|  |  |  |
| --- | --- | --- |
| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Karen Hicks, Kara Christensen, Barb Clauer, Dana Cogswell, Suzanne Bernsten, Lisa Nienkark, Michelle Curtin, Zachary Macomber, Reid Felsing, Dale Franks, Ed Bryant, Joe Long*  *Team Members Absent: Luanne Bibbee, Peggy Dutcher, Rafeeq McGiveron*  *Guests: Tracy Labadie* | | |
| Date: September 29, 2017 | Time: 12:00 pm – 1:30 pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
| --- | --- | --- |
| Approval of the notes on 9/15/17 | Change 9/1/15 to 9/1/17 in the Approval of the notes section.  All approved. |  |
| Program Review - Dana | Dana has added a data narrative to the program review tabs in Tableau. She would like faculty volunteers to review it to make sure it makes sense. Ed, Barb, Michelle, and Suzanne have volunteered. Dana will send them a link.  Does anyone have questions about the new RER question that was presented at Academic Senate this morning? Lisa Mazure will put together an example that we will bring to CASL. |  |
| Training/  Materials continued – Kara | There are 2 Reviewing Student Learning Outcomes draft documents. The blue and yellow charts show the same information presented in 2 different ways. Work in table groups for 10 minutes. Review each Student Learning Outcome (SLO) using the criteria provided on the sheets. Each SLO should be rated using the scale provided. SLOS rated as No must include an explanation and suggestions for improvement. Overall, the yellow chart was preferred because the review criteria is displayed on 1 page.  #1 – Equipment: Use surveying equipment and software applications to safely collect data, solve technical problems, and lay out construction projects.  Specific? Yes.  Measureable? Yes. There are multiple measures.  Achievable? Yes because it is a higher level. We are looking at all the courses collectively.  We need to know who the reviewer is for our internal purposes in case there is a disagreement.  Writing Effective Feedback/Recommendations document   * Constructive – Try to offer solutions, not just identify the problem. * Specific – Include a specific example of what is being recommended. * Measurable – Suggest ways that the instructor will know a recommendation has been implemented. * Sensitive – Keep recommendations and comments on a positive note. Avoid the use of negative language. * Balanced – Point out strengths as well as weaknesses |  |
| General Education Assessment Plan | Topic for Discussion: General Education Assessment Plan Year 1 (Zach (Lead), and Suzanne and Ed) Responsible for pages 11-13.   * The chart between pages 12-13 should be on one page. This will be cleaned up at the final editing stage. For example, the introduction is not yet complete. * Does the link on page 13 direct you to the correct spot? All of the links will be added in the final editing stage. These are placeholders for now. They are not yet “accurate” as we do not have a Gen Ed page in the CASL site, but we will in a later state. * When is the kickoff happening? Should it be on the chart? When do the Gen Ed faculty attend the kickoff meeting? The beginning of fall. They do not show up until spring on the chart. Karen will add this to the bottom of page 11. It is the 1st semester of the 1st year. * Does the overview chart on page 11 need to be in portrait? It is hard to understand the difference between preparation and planning. It might be helpful to simplify some of the headings. Karen will make this clearer. * Call prepare/educate out more specifically. Do we need to say when it is time to choose who is responsible? Identify how your department is going to divide it up. People might assume it falls on the PFCs. Some people have more support in the PFC roles. What will the workgroups do? We will add an “Operationalization checklist” to spell out the steps for coordinating Gen Ed assessment efforts. For now, Karen has added an Operationalization checklist at the end of the Gen Ed document so we can capture these ideas as we go along. * Zach and Dale will start the checklist steps to operationalize the process in their Gen Ed workgroups. In the meantime, there is a table at the end of our Gen Ed doc to capture these ideas. * Should we have an academic year to get ready? Is it too much time or not enough? This should be fine. * Is the plan for every single course to go through this assessment? Any course that is core or MTA. Before we had five categories and now we have four. The student estimate was around 4,000 per year. Karen is working on getting the section numbers. Dana will get these numbers after our CASL meeting. Karen will add a table in our Gen Ed document that provides these numbers on page 26.  This page will not be included in the final version of the plan. They will be for our reference as we plan for implementation. * We could get rid of the word “role” on page 12. Karen will set up for “repeating table headers” in the final editing stage. * Page 14 had good questions for the preparation piece. Many of the courses are within a program of study so they will go through Program Review and Gen Ed. * End of section 1, page 14 – Changes to course learning outcomes – Are these accurate? Are they current? Insert notes or warning that if you do change outcomes then something else could be prompted (e.g., curriculum committee.) * Any changes to course outcomes prompts changes to the instructional design. * Any changes to course outcomes may affect transferability. |  |
| Adjourn | We need volunteers to review and edit year 2 of the general education section [pp.13-20] and create tools as necessary [Gen Ed course mapping template; CC review process handout; Gen Ed learning results template]. Michelle will lead. Joe and Barb will help. | **Friday, October 13, 2017, TLC 326** |