|  |  |  |
| --- | --- | --- |
| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Dana Cogswell, Kara Christensen, Michelle Curtin, Rafeeq McGiveron, Glenys Warner, Zachary Macomber, Dale Franks, Ed Bryant, Nikki Gruesbeck, Rob McLoone, Karen Hicks, Joe Long, Lisa Nienkark*  *Guests: Tracy Labadie, Matthew Fall*  *Team Members Absent: Lori Orr* | | |
| Date: September 14, 2018 | Time: 12pm – 2pm | Room: A&S 1120 |

| **Agenda Item** |  | **Next Steps** |
| --- | --- | --- |
| Approval of 8/31/18 notes | Dana motioned to approve.  Rafeeq seconded.  All approved. |  |
| 3-year Assessment Results | Are there any edits or comments before we publish the results on our website? | Karen will finalize this on Monday. |
| Final approval of the General Education Assessment Plan | Phase 1: Planning assessment  Phase 2: Review and plan improvement strategies  Phase 3: Implementing  Review pages 16-20. What do you think of the assessment model on page 16? Does this speak to a faculty member? Should we say it a different way? We will use the model repeatedly going forward.   * The word collate is used a lot. * Part 2 and 3 seem interchangeable on page 10.   CASL will present the General Education Assessment Plan to the following areas:   * Academic Senate on 10/12 * A&S Divisional Leadership meeting on 10/24 * Social Science and Humanities faculty meeting on 11/16 | We will do a last call for edits mid-next week. We will print it for people and post it on our website. |
| Review a draft of General Education Communication Plan | Karen will post the scale idea with the category legends on SharePoint. Faculty will not see the category headers. |  |
| Review a draft of General Education presentation | Let faculty know it will satisfy a program review component. Add who CASL is and where the directive is coming from. Discuss the ELOs. Be careful of the word consistent or standardized. Remind them that it is embedded and it does not have to be consistent across sections. Display success stories on how the process is meaningful. Add Q&A portion for the Academic Senate. Could we fast track them through the Curriculum Committee?  Potential Questions:   * Why should I do this? * How does the plan fit into accessibility? * Who and how much time does this involve? * Why do we have the same rubric while doing different assessment? * If the results are bad, will I get in trouble? |  |
| Review CASL project plan | The CASL project plan\_2018-2019 document is located in today’s meeting folder on SharePoint. Sign up to be a CASL partner on the 2018-2019 Programs of Study tab. |  |
| CDS focus group questions (Matt Fall) | From a CASL perspective…   1. From the institutional level, what data do you want to know?    1. Build alliances with the places where our students are going. Collect how many students are achieving which outcome so we can target populations. In regards to the General Education Assessment Plan, who did not submit it and why. Show how CASL is beneficial for LCC. Do we need new metrics on our scorecard? 2. From the departmental and program level, what data do you want to know?    1. How general education grades contribute to completion. Which classes are the ones that make a difference? 3. What data do you try to pull together regularly and why? Are you using Argos (which reports) or are you collecting and storing your own data?    1. Success data using Student PQIP. 4. What information do you need help to find or understand? 5. How can we best get this information out to you? |  |
| Adjourn |  | **Next Meeting:**  **Friday, 9/28/18, 12:00-2:00pm** |