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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL)  |
| *Team Members Present: Peggy Dutcher, Luanne Bibbee, Ryan Skiera, Joe Long, Karen Hicks, Lisa Nienkark, Zach Macomber, Ed Bryant, Suzanne Bernsten, Leslie Johnson**Team Members Absent: Gretchen Arthur, Barb Clauer, Dana Cogswell, Rafeeq McGiveron, Cesar Potes**Guests: Karen Tommasulo, Reid Felsing* |
| Date: October 27, 2016 | Time: 2:30pm – 4:00pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of the notes on 10/13/16 | Lisa moved to approve. All approved.  |  |
| What’s happening at LCC – Best Practices | “What’s happening at LCC- Best Practices” will now be a standing agenda item. Think about the best practices you’ve heard about at LCC. We would like to help elevate others assessment practices. There is a section for best practices in the Assessment Plan. Right now, we only have 1 example. We would like to add many more.Karen H. has been working with Fitness and Wellness on compiling assessment scores. They put together a data compiler in excel. This sample data spreadsheet is located on SharePoint in the 10/27/16 meeting folder. It will streamline their data process. Faculty members just have to input their scores. They can track students’ progress as well as their test scores. Fitness and Wellness was doing this all by paper before and it was very difficult to track.  |  |
| Assessment Nugget  | “Assessment Nugget” will now be a standing agenda item. This will cover a new assessment topic each meeting.Assessment – Related Definitions and Terminology handout – This is from our plan.* Learning Outcome (Outcome)
	+ A broad statement describing what students are expected to know and be able to do upon completing a course, upon graduation, etc.
	+ What definition do we want to use here?
* Learning objectives are the primary building blocks of good curriculum design. They support the learning outcome in that each is a small step in arriving at what the learner is supposed to know or be able to do.
* Learning Objectives:
	+ Define specific outcomes or competencies to be achieved in terms of skills, content, mastery, attitudes, or values.
	+ Form the basis upon which to select or design instruction materials, content, or techniques.
	+ Provide the basis for deterring or assessing when the instruction purpose has been accomplished.
	+ Provide a framework within which a learner can organize his efforts to complete the learning tasks.
* Example: BIOL 145 Outcome
	+ Describe specific aspects of the nature of physics, chemistry, and biology, as they relate to the structure and functions of the human body.
* Objective
	+ Define anatomy and physiology.
* This can be tweaked as it is broad. How are we going to accomplish this?

Outcome v Goal v Objective V Topic: Objectives in concourse might go away. The Syllabus subcommittee of the Academic Senate will give clarification. HLC uses outcome and goals interchangeably. You can define topics in many different ways. Topics will come before the outcomes on the syllabus. It is okay if your program doesn’t have topics. Outcomes and topics should be vague enough so that faculty have the freedom to achieve them however they choose.  | Grace will add the Assessment – Related Definitions and Terminology and Development Clear Learning Outcomes and Objectives handouts to the 10/27/16 meeting folder on SharePoint. |
| Updates  | The Center for Teaching Excellence is currently preparing its workshop calendar for spring 2017. Do you have a topic you are interested in presenting to your colleagues? There is an online submission form located on the CTE website. Proposals are due by Friday, November 18th. Previously, programs have presented best assessment practices. The CTE is also looking into effective feedback to students and what that looks like. Fitness and WRIT 121 could be examples as they use easy and fun ways to collect data. They will look into the co-curricular areas in the next round.  |  |
| Finalize Proposed Charter Update for Senate Approval | We are going to complete the charter today and send it to Jeff Janowick. If anything major needs to be changed it will come back to the CASL committee for review. Our goal is to have it approved by the end of the semester. #1 We changed “types” to “methods” so that it aligns to our Assessment Plan. #2 Don’t other areas (co-curricular) have outcomes not related to students? Where do areas like HR fit in to all of this? * Everything they do will impact student learning.

#3 This is what we did for the academic areas. Karen’s main focus is putting together templates for the non-academic areas now. Put a hyphen between 4 and year.#4 This is not assessment methods. Distinction between the learning outcome statements and the results. #5 Removed the word outgoing.#6 Assessment is listed twice. Remove 1st assessment.#7 Do we need to mention the non-academic review? Membership- at least 2 per division except 1 from the president’s office. Quick Report Out: Leslie, Suzanne, Ryan, Reid – #2 should be #1.Karen H, Karen T, Luanne, Lisa- We left the integrity issue as is because data is part of the system. Move #5 down as it is maintenance. Joe, Ed, Zach- #2 should be #1.  | Send your small group work to Grace or add it directly to SharePoint.  |
| Communication Plan – Karen T. & Peggy | The Communication Plan template is located in the 09-15-2016 meeting folder on SharePoint.  |  |
| Adjourn |  | **Next Meeting:** **Thursday, November 4thth, 2:30-4:00, TLC 326** |