|  |
| --- |
| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) |
| *Team Members Present: Peggy Dutcher, Dana Cogswell, Jim Swain, Luanne Bibbee, Lisa Nienkark, Susan Murphy, Ed Bryant, Joe Long, Leslie Johnson, Karen Hicks,**Gretchen Arthur (phone)**Team Members Absent: Suzanne Bernsten, Barb Clauer, Greg Hammond, Matthew Lemon, Rafeeq McGiveron, Cesar Potes, Ryan Skiera, Zachary Macomber* |
| Date: March 17, 2016 | Time: 2:15pm – 3:45pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
| --- | --- | --- |
| Approval of Meeting Notes 3/3/16 (All) | All approved. Lisa Nienkark has been approved to be an official member of CASL by the Academic Senate.  |  |
| Update on CASL Webpage- Peggy | CASL will be a child page to the Assessment parent page. Until this is implemented we will have some things on the CASL page that will eventually be on the Assessment page. CWAC has been archived. We will add drop down panels so all the information isn’t on one long page. It will be similar to the Academic Senate webpage. We will link the ongoing projects to relevant information. The framework will be on the assessment page. We were asked by Academic Affairs to add the title administrator or faculty after each CASL member for HLC on our webpage. Some common CASL search words are Assessment, Program of Studies, and Learning Outcomes. If you can think of any more please let Peggy know. Not all of these link directly to our CASL webpage.  | Grace will e-mail Nick about the CASL search words. Grace will edit the first bullet under ongoing projects to say Program of Study Learning Outcomes Identification. |
| Share Assessment Results- Karen | Karen went over each page of the LCC Assessment Results- Spring, 2016. This is based on our data sweep that started in the Fall last semester. The plan is to produce an assessment report at the end of each semester, starting with this Spring.  The results will be presented to CASL today, Deans and Associate Deans next week, then at Academic Senate in a few weeks. In time, the results will be available through our CASL public website. The results have been shared with Matt Fall, Dr. Prystowsky, Peggy Dutcher, and Leslie Johnson as well. The LCC Assessment Results is 20 pages long. The table of contents includes the Executive Summary, Assessment Dashboard, LCC Assessment Results, Assessment Framework Development, Assessment Framework Measurement Strategy, and References. **Title page:** It says Prepared By: the Committee for Assessing Student Learning (CASL). Some other examples we could use are…* Created by: Karen Hicks and edited by CASL
* Created by: Karen Hicks with the support of CASL
* Karen Hicks, Director of Assessment, in conjunction with CASL committee
* Prepared by Karen Hicks, Director of Assessment, under the direction of CASL.

Karen is the primary author. The committee actively participated on feedback. Karen is fine with the suggestions above for the LCC Assessment Results.**Page 1- Executive Summary:** We received templates back from ¾ programs of studies at LCC. Karen will add the revision date. The framework will be a working document. Results will have new versions. In Finding 8, Karen will change ‘LCC students rated’ to ‘LCC faculty rated’.**Page 2- Assessment Dashboard:** This shows us what our strategies are and how they are linked to our measurements. Karen will update this scorecard every semester. This could be on the CASL webpage. We will be tracking the dashboard from one timeframe to another. As the years progress, Karen will create a timeline to show the trend. She color coded the scorecard red, yellow, and green. We do not have any red now. Karen and Matt will talk with the Deans separately so they know that Karen is presenting is at the highest level. **Page 3- LCC Assessment Results:** 78% of LCC Programs of Study report curriculum alignment to a common set of institutional learning outcomes. Our result is below a benchmark of 85% AAC&U member institutions that report “a common set of intended learning outcomes for all undergraduate students”. We are within range. **Page 4- Finding 2:** LCC Program of Study curriculums place the greatest emphasis on student development of intellectual and practical skills. The chart you are seeing now is not the most updated one. A&S is not spelled out here. An external reader will want this spelled out.**Page 5- Finding 2 continued:** Examples of how LCC faculty integrates LCC’s institutional learning outcomes across Program of Study curriculums.**Page 6- Finding 3:** Most LCC Program of Study report program-level learning outcomes for associate-level awards. This shows whether they are submitted or not. This does not address quality. Our result is above a benchmark of 85% of AAC&U member institutions that report programing level learning outcomes. The grey box at the bottom shows how Karen arrived at the calculations. This about if this is necessary. Add associate in the body as well. **Page 7- Finding 4:** About half of A&S and HSS Program of Study learning outcomes require students to used moderate-level cognitive skills, with the greatest emphasis on applying or transferring learning from the classroom to other contexts. The Blooms Taxonomy levels are at the bottom. Karen did not find any comparable reports like this. **Page 8- Finding 5 & 6:**  Most of LCC Programs of Study are assessing learning outcomes across curriculum. LCC faculty is assessing 88% of the program level and institutional level learning outcomes. Our benchmark was 87%. 83% were performance based. **Page 9- Finding 6 continued:**  The following table shows the methods of assessment that are used across the curriculums by LCC faculty and the percentage of use for each method of assessment. The table is broken down by division. We want a variety of assessment methods. We will dig deeper into TC. **Page 10- Finding 7:** Over three-quarters of assessment methods selected by LCC faculty are aligned to the Program of Study learning outcome statement. Karen does not have a benchmark yet. **Page 11- Finding 8:** LCC students rated ‘learning to apply course material to improve thinking, problem solving and decisions’ as their most important essential learning objective. Karen will change this sentence to LCC Faculty rated instead of LCC student rated. When a student takes the evaluation form they are grouped into 3 categories. Number 1 and 4 seem to be the same type of question (feedback) but they are not together. We will put the numbers next to them. **Page 12- Finding 8 continued:** We have student outcome statements but, we don’t have the results yet. Karen and Dana are going program by program filling out data templates to eventually get it in a streamlined process. We captured them out of the program review. This page is a brief summary of who we are working with. This is an external document so it needs titles and last names. Karen will put the legend at the bottom. Possibly add the glossary at the end or a link that goes to the glossary. When we asked people to fill out the templates we told them not to worry about the Gen Ed yet. We aren’t putting anything in there that we haven’t done yet. |  |
| Assessment Handbook- Leslie | Luanne, Leslie, and Zachary started the Outcomes Assessment Handbook: A Guide for Faculty. Eventually, this should go to every new faculty member. Leslie passed out an outline of the handbook. It will be short with a lot of graphics. They would like to have a draft completed before the HLC site visit.  |  |
| Adjourn | The co-chairs will create a short online feedback form for faculty with 5 or 6 questions. We have no idea who HLC will want to talk to. You might be contacted by a HLC visitor when they are here.  | **Next Meeting: Thursday, March 31st, 2:15- 3:45, TLC 326.**  |