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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL)  |
| *Team Members Present: Peggy Dutcher, Rafeeq McGiveron, Karen Hicks, Lisa Nienkark, Dana Cogswell, Suzanne Bernsten, Barb Clauer, Dale Franks, Zachary Macomber, Ed Bryant**Team Members Absent: Joe Long, Kara Christensen, Glenys Warner, Michelle Curtin* |
| Date: January 19, 2018 | Time: 12:15 pm – 1:45 pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of the notes on 12/8/17 & general updates | All approved.Membership: Reid has left LCC. We will be looking for a new CASL rep from Tech Careers. Webpage: Look at the CASL webpage located: <https://lcc.edu/provost/senate/standing-committees/casl.aspx>. A reports tab and the previous meeting notes will be added. The four Academic Senate Standing Committees have the same webpage format.  |  |
| General Education Assessment Plan Recap  | Lansing Community College General Education Assessment Proposal* Year 1: Plan for general education assessment
	+ General education faculty are looking at their course learning outcomes. CASL provides a Learning Outcomes Rubric. When course-learning outcomes are finalized, faculty will complete and upload a current general education course-mapping template.
* Year 2: Conduct general education assessment
	+ General education faculty will choose what ELOS they will focus on as well as their value rubric. They will submit the results to CASL, possibly on another form.
* Year 3: Design learning strategies
	+ General education faculty will get the results back from CASL. They will make changes as needed.
* Year 4: Implement learning strategies
	+ General education faculty will collaboratively implement learning strategies identified in their general education action planner.
* Year 5: Monitor learning strategies
	+ General education faculty will monitor the results of the learning improvement strategies and conduct collaborative discussions to review opportunities for continuous improvement of student learning outcomes.

We worked through all 5 years over the fall semester. We are now circling back to the introduction piece.* The Purpose of LCC General Education Assessment: Page 3
	+ Why we do general education assessment? Karen changed the focus to internal purposes. We originally started with the Higher Learning Commission.
* General Education, Core, and MTA Defined: Page 4
	+ The assumption that all general education courses are in Arts and Sciences is wrong.
	+ Is the purpose of the first table just for LCC? These are the official titles of the categories. It is listed on the crosswalk now. With the general education category, it is clear.
	+ Karen will add what page number the General Education Assessment Calendar is located on. She will have Social Sciences go first instead of Writing & Communication.
	+ Change Math to Mathematics on chart 1.
	+ The pie chart gives an overview of the 5 years. This will now mirror the one page job aid. Present this in a cycle image to show continuous improvement.
* General Education Assessment Roles & Responsibilities: Page 6
	+ CASL: We will eventually link the CASL section to pieces in our charter.
	+ Academic Senate: Use drive, facilitate, and support instead of the word champion.
	+ Faculty: This is general education faculty. Content sounds good.
	+ Students: We can use the IDEA surveys as well as other methods. Do not limit ourselves on the last bullet.
	+ CDS: Content sounds good.
	+ Administration: Change champion to drive, facilitate, and support. Add another bullet about providing resources.
	+ General Education Area Work Groups: Karen will analyze in the summer when they conduct assessment in the spring and disseminate in the fall. This group will wrap around the course. We are not sure if it will be one super group or grouped by course. This group will be people going through the process. Karen will add the job description and purpose. We will come up with a title. They will review the results and help others within the area. Do we need to add accessibility in bullet 4? Add a section for roles, responsibilities, and support for the library, eLearning, and CTE.
* LCC’s General Education Outcomes/ ELOS: Page 9
	+ Take ELOs off the title. We are using ELOs to align. Change the last sentence to be less open to interpretation. Add something that applies to academic and non-academic.

Stopped at ELOs on page 9. We will continue this work at our next meeting.  |  |
| What is next? | We are ready for the comprehensive review. Review the plan by the end of next week. Karen will have the plan ready for review by 3/23. Look for concepts that need to be changed. We will format/wordsmith later. Start thinking of questions for a FAQ. |  |
| Adjourn | We will have CASL meetings on Thursday, February 1 and Thursday, February 15 due to the Friday Campus Wide Strategic Planning Sessions.  | **Thursday, February 1, 2018, 1:30pm – 3:00pm, TLC 326** |