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| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Karen Hicks, Dana Cogswell, Leslie Johnson, Lisa Nienkark, Luanne Bibbee, Cesar Potes, Suzanne Bernsten, Kara Christensen, Reid Felsing, Joe Long, Ryan Skiera, Ed Bryant, Rafeeq McGiveron*  *Team Members Absent: Peggy Dutcher, Gretchen Arthur, Barbara Clauer, Zachary Macomber*  *Guests: None* | | |
| Date: January 19, 2017 | Time: 2:30pm – 4:00pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| What’s happening at LCC– Best Practice(s) | Leslie will invite Tiffany LaPeer and Judy Allen to our next CASL meeting to share the WRIT 121 and 122 assessment process.  Aviation is FAA driven. It would be nice to learn about their perspective. |  |
| Approval of the notes on 12/8/16 | Change “roll” to “role” in section 1 of the *General Education Core Course Review.*  Lisa moved to approve.  Luanne seconded.  All approved. | Grace will make the change to the 12/8 notes. |
| General Education Assessment and LCC Assessment Results, Fall 2016 – Karen H. | Karen passed out the General Education Assessment document. It is a list of questions and things we should consider when we begin our assessment strategy. She would like to have a proposal to present to the college by mid-March.  Small Group Work: Take 15 minutes to discuss what you think we should consider for our General Education assessment strategy at the course level.  Group 1: Dana, Leslie, Karen, Rafeeq – We don’t know what bucket to work from. It would be nice to rate the ELOs similar to the IDEA reports. Students need a firm grounding on the ELOs when they graduate. How likely is it that we will ever move toward e-portfolios? We will need technology support.  Group 2: Lisa, Cesar, Luanne, Suzanne- We had issues with defining General Education. We should stay away from buzz words. If two students are taking different programs can it be shown that both have competencies in the 4 ELOs? Are we assessing how the program is set up? Are we looking for progression or just 1 and done? Does the course actually meet the ELOs or are we assessing the students? The assessment is the student to the ELOs. How do you mark this? To what degree of proficiency? There is no consequence to the student. If we are setting up these ELOS shouldn’t students be able tell people their value?  Group 3: Jeff, Ryan, Joe, Reid –How do lead faculty become aware of the ELOs and the curriculum alignment? Think about adjunct faculty members as well. If faculty members don’t understand ELOS and PLOs how are they going to create CLOs? We can invite Chris Richards to a future CASL meeting to discuss D2L capabilities. Are we doing all General Education, Core, and MTA?  Karen and Kara will be going to Tech Careers tomorrow to meet with 5 programs that are going through Program Review. They will be hosting an Assessment Workshop to go over question #8. All programs going through Program Review in the upcoming year will have the opportunity to attend this Assessment Workshop. | Continue adding to the General Education Assessment Notes on 2/2. |
| ELOs on Syllabi and New Course Proposal Forms | Karen attended a Curriculum Committee meeting this week. They would like to partner with CASL to propose that LCC ELOs should be added to the new course proposal form and the master syllabi to the Academic Senate. It would include all of the ELOs with a box by which ones are applicable to the specific course. Karen’s impression is that it would be placed on the first page of the syllabus. Who will be looking at the matching of the ELOs? It is a matter of using our template that they already filled out. This will make the students aware of what the ELOs are and let the faculty know what aligns to it. What about the program learning outcomes? Where does it end? Could we also have the program outcomes added to it? When does information overload set in for students? We don’t necessarily have to put it in concourse. For faculty, it is about having consistency among the ELOs, PLOs, and the course title on the template. Is the template a way to show the connection? Yes, it is a curriculum map. It should be explicit to the student that this is your progression of learning. By the time you leave these are the exact things you will be talking to your employers about. If we tell them the whole story how have we expanded the syllabus?    What do we want to tell the Curriculum Committee? ELOs should be on the new course proposal and not on the master syllabi. Master syllabi needs more discussion. Where should it be? Karen will email Ed, Peggy, and Leslie tomorrow. |  |
| Program Review check in - Dana | There were no questions or concerns about program review. |  |
| Adjourn |  | **Next Meeting:**  **Thursday, February 2,**  **2:30-4:00,**  **TLC 326** |