History of Assessment:** This is a brief history of our assessment journey. This was directly from a report that the co-chairs created for the Provost.  **Page 5- CASL Charter:** Suzanne’s last name is spelled Bernsten. Add Susan Murphy. Add Cesar Potes. Remove Eric Snider.  **Page 7- LCC Assessment Planning & Measurement:** Karen used the Balance Scorecard as the framework. Add a short timeline of the levels on the bottom of this page.  **Page 8- Institutional Level Assessment:** There are hyperlinks at the bottom of the page for tools that are associated with this level.  **Page 9- Program Level Assessment:** Dana will e-mail Karen some Program Area vs. Program of Study corrections. The Program Review questionnaire is not student focused yet. Is there somewhere at the program level that a sentence can be added to make sure that CTL and others know this relates to them too?  **Page 10- Program Review Components:** Under student we have a large amount of questions. The actual learning is what we are piloting this semester. There are some tense changes. Unify all of these with “what are”.  **Page 11- Sources and Methods of Program-Level Evidence:** The middle diagram is the process for Program Review. The first paragraph repeats what is on page 12. You could bullet the first paragraph. Remove (Appendix C) in the first paragraph. By saying “assessment tools” in the second paragraph it sounds like it is something that we do. Karen will add two more bubbles. List out the tools in the first paragraph.  **Page 12- Program Review Process:** This flushes out our Program Review process. It shows what happens before, during, and after the process.  **Page 13- Program Review Calendar:** This is dynamic. We will have another Program Review kickoff in April for Spring 2016. Fall 2017 will be optional attendees.    **Page 15- Sources and Methods of Course-Level Evidence:** Add Blooms Taxonomy in the analysis.  **Page 16- General Education Assessment:** We do not have a game plan. Is there going to be a subcommittee that is going to work on outcomes for Gen Ed? We are a couple years away from doing the pilots. This will be an exploratory process to collect appropriate artifacts from core classes and developing an assessment method for them based on the ELOs. A lot of people received a pile of artifacts and checked it against one ELO. Others received the same pile and checked it against another ELO. For the purpose of this report, Karen will put something together and send it to Leslie to revise.  **Page 17- Support Unit Assessment:** This will include academic services, the library, the writing center, tutoring, CTE, and CDS. Bullet areas under the first paragraph. Karen left it loose because each one will look different. They will all be customized depending on what the area needs are. The approach Dana and Karen will use will be the same.  **Page 18- LCC Assessment Implementation:** We are in Phase 1 right now. We will need to complete a Needs Assessment over the last 2 semesters. On Phase 3 it should be “e” instead of “I” in the word complementary. The Implementation Plan for 2016-2017 will be added to Page 16. The timeline will go before the parts. Co-curricular is directly working with the student, but not an academic program. Support unit contributes to the function of the overall college. Co-curricular has direct contact with student learning. In Phase 2 instead of “support unit” it should say “co-curricular”. Karen will move this page in between Pages 7-8 and modify the flow chart terminology.  **Page 19- Assessment-Related Definitions & Terminology:** We need CASL members help with this. Please think of terms. Change Cluster to Area? Make sure Christine and Martine are on board. Please add your comments to SharePoint.  **Page 21 through the end- Tools and Templates:** Please make the rubric larger. Add page numbers after Page 25. Dana and Karen are pulling out the IDEA assessment questions results. | Karen is going to the Academic Senate meeting on 3/18. The last day to submit suggestions to SharePoint will be 3/14. |
| Adjourn | |  |  | | --- | --- | | **Task** | **Due Date** | | Complete Phase 1 of the Program of Study Learning Outcome Template Review | February 19 | | CASL’s final review of the revised Student Learning Assessment Plan before it goes to the Academic Senate for review and approval. | March 4 | | Senate will receive the “Plan” to start their review. | March 18 | | Senate Approval of the “Plan” | April 15 | | All submitted Program of Study Learning Outcome Templates reviewed | December 8, 2016 | | **Next Meeting: Thursday, March 17th, 2:15- 3:45, TLC 326.** |