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| **AGENDA & NOTES** |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL)  |
| *Team Members Present: Michelle Curtin, Dana Cogswell, Karen Hicks, Dale Franks, Glenys Warner, Rob McLoone, Kara Christensen, Nikki Gruesbeck, Joe Long, Zachary Macomber**Team Members Absent: Rafeeq McGiveron, Lisa Nienkark, Lori Orr, Ed Bryant* |
| Date: October 12, 2018 | Time: 12pm – 2pm  | Room: TLC 127 |

| **Agenda Item** |  | **Next Steps** |
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| Approval of 9/28/18 notes | Zach motioned to approve.Joe seconded.All approved. |  |
| Review and finalize welcome letter |  Review the “Letter from CASL Draft 2018” word document in the General Education folder on SharePoint.* Second sentence: Add general education assessment after planned team-concept endeavor.
* Third sentence: Include ELOs.
* Second bullet: Discuss how the general education categories mirror the core categories. Remove program of studies.
* Third bullet: Change program review to general education assessment. Remove program area.
* Add contact information or direct them to the website.

Include next steps: What should faculty expect after they receive the letter? What is the letter asking me them do? When do we plan to implement it? Send an email letting them know they that will be invited to a conference call. This could be combined with Program Review. We will not need the welcome letter until next fall. We will review it again when we have a process in place. Attach the plan when sending out the letter.  |  |
| Edit Gen Ed Results Survey | Review the Gen Ed data collector template in the General Education SharePoint folder.* Every question will be required.
* Please select your course & CRN from the drop down list below. It is not actually a drop down but a radio button. Change wording or make it a drop down.
* Change the order of 3 and 4.
* Add instructions on what to do if students do not participate. Pull the zeros out because it was skew the results. Do not include students who were not a part of the assessment.
* Direct faculty to information on introductory, reinforcement, or mastery. Provide examples and what we are looking for. The three buckets help position if we are in the right zone at the right time. We can look at what our outputs are going to be and see if faculty meet their own expectations. Introducing & reinforcing are inputs from the faculty and mastery is an output from the student. We assume most faculty will choose a mastery. They should answer the question based when they gave the timing of the activity. How important is it that they achieved it.
	+ Example: By saying, you do not expect a student to get it on the first try but by the end of the semester, they should. We need to be able to explain this somehow in the survey.
* Add faculty percentage scale. The weight tells us what degree. It may not have to be done in phase 1. This will be something we can alter over time.
* Add that it is one outcome per section on the last page of the survey.
 | Michelle will work on the faculty worksheet so that it matches the SurveyMonkey better. |
| Prepare for presentations with SSH faculty (Nov. 16 at 10:30am) | * Kahootz
* Food
* Walk through a few scenarios.
* Show other assessment testimonials. Use old Tiller reports as examples.
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| Develop mentor role | Moved to 10/26 meeting. |  |
| Adjourn | No homework.Adjourned at 1:42pm. | **Next Meeting:** **Friday, 10/26/18, 12:00-2:00pm** |