|  |
| --- |
| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL)  |
| *Team Members Present: Peggy Dutcher, Karen Hicks, Dana Cogswell, Dale Franks, Rafeeq McGiveron, Lisa Nienkark, Barb Clauer, Suzanne Bernsten, Zachary Macomber, Michelle Curtin, Joe Long, Kara Christensen**Team Members Absent: Reid Felsing, Luanne Bibbee, Ed Bryant* |
| Date: October 27, 2017  | Time: 12:00 pm – 1:30 pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
| --- | --- | --- |
| Approval of the notes on 10/13/17 | All approved. |  |
| Outcomes Training update- Peggy | The faculty from Glen Oaks CC have agreed to come present to us what they have done with outcomes training. However, they can come only come on a Thursday afternoon (11/16 or 11/30). We will have them come on the date that most CASL members can attend and then discuss it at one of our Friday CASL meetings. Please respond to the Doodle Survey that Grace sent out with your availability. |  |
| General Education Assessment Plan  | Year 2 – Quick Recap * Who will do what? We talked about giving people within the committee titles/roles. This is on the operationalization list.
* We will be adding terms to the CASL glossary. We decided on CASL representatives instead of CASL mentors.
* Page 8 – LCC’s General Education Outcomes: ELOs – This will be a job aid. Write out Essential Learning Outcomes in the title and then use ELOs in the chart. Remove the word Categories and Descriptions. Are faculty going to know that they pick the sub category in the ELOs? Add a footnote or disclaimer. The sample general education learning outcomes are course outcomes. Karen will make these more generic. We want to see the alignment from the ELO to the course. Choose one ELO then pick one bullet from below. Show people that they do not have to do everything. Karen will make a generic example.
* Page 13 – If changes are made to course learning outcomes, please note the following necessary actions (list of 9 items)
	+ #1 – In your own program of studies, do you have a curriculum committee? What is it called? There is one for A&S and HHS. We are looking for the name of the division level group before it goes to the curriculum committee. Each area most likely calls it something different. Karen changed it to say “your divisional curriculum committee such as the A&S Academic Review Board”.
	+ #2 & #4 – Peggy will contact Kari for the name of the form.
	+ #4 - Added College-Wide Curriculum Committee instead of just Curriculum Committee.
	+ #9 – Moved the note below to the notes section. Added <http://elearning.openlcc.net/>.
* Page 14 - Year 2 Conduct general education assessment – Each year can be a chapter. The final formatting will be done at the end.
* Page 17 – Direct or Indirect Assessment Methods – We recommend relying on direct. Should we require this? The indirect looks easier but it is not effective. It is in there because it matches the LCC plan. Is there a way to shift the language and show both examples? For our purposes, direct assessment is necessary (do not use the word required).
* Page 15 – Course Mapping Template – The second sentence in this paragraph reads long. “Ideally, all faculty that teach the course offer input and feedback about the alignment of the course learning outcomes with the institutional learning outcomes, discuss and share methods of assessment being used to assess student learning in the course, and the expected level of mastery of each learning outcome”. It has been moved to the operationalized list.
* Page 18 – AAC&U Value Rubrics – We use ELOs and general education outcomes interchangeably. Use ELOs to avoid confusion. Do this throughout the whole document.
* Page 19 - Completing the General Education Course Student Learning Results Template – We tweaked the last sentence and ended it at improve student learning. Added the word “star” in the paragraph about accessing SharePoint. Whatever the titles are on Page 16 should be repeated on Page 19. We will revisit this once we decide on the two options for the course mapping templates.
* Page 25 – LCC’s General Education Assessment Resources – There are two options for General Education Course Mapping Template. Templates are empty and maps are completed. Add a spot for the course name at the top of the form. Add a link to the value rubric. They will only choose one category and one competency. Example: Choose ELO 2 and Teamwork & Problem Solving. Then list the outcomes that link to the ELO in the Course Learning Outcomes section on the bottom. In the next go around will they be required to focus on a different ELO? It is up to them. ELO 4 is our least mapped. We could use a Professional Development Day or drop-in session for help with mapping their course.
 |  |
| Adjourn | What is next? We need volunteers for the upcoming sections. Please sign up in the LCC General Education Assessment Project Plan on SharePoint. | **Friday, November 10, 2017, TLC 326** |