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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) |
| *Team Members Present: Peggy Dutcher, Karen Hicks, Dana Cogswell, Susan Murphy, Jim Swain, Barb Clauer, Leslie Johnson, Luanne Bibbee**Team Members Absent: Gretchen Arthur, Rafeeq McGiveron, Ed Bryant, Joe Long, Suzanne Bernsten, Matthew Lemon, Cesar Potes, Ryan Skiera, Zachary Macomber,**Greg Hammond, Lisa Nienkark**Guests: None* |
| Date: March 31, 2016 | Time: 2:15pm – 3:45pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of Meeting Notes 3/17/16 (All) | All approved.  |  |
| Co-Chair Comments- Peggy & Leslie | Greg Hammond is retiring.Peggy went over the Committee for Assessing Student Learning (CASL) website which is located here: <http://lcc.edu/provost/assess/casl/>. There are four main links which are Committee Charter, Ongoing Projects, Meeting Dates/Agendas, and Committee Members. The Ongoing Projects are all hyperlinked with further information. The ELO’s and DRAFT Lansing Community College Assessment Plan, Spring 2016 hyperlink will go live tomorrow at 5am. We have given the LCC Assessment Plan Feedback Survey to the senators to fill out. |  |
| Share Assessment Results: Dean Reports- Karen | All of the comments from our last meeting have been incorporated into the Assessment Results which is located in the CASL SharePoint. For the title page they decided on “Prepared By: Karen Hicks, Director of Assessment/Under the direction of the Committee for Assessing Student Learning (CASL)”. Karen is presenting this report to the Academic Senate tomorrow. Karen and Matt Fall have talked with the deans Mark, Elaine, and Margie separately about their division results. Mark was on campus yesterday so they got to speak in person. All the deans have asked to drill down to the program level. Karen will complete a drill down report. Each dean has their own leadership meetings. Karen will attend these meetings to discuss what we do with this information now. This will also help CASL decide what we can do to support them. We want to integrate this over time. HLC wants to see our processes in place. For tomorrow, Karen has a handful of slides to present to Academic Senate. This is based on submissions and not quality.1. How we align LCC curriculums
2. What we expect our students to learn
3. The degree of Learning we expect of our students
4. How we assess our student’s learning across curriculums.
5. The alignment between our assessment method and our student learning expectations
6. How our students respond to our assessment practices
	1. Leslie, Barb, and Susan asked about what the “Feedback” means. It is based on how often and is about timing. When Karen presents this she will clarify by saying the questions out loud. The questions are written out in the report.
7. Interpretation and use of assessment findings and results.

We need to find out when a document goes public or not. Deb Gearhart or Pam Blundy might know. We have completed our phase 1 of review of the templates. What are the next steps? If there was a disagreement, how was that handled? Will the information go to the deans? Are the programs going to receive feedback? This will help our committee move forward. All of the Dean Reports are posted in the CASL SharePoint. At this point they are CASL documents. Each Dean asked if they could share the results with others. Have conversations begun for the next steps of Phase 2? We are building relationships right now and getting them ready for that. Our phase 2 group is based on Program Review. We had perfect agreement in phase 1.  | Grace will ask Pam about documents.  |
| HLC Assessment Questions | The CASL committee went over the Six Fundamental Questions for Conversations of Student Learning from the Assessment Workshop and started coming up with possible answers.1. **How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders?**
	1. How explicitly do major institutional statements (mission, vision, goals) address student learning?
	2. How well do the student learning outcomes of programs and majors align with the institutional mission?
	3. How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
	4. How well do course-based student learning outcomes align with institutional mission and program outcomes?
	5. How well integrated are assessment practices in courses, services, and co-curricular activities?
	6. How are the measures of the achievement of student learning outcomes established?
	7. How well are they understood?

The group put the following website up on the overheard… <http://www.lcc.edu/about/strategic/strategic_plan/statements_of_purpose.aspx>. Here they were able to view the Strategic Plan- Statements of Purpose which include the vision, mission, motto, and guiding principles of LCC. Learning is addressed in both our vision and mission statement. In our guiding principles, do they mention assessment? Yes. #1-5. #6-8 indirectly & impact. All of our guiding principles either directly state or will impact learning. 1. **What evidence do you have that students achieve your stated learning outcomes?**
	1. Who actually measures the achievement of student learning outcomes?
	2. At what points in the curriculum or co-curricular activist are essential learning (including general education), major, or program outcomes assessed?
	3. How is evidence of student learning collected?
	4. How extensive is the collection of evidence?

Faculty measures the achievement of student learning outcomes. Through the Program Review process some of that information is looked at specifically. Susan will write a short description on at what points in curriculum or co-curricular activities are essential institutional (including general education, major, or program outcomes assessed. Evidence of student learning is collected by individual instructor. It could be collected by department. Gretchen and her department uses a drop box account. At different points in times Gretchen analyzes it. They discuss this regularly. There is a write up on this on our report. The extensiveness of the collection of evidence is inconsistent at this point. We are in the process right now to figure it out. 1. **In what ways do you analyze and use evidence of student learning?**
	1. Who analyzes the evidence?
	2. What is your evidence telling you about student learning?
	3. What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis and evidence?
	4. How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

Faculty and Center for Data Science analyze the evidence. The evidence tells us various things about student learning. Student learning is at the course, program, and institutional level. It is a part of the Program Review process. 1. **How do you ensure shared responsibility for student learning?**
	1. How well integrated are assessment practices in courses, services, and co-curricular activities?
	2. Who is responsible for the collection of evidence?
	3. How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
	4. How are the results of the assessment process communicated to stakeholders inside and outside the institution?

We did not have time to discuss this question. Please go through the questions individually and bring your responses to the next meeting.1. **How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
	1. What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
	2. How do you know how well your assessment plan is working?

We did not have time to discuss this question. Please go through the questions individually and bring your responses to the next meeting.1. **What steps, if any, is your institution taking to assure full, accurate, and open disclosure about the degree to which students and achieving stated learning outcomes, as well as plans to improve that achievement?**
	1. To what internal stakeholders do you provide information about student learning?
	2. What is the nature of that information?
	3. To what external stakeholders do you provide information about student learning?
	4. What is the nature of that information?

We did not have time to discuss this question. Please go through the questions individually and bring your responses to the next meeting. | Go through the questions individually. Bring your responses next time. Karen, Matt, Peggy, and Leslie met with the HLC Liaison. The co-chairs will meet next week to discuss what needs to be done before HLC visit. |
| Assessment Handbook Update- Leslie | We did not have time to discuss this topic.  | This will be moved to the next meeting. |
| Adjourn | **LAST MEETING FOR SPRING 2016**: April 28**Reminder: CASL Important Dates:** Please plan on attending the HLC visit. They will be looking for faculty presence. Send an email to the CASL committee with the tentative date & time.

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| **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 |
| HLC Visit – CASL scheduled at 9:30 – 10:30 | April 26 |
| All submitted Program of Study Learning Outcome Templates reviewed | December 8, 2016 |

 | **Next Meeting: Thursday, April 14, 2:15- 3:45, TLC 326.**  |