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| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Karen Hicks, Peggy Dutcher, Leslie Johnson, Kara Christensen, Luanne Bibbee, Cesar Potes, Suzanne Bernsten, Ed Bryant, Joe Long, Lisa Nienkark, Ryan Skiera, Reid Felsing,*  *Team Members Absent: Dana Cogswell, Zach Macomber, Rafeeq McGiveron, Gretchen Arthur, Barb Clauer*  *Guests: Larry Simpson* | | |
| Date: February 16, 2017 | Time: 2:30pm – 4:00pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Co-Chair Comments | Welcome, Larry Simpson. Larry is a FT faculty member in Accounting and Finance. Larry will join CASL after we receive final approval. CASL will be taking a look at our membership to make sure we have all the areas covered that are stated in the charter. |  |
| Approval of the notes on 2/2/17 | Grace will update the General Education Core Course Review section so it is easier to understand.  Lisa moved to approve the notes.  All approved. |  |
| Conference Highlights – Karen | Karen went to The Community College Conference on Learning Assessment at Valencia College. Valencia is well known for assessment. Disaggregation of data is something that all schools are struggling with. There is not a one size fits all for software. Creating an equitable workload around assessment is a lot of work. How do we disperse this and make it more equitable? Tiered assessment roles.  Link to conference presentation materials: <https://onedrive.live.com/?authkey=%21AHgJT_xGgiWfAww&id=DA73B09772CC757%212765&cid=0DA73B09772CC757> |  |
| LCC Assessment Report Brief Update - Karen | Karen went over the LCC Assessment Results, Spring 2017 draft. It is located in today’s meeting folder on SharePoint. She will present it to the Curriculum Committee and then the Academic Senate. There is a high level Executive Summary. Karen went over the Assessment Scorecard numbers. The scorecard shows results by the percentage that met the target and by color cording those results for a quick view of the current status. The targets are established through benchmarks of AAC&U member institutions.   * Result 1: 89% of LCC Programs of Study report curriculum alignment to a common set of institutional student learning outcomes. An increase of 11% from spring 2016 to spring 2017 reporting periods. * Result 2: 96% of LCC Programs of Study report program-level learning outcome statements for associate-level awards. An increase of 10% from spring 2016 to spring 2017 reporting periods. * Result 3: Over half (59%) of A&S and HHS Program of Study learning outcomes require students to use moderate-level cognitive skills, with the greatest emphasis on applying or transferring learning from the classroom to other contexts. An increase of 6% from spring 2016 to spring 2017 reporting periods. * Result 4: 88% A&S and HHS Programs of Study report one or more methods of assessment for each student learning outcome statement. No change from spring 2016 to spring 2017 reporting periods. Karen will verify HHS. * Result 5: LCC faculty primarily (83%) use performance-based assessments to assess students’ learning across the curriculums. No change from spring 2016 to spring 2017 reporting periods. There is not a benchmark to go with this. What is the difference between performance-based vs nonperformance-based? Nonperformance-based is something with a recall. Performance is demonstration or observation where students are showing their proficiency. Anything that doesn’t fall in the quiz/exam section is performance. * Result 6: 94% of identified assessment methods selected by LCC faculty are aligned to the Program of Study learning outcome statement. An increase of 18% from spring 2016 to spring 2017 reporting periods. * The last page is the Assessment Plan Measurement Strategy.   Karen will add a DRAFT watermark and fix the colors. She could possibly use different colors for the tables that don’t have benchmarks and add a legend. Karen will bring it this back to the next CASL meeting for a final revision. |  |
| General Education Assessment (Continued Discussion from 1/19) Karen | Karen is starting to put together the Lansing Community College General Education Assessment Proposal. It is in draft form.   * Group 1: Ryan & Leslie- General Education Assessment Methods   + Possibly use E-portfolio. Whatever artifact or assessment used should be able to hit at least 2 ELOs. Not every General Education course has to hit all 4 ELOs. One is always going to be a stronger. * Group 2: Joe, Ed, Suzanne – Assessing General Education Courses   + Should each ELO be addressed each semester? Is it something that should be formative or summative? Who is going to continually do this assessment? Build an awareness of the ELOs. Make it realistic so that is meaningful. Program of studies have ELOs. Not every course matches. * Group 3: Lisa, Cesar, Reid, Luanne- Identifying General Education Courses   + Who decided the crosswalk? Is it current? Academic Affairs keeps it current. They recommended adding simple columns so you can see if it is MTA or Core. Does it capture all General Education courses? It is only those with the designations. The purpose of it needs to be clear. We are trying to define what CASL’s role is. Determine the schedule or when it will be assessed. Can some of this fall under Program Review? Is the General Education cycle going to align with Program Review?   Many students don’t know what ELOs are. Maybe each course only touches on two of them. Gen Ed and ELOs are broad. You are able to meet a couple ELOs with General Education. When you get program specific it is narrower. A program of study needs to meet all 4 ELOs. We had several program of studies that did not. Karen will verify with the Guided Pathways work. |  |
| Adjourn |  | **Next Meeting:**  **Thursday, March 2,**  **2:30-4:00,**  **TLC 326** |