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| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Peggy Dutcher, Dana Cogswell, Karen Hicks, Luanne Bibbee, Cesar Potes, Suzanne Bernsten, Barb Clauer, Ryan Skiera, Joe Long, Leslie Johnson*  *Team Members Absent: Gretchen Arthur, Edwin Bryant, Gregory Hammond, Zachary Macomber, Rafeeq McGiveron, Susan Murphy, Eric Snider, James Swain, Matt Lemon*  *Guests: Lisa Nienkark* | | |
| Date: November 12, 2015 | Time: 2:30pm – 4 p.m. | Room: TLC 326 |

| **Agenda Item** |  | **Decisions/Findings** | **Next Steps** |
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| Approval of Meeting Notes 10/29/15 | * Reviewed notes from 10/29/15. * Cesar Motioned to approve. * Ryan Seconded. * All Agreed. | The meeting notes were approved with 1 change. | Grace will make these changes in SharePoint. |
| Co-Chair Comments (Peggy & Leslie) | * Matt Lemon will participate in CASL through a subcommittee. |  |  |
| Update on POS Outcome Submission- Karen Hicks | * 68 POS have been submitted out of 170 degrees & 110 certificates. TC will submit their POS this week. * The links to the ELOs went out on 11/6 with a due date of 12/1. HHS already has 10 submitted with their POS. * CASL will divide and conquer to analyze the results. Then we can start talking about improvements and processes. |  | Karen will follow up with TC to receive their POS. |
| Update on the January Professional Development Days- Leslie Johnson | * We need to decide on topics that we can provide at 3 or 4 tables at January Professional Development Days. Assessment is going to have its own room. Karen will be the CASL representative on 1/6. Cesar, Joe, Barb, Peggy, Luanne, Leslie, and Ryan will participate in staffing the tables.   + Table Ideas: Program of Study Template help, best practices, classroom assessment techniques, assessment 101 * On 1/6, CASL has 10 minutes to speak. Explain what CASL does. Clarify the definitions between evaluation and assessment. Clarify the definitions between course levels vs. program level. Discuss measurement & assessment. * Leslie is going to an AACU professional development event in January and will report back to CASL. |  |  |
| Update on the Student Learning Assessment Plan- Karen Hicks | * The Assessment Plan is half way to ¾ of the way completed. Karen built upon what was already existing by researching the HLC feedback and the previous CWAC Assessment Plan from 2012. 3 Program Clusters (Fashion, Electrical, and Biology) will go through the plan. We will collect the data and analyze it before HLC comes. The Assessment Plan will show the different phases, where we are going, and project plans. This plan will be guiding the CASL committee on what tasks we need to be involved in next. It will include communication and professional development. We will do our own self-assessment of the Assessment Plan. In the future, we will develop workshops. |  |  |
| Small Group Work | * Student Learning Assessment Plan – Karen Hicks, * Next Step for Program of Study Outcomes Identification – Leslie Johnson   + Review of Submissions     - Common rubric development     - Suggestions on what, how and when feedback is provided     - Process and schedule to review submissions * Assessment Webpage – Peggy Dutcher (did not get to this portion during this meeting) * **NOTE**: Draft documents for the small group work are posted in the CASL SharePoint site. Hard copies will be provided in each group. |  |  |
| Small Group Reports | * **Student Learning Assessment Plan:** The small group did a high level overview. The subcommittee is going to work together to refine the plan then they will bring it to the large CASL group. The Assessment Plan will be sent to Academic Senate by the end of March. The pilots will start in January.   + Page 8 Figure 1: Course, program and institutional level. We will start with the ends in mind. All of the outcomes are ends.   + LCCs Assessment Goals and Key Initiatives: Karen will need input from subcommittee.   + Page 11 Needs Assessment: Phase one is the ends. Phase two is the means (inputs and processes). The ends will tell us where the student ends up and the means will tell us how they got there. The results in themselves are not enough to give the picture of how the student got there.   + Phase 3: Bring in other supporting departments/divisions & non-academic components.     - What phase will placement tests be in? Karen thinks 2 but, it will need to be discussed further.   + Page 12: Takes everything from page 11 and puts it on a timeline.   + Page 16 Measurement strategies: How are we going to measure student learning? You can see the 3 levels. We will need to make it specific to the program.   + Communication Plan: Karen will need a lot of help here. Change to Communication & Education. * Will we be using an Assessment Management System? It will start as an Excel spreadsheet for now. In the future this could change. * **Next Step for Program of Study Outcomes Identification-** The small group discussed separating completeness vs quality. In the next they meeting will focus solely on the template. They will be training on how to use it and how it can be tweaked. We will then have a better idea on how long it takes to review while using this rubric. They will have more than one person reviewing each rubric. Overall, this will be a good tool to use and it will be a continuous improvement process. Everyone could interpret the rubric differently. There will be a process set up so we can all learn how the rubric is applied. |  | Everyone should review the Assessment Plan in SharePoint.  Leslie will give Peggy/Karen her notes and they will tweak the rubric. |
| Adjourn/ Next Meeting |  |  | **Next Meeting: Thursday, December 10th, 2:30- 4:00, TLC 326. This is the last meeting of the semester.** |