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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL)  |
| *Team Members Present: Peggy Dutcher, Karen Hicks, Dana Cogswell, Ryan Skiera, Suzanne Bernsten, Zachary Macomber, Ed Bryant, Leslie Johnson, Luanne Bibbee, Lisa Nienkark, Joe Long**Team Members Absent: Barb Clauer, Cesar Potes, Gretchen Arthur, Rafeeq McGiveron**Guests: Reid Felsing* |
| Date: October 13, 2016 | Time: 2:30pm – 4:00pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Co-Chair Updates | Reid Felsing is a CASL guest today. Once we receive approval from the Academic Senate president he can be an official CASL member. Reid has been with LCC since 2010. He is a FT Assistant Professor in the Paralegal Program. Reid is also involved in MAHE.Currently, we have two CASL members who have class scheduling conflicts with our meetings. They can still be on subcommittees. We are trying to get two members from Tech Careers. |  |
| Approval of the notes on 9/26/16 | 9/26/16 changes:* Approval of notes on 9/15/16: Change Joe Kuh to George Kuh.
* Curriculum Committee: Paragraph 1 should be split into two sections. The new section will be named Committee Member Update.
* CASL Potential Priorities 2016-2017: D2L is too high level for student assessment should be changed to D2L isn’t efficient when providing feedback for student assessment but can be looked into.
* Update Co-Curricular Pilots: Remove TLC, add the word “be” in the 3rd to last sentence. Add footnote stating CTL is considered an academic program area.

Approved with above changes.  | Grace will change the notes to portrait landscape.Grace will make updates to the 9/26/16 notes. |
| Updates- Integrated General Education | The Integrated General Education committee is working on integrating general education classes campus wide. This committee meets every other week. They would like to launch this in the 2018-2019 academic year. They need their general education assessment first. Departments and divisions don’t have clarity when it comes to the terms outcomes, objectives, topics, and goals. People use these terms interchangeability. Not all of the terms are in the glossary. We can add this to the communication plan. |  |
| Communication Plan | The Communication Plan template is in the 09-15-2016 meeting folder on SharePoint. Moved to next meeting.  |  |
| Proposed CASL Charter Changes | We want the charter to better reflect what CASL is going to be involved in moving forward. The original charter is mainly focused on programs of study. The CASL Co-chairs and CDS started a Proposed CASL Charter Changes draft. The left side of the draft is the original charter. The right side is the proposed changes. We will break into small groups and review/edit the draft. We will not finalize it today. It will eventually go to the Academic Senate for final approval. **Small Group Reports:**Group 1: Dana, Ryan, LuAnne, Reid (Guest)Purpose: The group felt as though the word lead is telling people what to do. Proposed a revised purpose statement.#1- Recommend dropping.#2- Removed “guide the”. Replaced “interconnectedness” with “alignment.” #3- Changed “inform” to “foster.” Also, “process” makes teaching/learning sound clinical.#4- Changed “align” to “in conjunction.”#5- No changes.#6- The group discussed what appropriate and representative means. Capitalized Academic Senate. Removed first “reports.”#7- The group struggled to understand how this communication is different than the communication in #6. One is scheduled report outs, but the other is keeping campus community aware of anything new related to assessment This doesn’t say who we are reporting to. #8- Changed second “support” to “meetings.” The 3rd support could be drives or encourages. #9- Did not review.#10- Did not review.Membership- Did not review.The group did not have a chance to discuss the order of the bullets.Group 2: Ed, Joe, LisaPurpose- Removed “leadership.” #1- Recommend dropping.#2- Changed “assist” to “guide.” Removed interconnectedness. #3- No changes. It sounds like we are being an advocate. #4- Replaced “aligned” with “in conjunction.”#5- Remove “general”. Remove the second “review” as they weren’t sure what was meant by it. Is this the feedback aspect?#6- Agreed with Group 1. #7- Is it talking about external issues and trends? Also, who are we reporting to? Who is gathering and disseminating it? We were confused on the purpose. #8- Did not review.#9- Did not review.#10- Did not review.Membership- Remove “at least one” on the 4th bullet. Do we need representation from Budgeting and Student Affairs? Do we need another representative from CEWD? Do they have to be faculty members? We could change it to “appropriate faculty/staff members from each of the following areas.” We will look at the LCC Organization Chart. If it is current, we can use this to discuss membership. Group 3: Zach, Karen, Leslie, SuzannePurpose- Added “both the academic and co-curricular areas.”#1- Added “Support a learning centered, data-driven culture that uses student learning outcomes to inform continuous improvement of the teaching-learning process.”#2- Added “Review and approve the mapping of assessment types and learning outcomes across individual Course, Program of Study, and Institutional to ensure alignment.”#3- Moved #3 to #1. #4- Changed “Program of Study” to “Academic.” Co-Curricular might need its own number. They are not on the Program Review calendar. Karen has a separate calendar for them. #5- No changes.#6- No changes.#7- Academic Senate is a part of the community. There could be new trends within the college. It is not just external. #8- Remove “cross-functional.”#9- Remove one “of.”Membership- Did not review.  | Dana, Ed, and Zach will send Grace their track changes from their small group work.  |
| Adjourn |  | **Next Meeting:** **Thursday, October 27th, 2:30-4:00, TLC 326** |