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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL)  |
| *Team Members Present: Karen Hicks, Dana Cogswell, Peggy Dutcher, Rafeeq McGiveron, Zachary Macomber, Joe Long, Barb Clauer, Lisa Nienkark, Michelle Curtin, Kara Christensen, Glenys Warner, Ed Bryant**Team Members Absent: Reid Felsing, Dale Franks, Suzanne Bernsten* |
| Date: December 8, 2017  | Time: 12:15 pm – 1:45 pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of the notes on 11/10/17 & 11/30/17 Special Meeting |  All approved. Webpage Update: We are getting webpages set up for the four Academic Senate standing committees. We hope to have these up and running by spring semester. CASL will be doing monthly reports to the Academic Senate.  |  |
| Outcomes Training Presentation  | Thank you to everyone that came to the 11/30 Special Meeting. We will continue this work after the first of the year.  |  |
| General Education Assessment Plan  | * Review of Tools (Years 1 – 3)
	+ Page 25 – Course Mapping Template Option 1 – This form was revised. Step 1 is to map the Course Level Outcomes to the Essential Learning Comes. On the next template, they will indicate what they will focus on. Space for faculty names has been added at the top. Karen will add instructions on where to upload it in SharePoint and a spot for the person’s contact information. We will encourage PT faculty to contribute. Karen put the purpose under the course name. It would be useful to say that this is a tool for Year 1. It could be a part of the title. This map looks similar to the ones we did for the Programs of Study. We should link the full description of the ELOs. Do not use X’s in the boxes. Place a mastery level letter in the box to identify. Karen will remove the column that says identify the 2-year master level. Rows can be added for additional faculty.
	+ General Education Student Results Template –This is Year 2. Step 1 is identify which ELO is the focus of their general education assessment. When they do the general education assessment, we tell them to use the rubric. How do we know if they choose the right assignment for the right outcomes? Do we check the designs of assessment? We check if there is an alignment. We will do a deeper dive on the second round. What is the positive of knowing the method? It is a way to measure the outcome. The negative is people with be confused gathering it. How do we reduce the burden? We have to be able to spot appropriateness. All of our assessment methods would have to be performance based. They will need to know this in Year 1. Add a box asking how they are doing it, if not performance based. The top two could say performance based and the other could be alternatives/options 1&2. We cannot limit them to only what fits this model. Our model needs to be broader. Look at the rubrics more and address more issues when we come back at the beginning of next semester. The value rubrics are in the general education folder.
* Year 4 and 5 (Kara (Lead), Joe, Lisa
	+ Year 4: Implement learning intervention(s)
		- Overview of Year 4 General Education Assessment Activities Chart: Is designing learning interventions happening in Year 3? Double check on this.
		- Is the general education faculty going to be the same team throughout the 5 years? Every year they should evaluate/update their team.
		- ELearning team is the only tool/resource team listed in the chart. Add CTE, CC, and the AAC&U website a resource.
		- Karen will add a note about internal collaboration with your work group and external collaboration with others outside your area (e.g. to secure resources).
		- Use learning improvement strategies instead of interview.
		- Delete the word testing from testing implementation of learning interventions.
	+ Year 5: Monitoring learning intervention(s)
		- Focuses on monitoring SLOS: CLO/ELO or both? Add what to look for.
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| What is next? | Academic Senate is not meeting on January 5. We will have our first spring 2018 meeting on January 19 from 12:15pm – 1:45pm in TLC 326. Grace will send outlook invite and schedule the rooms. We will discuss any loose ends from Years 1- 5. Rafeeq, Karen, and Barb will work on the introduction piece together.  |  |
| Adjourn |   | **January 19, 2018, 12:15-1:45, TLC 326** |