Notes

# Committee for Assessing Student Learning (CASL)

Meeting Held April 26, 2019, from 12:15pm to 1:55pm in TLC 127

## Team Members:

### Present: Ed Bryant, Dana Cogswell, Michelle Curtin, Karen Hicks, Joe Long, Zach Macomber, Rafeeq McGiveron, Rob McLoone, Lori Orr

### Absent: Antuan Bell, Dale Franks, Nikki Gruesbeck, Lisa Nienkark, Glenys Warner, Kara Wiedman

## Approval of 4/12/19 Notes

### Notes:

* Joe motioned to approve notes as presented.
* Michelle: If there are no objections then call for approval.
* Minutes approved.

## Potluck

## Update on General Education Assessment - Karen

### Notes:

* 198 sections 80 responses so far which is 40%.
* People have been completing surveys correctly.
* Only item that some get confused about is that they list more than one Educational Learning Outcome (ELO).
  + When this happens Karen will take the first one listed as their choice

### Next Steps:

* Karen and Terri sending email CASL PD day event invites to faculty non-completers.

## Assessment Handbook

### Notes:

* Michelle: If assigned homework is not in SharePoint please email it to her.
* Lori: Benchmark data was hard to pin down.
  + Asked are others setting benchmarks in your courses? And how many students need to meet it to feel it was properly addressed in the course?
  + Zach, reply: Benchmarks set on a faculty not program/department basis
    - 75% meeting the benchmark considered a good number
    - 40% would be considered needing more attention at that benchmark
    - Evaluation of previous semester during the middle of the existing semester
      * Gives time to address issues that came up during the evaluation in the current class before the end of the semester
* Michelle: Do we have a worksheet to help faculty set benchmarks?
  + Karen will look into that for the fall
* Ed could use some help determining the intent of what was looking for in his assigned section.
  + Michelle and Karen, will meet with him to help out
  + Ed will send the data he collected to Michelle for her review
* Ed: Believes some discussion of the philosophy behind the need(s) for assessment is an important to help get people to buy into the concept.
  + Michelle: Should we have a “buy in to assessment” section earlier in the handbook?
  + Ed, and Lori: ELOs are hard to make tangible, or important, to faculty
* CASL is using ELOs set up by the Association of American Colleges and Universities (AACU).
  + We have not sat down and really looked at them
  + HLC visit caused some urgency which may have precluded group conversation
  + Karen hoping fall will have a lot of conversations regarding ELOs generated by the current Gen Ed Assessment
    - The faculty currently going through the Gen Ed assessment have a lot of questions
* ELO group discussion:
  + Assessment helps with course transferability to other institutions
  + Thinking about assessment, program goals and ELOs is good because sometimes faculty feel like most of the college focus is on getting students to sign up for the course and meet basic requirements of participation
    - Takes away energy and time from focusing on content
    - Hard to focus on assessment while focusing on enrollment
    - Focus on getting students to not drop and actually turn something in
  + ELOs, while needed, are only assessed on students who turn items in
  + Not meeting outcomes may occur because the student is not coming to class verses the faculty not teaching them
    - Would like to find a way to acknowledge that numbers are affected by the student enrollment/retention
  + Assessing allows for the richness of the course to come forward
  + Faculty need to be supported on a department and/or program level to have time to just sit and talk about assessment

### Next Steps:

* Michelle will look over the SharePoint draft handbook in the next few weeks and compile.
* Karen will look into possible benchmark setting worksheets for faculty and bring to August 30, 2019 meeting.

## CASL year accomplishments

* Reflections:
  + Early last fall had the epiphany that the General Education assessment was more than a document, it was about getting the assessment going, not having a perfect document
    - Pitched it to Senate, A&S, Leadership, trained A&S people, sent out surveys
    - Put together dear Colleague letter, which took some time to get the right tone
  + We have a first draft of the Assessment Handbook down
    - Assessment reflection questions completed
    - Toured other websites for ideas
    - Getting ready section
    - Tool section
* Priority Ideas for next year:
  + Finalized draft of handbook
  + Encourage faculty to get more involved
    - Promote faculty discussion groups regarding assessment
      * Kick offs where can sit and talk about issues
      * Encourage faculty to share what they are going through with CASL
      * Possible Professional Development Day activity – round table discussion of assessment
      * Important to get interdisciplinary groups for discussions
    - Perhaps CASL can commit to a break out session every semester
      * Karen willing to come to program or other large meetings
        + Put questions on tables and discuss
        + Other CASL members would be welcome
  + Define how to set performance goals - what is the right point
    - Find comparable
      * Example: SURG TECH Accreditation Board exam requires 73% to pass
      * Example: Nursing accreditation requires 75% as a benchmark
    - May have to see institutional history and develop goals regarding this
    - Set goals but hope to exceed them, always strive for better
      * Example: SURG TECH students usually pass accreditation exams with 90% or better scores
      * Example: Nursing has 80% retention rate which is above the national average
      * Yet be sure to set realistic goals so don’t turn people off attempting them
    - People can pass a course without meeting all the outcomes
      * However the bigger goal is that by the end of the curriculum (at the program level) they will have hit all the program outcomes
  + Continue CASL’s involvement with the Data Dictionary work the Data Governance Committee is creating
    - Need instructional design words and definitions
  + Be part of the discussion regarding Michigan Transfer Agreements
    - 60 credit transfer block possible future

## Adjourn

* Zach motioned to adjourn
* Motion was without objections
* Meeting adjourned 1:58pm
* Next meeting Friday September 13, 2019 from 12:15pm to 2pm, TLC 326

*Respectfully submitted by Terri Christian*