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| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Peggy Dutcher, Karen Hicks, Leslie Johnson, Kara Christensen, Suzanne Bernsten, Luanne Bibbee, Cesar Potes, Reid Felsing, Ed Bryant, Rafeeq McGiveron, Lisa Nienkark*  *Team Members Absent: Dana Cogswell, Joe Long, Barbara Clauer, Gretchen Arthur* | | |
| Date: April 27, 2017 | Time: 2:30pm – 4:00pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of the notes on 4/13/17 | All approved. |  |
| Curriculum Development - Kara | Kara provided resources from eLearning, which you can find here: <http://elearning.openlcc.net/course-design-overview/>. The Course Learning Plan helps you think through every aspect of your course. The first page covers technology, materials, books, and anything that would be required for students. The second page covers course goals, topics, and learning outcomes. The course topics section links to the Determining Course Topics reference guide and course learning outcomes section links to Writing Course Learning Outcomes & Module/Unit Outcomes reference guide, and the Bloom’s Taxonomy Table. The third page is an example of a weekly learning plan. The Curriculum Committee might like a copy of this plan as well. |  |
| Program Review - Dana | Program Review has 3 more exit meetings for the Academic Year 16-17. The executive summaries are going to the Academic Senate tomorrow. They will be for public view on the Academic Senate workspace and SharePoint. The Academic Year 17-18 Kickoff meeting will be in September.  Please give Dana any feedback on the IDEA crosswalk. |  |
| General Education Assessment Plan Development - Karen | Karen will be building a rough draft of a general education strategy.  Q2- How should we go about collecting student artifacts? If we choose to collect student artifacts using D2L, what would the process look like? Is it a self-assessment? We could vet the assignment outside of the instructor. Faculty could submit assignments to CASL and we could decide if it meets the outcome. If yes, then the faculty could go ahead and use the assignment. We do not want the self-assessment to be the final assessment. It would be feasible to have subject matter groups. These experts can tell us if they indeed meet the outcomes.  Q3 - Do we want to customize the value rubrics for LCC? If so, how should we go about modifying the rubrics? As an example, experts in Library and English could customize the Information Literacy rubric. We cannot customize it too much. Use the value rubric first and see what we need to fix after.  Q4 –How should we go about scoring the artifacts? It stays in house. As an example, all faculty could score student artifacts on a LCC Assessment Day. How do we bring people together to share, interpret, and create action plans based off the results?  Q5- How many student artifacts should we include in our example? For reference, 10% is 400 student artifacts. Pick the one sub category that most defines what you are doing. Select courses for each sub category. We are sampling for each. We can brainstorm questions that will be brought up.  A required Professional Activity Day is on Wednesday, May 10. Karen will be there for Assessment drop in hours. |  |
| End of Year Celebration | Enjoy! |  |
| Adjourn |  | **Next Meeting: Fall 2017** |