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| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Peggy Dutcher, Dana Cogswell, Leslie Johnson, Karen Hicks, Barb Clauer, Jim Swain, Joe long, Lisa Nienkark, Ed Bryant, Luanne Bibbee*  *Team Members Absent: Gretchen Arthur, Rafeeq McGiveron, Suzanne Bernsten, Matthew Lemon, Cesar Potes, Ryan Skiera, Zachary Macomber, Greg Hammond*  *Guests: None* | | |
| Date: April 14, 2016 | Time: 2:30pm – 4:00pm | Room: TLC 044 |

| **Agenda Item** |  | **Next Steps** |
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| Co-Chair Comments | Karen will meet with the divisional deans and their leadership teams before the end of the Spring semester to review their Assessment Results report. Let Karen know if you can attend.   * A&S is scheduled for May 4th from 2pm-3pm in A&S 103 (Peggy, Leslie, and possibly Ed can attend) * HHS is scheduled for April 28th from 10am-11am in HHS 104 * TC will be scheduled soon | Grace will send Lisa a copy of the HLC Assessment workshop folder. |
| Approval of Meeting Notes 3/31/16 (All) | All approved. |  |
| Finish working on HLC Assessment Questions (All) | We briefly reviewed the questions “Some Things to Consider about Institutional Culture” on Page 10 of the “Six Fundamental Questions for Conversations on Student Learning”.   1. **What is the level of communication about assessment on campus?**   It is improving. More grass roots communication. More is happening lateral. We will have a communication plan. Karen will add information on training and workshops into the plan.  Guided Pathways is a Strategic Initiative. We can look at persistence and completion.   1. **What person/office/entity on campus is the “go to” one to deal with questions of assessment?**   Karen Hicks (Director of Assessment) and Dana Cogswell (Director of Institutional Research). Both ladies work in the Center for Data Science and are on CASL.   1. **How do faculty know how to assess student learning- that is, what formal and informal devices exist that help them to understand what is expected of them in the process of assessing student learning?**   The CTE, the Assessment Handbook which will be available in the future, and understanding your students learning style. Each program is doing their own thing.   1. **Has the institution formally or informally articulated what it means by the assessment of student learning?** Yes. Please refer to the Assessment Plan. 2. **Do the processes by which curricula are approved, revised, and continued clearly contain assessment strategies for determining the achievement of intended student learning outcomes?** We are getting closer. We’ve worked with the Curriculum Committee and will continue doing so next year. 3. **How do non-instructional segments of the institution understand and articulate their role in the assessment and achievement of student learning outcomes?** 4. **Are institutional resources devoted to the assessment of student learning outcome? Are they adequate? Are they used well?** Yes. The CASL is a great resource. There is a commitment here. Does the board know what we are doing with assessment? How do we communicate with them? This is included as part of the communication plan. We will have an approved assessment plan. They are voting on it tomorrow. We can start thinking about how to get on the My LCC news feed and the Starr. 5. **Where are the structural points of resistance to assessment on campus? How can they be overcome?** 6. **Who/where are the individual points of resistance to assessment on campus? How can they be converted?** The team was not fond of the word “converted”. How can you take their concerns into consideration and show them how it can be done? 7. **Do staff in general- and faculty in particular- equate assessment with evaluation or accountability?** 8. **Is assessment an explicit part of institutional planning?** Yes. We have two positions dedicated to this. Karen Hicks (Director of Assessment) and Dana Cogswell (Director of Institutional Research). We have expanded the meaning of assessment. 9. **Is assessment an explicit part of institutional governance?**   Fundamental Questions Expanded   1. **How do you ensure shared responsibility for student learning and assessment of student learning?**   In our Year 2 we will start getting more details. We started with POSLO initiative. We will continue with that and get the co-curricular activities. We have sat down with the deans, Program Review, and went to the Academic Senate. Who are the stakeholders externally? CDS provides data to external stakeholders regularly.   1. **How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?** We evaluate and improve the effectiveness with the individual follow up meetings to Program Review. How do we assess our assessment plan? The Academic Senate is looking at the plan. Is there a thought that the plan will be reviewed there regularly? CASL will do this. CASL will preplan in the summer for next year. We may have subgroups again. It could change based on HLC recommendations. Since we are under the Academic Senate we do need to report to them. 2. **How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?** We will evaluate and improve with the program level templates we have received and Program Review information. Also, all the programs that have external accreditation all have reports. The Program Review data is on SharePoint for campus wide view. It is not communicated out.   Remember- Data, Story, and Action. The Program Review process is a good example of this. |  |
| HLC Visit Information- April 26 @9:30am, ADM 200. | You should have received an invite for HLC CQR Site Visit from Mary Ellen Laatsch to meet with the HLC peer reviewers in regards to CASL. Barb, Luanne, Lisa are planning on attending. Grace will put together 3 binders for the peer reviewers as a resource to show what we have accomplished this year. We can also talk about the CASL drop-in sessions and January Professional Development days. It is a 1 hour meeting.  Karen and Dana summarized the Systems Portfolio feedback on assessment. The paragraph is the feedback we received and the indented items are the possible responses. The Systems Portfolio is a major document that we submit to HLC. We received feedback in 2013. Dana and Karen went through and pulled out items that are related to assessment. The theme across the 4 paragraphs is the assessment system found in Criteria 4b. All schools struggle with this. Every course will have their own way of data collection. Is there a routine continuous improvement process in place? This will be some of the things we talk about next year.  Responses:   1. PROS & ELO data sweep Fall 2015, Analysis Spring 2016, Reporting & Communication Spring 2016, Follow up “USE” department meetings, leadership meetings, professional activity days, consultations, tracking & trending outcomes for common themes (Karen & Dana), refer to plan to talk about the future. We have both qualitative and quantitative data now. The data sweep under #1 makes it sounds like it was all just collecting. Don’t take away from all the work being done and continuously improvement. 2. Systematizing Program Review which began in spring 2016. Before Program Review there was PQIP which ended June 2013. Also, Oversight/collaboration for assessment-related matters and tracking and trending continuous improvement initiatives. 3. Dean’s report, PROS report, and CASL feedback/support 4. Adopted ELOS about 1 year ago, determining Gen Ed assessment process (Integrated Ed Committee), and Integrating into Program Review (formalizing process). We did not adopt any rubrics just ELOs. Gen Ed will link to ELOs. We still have to do the portion of our awards that deals with the Gen Ed.   Luanne brought in the book “Redesigning America’s Community College” by Thomas R. Bailey and has been looking for CASL items. She read us a few quotes from the book. All our welcome to bring in outside material to share.  Leslie will add the Gen Ed portion to the end of the CASL Story document.  Craft questions for HLC. What are you looking for? What have other people done? What kind of advice can you provide us? What has changed since 2013? HLC is not prescriptive. They are looking at the systemized process. | Grace will put together 3 CASL binders for the meeting with the HLC peer reviewers. She will check to see if Cesar can attend as well. |
| Adjourn | The next CASL meeting will be our last meeting of the Spring semester. It is the day after the HLC visit. We are going to talk about how things went in CASL. Peggy will invite Dr. Prystowsky. The following sessions are opened to faculty/employees…   * Criteria 1 and 2:  Monday, April 25, 4:00-5:00 p.m., ADM Board Room * Criteria 3 and 4:  Tuesday, April 26, 11:15 a.m. – 12:15 p.m., ADM Board Room * Criterion 5:  Tuesday, April 26, 3:30-4:30 p.m., ADM Board Room  |  |  | | --- | --- | | **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: CASL Celebration! Thursday, April 28 from 2:30-4:00 in TLC 326** |