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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) |
| *Team Members Present: Ed Bryant, Dana Cogswell, Michelle Curtain, Dale Franks, Nikki Gruesbeck, Karen Hicks, Zach Macomber, Rafeeq McGiveron, Rob McLoone, Lisa Nienkark, Lori Orr, Kara Wiedman**Team Members Absent: Antuan Bell, Joe Long, Glenys Warner* |
| Date: February 15, 2019 | Time: 12:15pm – 1:45pm  | Room: TLC 127 |

| **Agenda Item** | **Notes** | **Next Steps** |
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| Approval of 1/18/19 Notes | * Lisa motioned to approve with edits to correct name spellings: Correct is “Kara Wiedman” and “Antuan Bell”.
* Zach seconded.
* All approved.
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| CTE Workshops led by CDS | * Karen Hicks: Assessment data collection and analysis (Thursday, Mar. 28th 10:30-12) “Tracking Student Learning Data.”
* Kristen Buttigieg: College-wide student survey data (Tuesday, Apr. 9th 10:30-12) “Incorporate the Student Voice.”
* Notes from Karen:
	+ CASL members are invited to come to either or both workshops
	+ Plan is for Center for Data Science (CDS) to do these on a regular basis
	+ Ideas for future presentations welcome
 | Members check availability to attend workshops. |
| General Education | * Changes to data collection.
	+ Karen now has access to gradebook information from D2L
		- This changes what information is required from the faculty
			* As long as the faculty are entering information into D2L
			* If they are entering it elsewhere they will have to provide more information
		- Need what ELO the faculty is addressing
		- Need method of assessment being used by faculty
		- Using the above two items Karen can get the data she needs from the course gradebooks – she pulls the grade item
	+ Karen will need results by the first week of May
* Questions from Zach: Can individual faculty do their own assessments? What do they do if they are not on D2L?
	+ Karen responded:
		- Faculty can do own assessments but still need individual student level results
		- Faculty can send their own spreadsheet that has the data broken down by individual students
		- Exporting data into an excel spreadsheet is the best way to get the data to Karen
* Documents to be edited:
	+ Dear Colleague Letter
	+ General Education Plan
	+ Worksheet
	+ Survey Monkey
 | Karen to edit Survey Monkey and Michelle will edit the other documents now that less will be required from the faculty.  |
| Discussion:  | * Who determines what ELO is assessed and does it have to be the same for all sections within a course?
	+ Some courses will use a common assessment while others will use variety. Faculty will need to check with their faculty lead or Associate Dean if unsure if their course uses a common assessment.
	+ Recommended by Karen that Michelle works with Janis McKellar – Lead support for Integrated English, Humanities and Social Sciences, to see status of assessments used. A note will be added to the survey to remind faculty to check if their course uses a common assessment.
* Should LCC pursue a common final for all sections within a given course?
	+ Some courses will use a common final, others will have variety
	+ Karen requests we table this discussion for the moment
		- The HLC portfolio is currently being written and the first 2 sections are on assessment
			* HLC may share concern that we don’t do common assessments for ELOs
			* Karen has made an argument for our system but is unsure if HLC is going to accept it
			* Recommends we deal with this topic when hear back from HLC
			* Prefer changes to assessment methods are born out of faculty use of assessment results (rather than administration imposing methods)
 | Michelle to look into ELOs used by sections within courses.Table common final discussion for the moment. Karen to get finalized HLC comments sent to CASL members for review by Spring Break. |
| Program Review Rubric and Questions – Dana | * Intent is to adopt the rubric as a discussion guide, not a grade.
	+ Makes process more meaningful and lets programs know what is being looked at
	+ First year using this rubric so will have some changes
	+ Intent is for this to be a working assessment, not something that just sits on a shelf
* Karen: We will use these assessments to establish a follow up calendar with Assoc. Deans and program areas regarding assessment improvements.
* CASL rep at the meeting needs to fill the rubric out.
* Rubric will be collected at meeting.
* Question from Dale: If it is a program’s 2nd time through cycle, is there any continuation from previous reviews or are they all separate? We will add this as a continuous improvement item for the rubric in next reviews. Thought is to practice this semester then CASL can help improve it.
 | Members use the rubric this semester and report any edits they would like to see made for future program reviews. |
| Program Review Closeout Meetings Needing Faculty Representation | * Meeting List:
	+ Feb 18 12pm Residential Building Trades – Open
		- Karen is there as assessment rep but we need faculty if possible
		- Michelle will submit a rubric for this Monday review
	+ Feb 26 10am Communication – Ed
	+ Feb 26 1pm Surgical Tech – Zach
	+ Feb 26 3pm Psychology – Nikki
	+ Mar 11 12pm Fire Science – Lori.
	+ April 29 12pm Paralegal – Glenys or Rob
* This list is also meant as a thank you to members for their time going to these meetings and filling out the rubrics.
* Calendar invitations will be forwarded by Michelle so dates and locations set.
* Aside: PROE report question from Lori: Can PROE and Program Review be scheduled at the same time?
	+ Need PROE to comply with Perkins Grant requirements
	+ PROE is data driven
	+ PROE involves academic affairs, enrollment, grade run, program support, and core performance indicators
	+ Dana: We try to align program reviews with other elements but diverse calendars make it hard
 | Available members will attend their assigned meeting as listed here.  |
| Review examples of assessment handbook/websites from other schools | * Sites we liked: Texas Tech University (TTU) Handbook, Wayne State, and Drexel University Assessment Handbook for Faculty and Staff.
* Key Criteria for sites that we liked:
	+ Concise list of handbook benchmarks
	+ Documented well
	+ Nice that is has a printable pdf format as well as an online presence
	+ Process diagrams with hyperlinks to parts of the handbook
	+ Has good examples and templates of what is being discussed
	+ Has a good blend of information for different people to access, videos, rubrics and pdfs
	+ Used good examples of assessment needs
	+ Table of Contents actually works as an index
	+ Concise information, would not overwhelm people
		- CASL can help with follow up questions from the handbook
		- “How To” information could be set up in a separate workbook
* What could be borrowed for CASL web pages?
	+ No need to reinvent the wheel – many sites had referenced their structure from other sources
		- Zach: Suggests CASL find one we like and use that format
			* Reach out to the website and get permission
			* Note the website that is referenced
* Discussion:
	+ Item for future CASL consideration: Linking D2L to outcomes
	+ Second Item for future CASL consideration: Course Level Assessment, should this be covered in a handbook or during Program Review.
	+ Would assessment plan parts be good for a faculty handbook?
		- Do they have to be separate documents? Assessment plan is 15 to 17 pages.
		- Dana: If organized well a larger single document [a combined faculty and assessment handbook] would work better
		- Could we use the assessment as the starting point? Is faculty handbook embedded in the assessment plan?
		- Assessment is strategic plan not a “how to” plan
		- How is the handbook different than the assessment plan?
			* Plans Michelle read were not detailed but very informative
			* An assessment learning module for the handbook verses a workbook
			* Need to determine how much of the handbook is educational piece and how much is workbook
			* Annual assessment plan
	+ Question from Michelle: Does the group think it is doable to have a draft by the end of the academic year?
		- Possible and a Website would go along with it
	+ Question from Rob: When does faculty engage with assessment questions?
		- Usually in a group
		- Not everyone will review a document like being done in this meeting
* Next steps: With upcoming Program Reviews not too much homework.
	+ Zach and Leslie had started a draft handbook last month
		- Documents are in SharePoint including an outline
	+ Homework for CASL members to review SharePoint documents
		- Will start a shared document and all work on that with links to other parts
	+ Vision: Keep it Simple
		- Pared down for use
		- Need to determine how in depth to go
		- Can let people know where to find further information if needed
	+ Perhaps could include annual assessment report information
	+ Next meeting will be a work meeting to work on handbook
		- Karen will bring some results of ELO to show as well
 | All members review SharePoint Handbook Draft and contribute to shared document information.Karen will bring some ELO results to show at next meeting.Be prepared for a handbook working meeting next March 1st. |
| Assign CASL members to SSH faculty | * For our first general education assessment group, we will not use CASL mentors as we have met with each program this semester to discuss the process and expectations. We will see how the first round goes and then decide if we need CASL mentors for general education assessment.
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| Adjourn | * Zach motioned to adjourn at 1:45pm.
* Lori seconded.
* All approved.
* Next Meeting Friday March 1, TLC 127 from 12:15pm to 2pm.
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Respectfully submitted by Terri Christian, Note Taker