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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL)  |
| *Team Members Present: Suzanne Bernsten, Peggy Dutcher, Kara Christensen, Michelle Curtin, Dale Franks, Rafeeq McGiveron, Zachary Macomber, Joe Long**Team Members Absent: Karen Hicks, Reid Felsing, Dana Cogswell, Barb Clauer, Ed Bryant, Lisa Nienkark, Luanne Bibbee**Guests:*  |
| Date: October 13, 2017  | Time: 12:00 pm – 1:30 pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of the notes on 9/29/17 | All approved.  |  |
| Outcomes Training- Peggy | Peggy spoke with 3 employees from Glen Oaks Community College about a presentation they created called “Making Meaningful Contributions to Student Learning Outcomes in Student Affairs.” They used the SMART outcome model. We are hoping they can come to the 11/10 CASL meeting to share more with us. As a committee, we will figure out what parts we can use and see how it mixes with our approach on writing outcomes.  |  |
| General Education Assessment Plan | * Year 1 – Planning for General Education Assessment Quick Recap
	+ Operationalization List
		- How to conduct a collaborative review of your course outcomes.
		- Who is included in the collaborative review of your course outcomes?
		- Methods to conduct a collaborative review of your course outcomes.
		- Procedural steps when changes are made to course outcomes.
	+ CASL mentors or CASL representatives? Mentors. Be consistent throughout the whole document.
	+ CASL members and Karen will be reviewing outcomes.
	+ Third party accreditations have national written outcomes. Think about how we will handle this in training. The training will need to specify the difference between an outcome and objective.
	+ General Education will go right from the course to the ELOs .Clarify that there is not a 3rd level on page 9.
* Year 2 Conducting General Education Assessment – Content (Michelle (Lead), Joe, and Barb)
	+ Operationalization List
		- Should we change phase “general education assessment”, to “assessment of general education courses” (so it is clear that we are not assessing general education as a whole)?
		- Who is included in the conducting process of assessment (very specific); Establish titles for specific roles and add them to the glossary.
		- Process for sending reminders. Who will be in charge of this?
		- Add deadline for reviewing and implementing CASL feedback on submitted documents. Adjustments need to be made at a certain time.
		- Expand and update Glossary, as needed. We can refer to the CASL glossary with a link. Add the whole URL in case people are using paper copies.
		- All links should go around the words.
	+ Overview of Year 2 General Assessment Activities Chart Edits
		- Opening paragraph: General education assessment was listed 3 times. We removed one. Removed the word “overview” and bulleted the rest to match what is in the table.
		- Can we turn the chart headings into chapters? Each year could be a chapter. Each chapter could have a checklist at the end.
		- By week 8 of the fall semester: Changed “course mapping template” to “course map”.
		- Due by mid-October: Changed “share” to “upload”.
		- Review conducted week’s 9-15 of the fall semester: We are reviewing the map using the rubric with these elements. These could be bulleted.
		- Most of the chart has weekly timelines. Make sure they all do for consistency.
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| Adjourn | * What is next?
	+ Please review the Year 2 Tools section for the 10/27 meeting. Think of ways to simplify it.
	+ Please review the two options for the General Education Course Mapping template on page 25 for the 10/27 meeting. We will vote on which one we like better.
	+ The General Education Assessment Plan will eventually go to the Academic Senate as a draft. They will give us feedback.
	+ Will there ever be a co-curricular plan? There will be pilots. HLC says we have to assess everything. We are hoping to expand on this.
 | **Friday, October 27, 2017, TLC 326** |