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| **AGENDA & NOTES** | | |
| *Name of Committee or Team:* Committee for Assessing Student Learning (CASL) | | |
| *Team Members Present: Peggy Dutcher, Karen Hicks, Dana Cogswell, Ryan Skiera, Suzanne Bernsten, Kara Christensen, Leslie Johnson, Lisa Nienkark, Ed Bryant, Reid Felsing, Luanne Bibbee, Zach Macomber, Rafeeq McGiveron*  *Team Members Absent: Joe Long, Cesar Potes, Barb Clauer, Gretchen Arthur*  *Guests: Marianne Croze, Tiller Landick* | | |
| Date: December 8, 2016 | Time: 2:30pm – 4:00pm | Room: TLC 326 |

| **Agenda Item** |  | **Next Steps** |
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| Co-Chair Announcements | Kara Christensen will be joining CASL as an official member. Kara works in the ELearning department as a CMS Instructional Design Specialist. She has been with LCC for almost a year. Her background is in program and course design, curriculum assessment, and alignment. |  |
| What’s happening at LCC – Best Practice(s) - Marianne Croze & Tiller Landick | Exercise and the Brain Presentation: Brains are not purely hard wired and can be significantly influenced by non-genetic factors like exercise. Exercise affects our emotional health by decreasing the stress hormones and increasing endorphins. Exercise and academics are connected since exercise increases executive function and memory. They have completed a pilot program. The students did cardio exercise for 30 minutes before taking their tests. Healthy Lifestyles and Total Fitness students can earn extra credit if they study and perform cardio exercise before their exams. Finals Freenzy gives students free access to the gym the last 2 weeks of the semester. The faculty used Survey Monkey to gather data. Compiling and analyzing the data is difficult. The CASL members did a brain break activity and watched a 3 minute video of a Nursing students experiences with the pilot. View video here: [http://www.lcc.edu/hhs/for\_your\_health/exercise/](http://www.lcc.edu/hhs/for_your_health/exercise/%20). This could possibly paired with developmental education. Mary gave this presentation at the Professional Development Days. The whole presentation takes about an hour. Mary and Karen H. have been working together on getting assessment results. When HLC came they really wanted am assessment tool up and running. We are hoping this best practice will eventually be incorporated to the whole college.  Marianne Croze: [klingem2@star.lcc.edu](mailto:klingem2@star.lcc.edu) |  |
| Approval of the notes on 11/10/16 | All approved. |  |
| Assessment Nugget – Karen H. | LCC Assessment Mission, Goals, and Questions Guiding the Balanced Scorecard Design  The Balanced Scorecard is an instrument that shows how we are doing with assessment at an institutional, program, and course level. Do the goals, objectives, and questions that complete our Balance Scorecard still make sense? Does Page 5 of the Assessment Plan guide our new charter? Should we change the questions or alter any of the goals? What was the quality of the program level outcomes that were submitted? How many needed revisions? We will stagger Tech Careers out according to the Program Review calendar. Arts & Sciences is on Karen’s to-do list for January. What can we do to help within our CASL timeframe to be a valuable resource? There is a copy of the Balanced Scorecard on SharePoint. The goal is for it to be completed twice a year. |  |
| Sabbatical & Conference Sharing – Suzanne B. | Suzanne shared her Sabbatical Executive Summary. She focused on the questions: What types of assignments do faculty give students which require research? How effective are assignment handouts in guiding students to successfully complete those assignments? What type of support do students need to complete research assignments? She used a variety of methods to answer these questions. She surveyed 120 faculty about the types of research assignments required in their classes. The survey had a 49% response rate. She interviewed 19 of these faculty, as well as 11 students about their experiences with research assignments. She also led a discussion with Learning Commons and Writing Center tutors. She analyzed 16 assignment handouts.  The major findings out this sabbatical project include:   1. **Scaffold research assignments.** Rather than eliminate research assignments because they are challenging for students, faculty need to find ways to gradually build up research skills. An LCC faculty assignment bank will help faculty to share assignments across the curriculum. 2. **Include more specifics on research assignment handouts to help students get started.** Students struggle to get started with their research, as well as to find and evaluate sources. Assignment handouts provide the opportunity to give students guidance to meet these challenges and are important when students seek outside help on assignments from Liberians and tutors. 3. **Improve awareness of library resources and services**. Tap into avid users of the Library to share how the library supports them. Make it easier to share resources with Springhare’s LTI tool, which automatically updates the library box in Desire2Learn with course-specific resources. 4. **Strengthen the focus of library instruction on source evaluation and lifelong learning**. Some students do not realize how they will use information literacy in their life beyond college. A focus on evaluating sources will prepare students for the future.   Suzanne facilitated a CTE workshop on Monday, November 14th. Faculty were invited to learn about the analysis Suzanne conducted during her sabbatical on research assignment handouts at LCC, as well as the results of a similar large scale study of student research, Project Information Literacy.  For more information on designing effective research assignments please go to the following website: <http://libguides.lcc.edu/assignments>. Here you can learn about best practices in research assignment design, student research habits, how the library can help, and view sample assignments. There are video modules under the STARS Tutorial- Students Tackling Academic Research Skills. Suzanne is willing to go classrooms to give presentations or you can bring your students to the library. She prefers to link the presentation to a specific assignment. They have gone to department meetings. |  |
| General Education Core Course Review – Drafting Rubrics | 1. Ed Thomas, Chair of the Curriculum Committee, Jeff Janowick, LCC Academic Senate President, and Peggy Dutcher, Co-chair of CASL met to talk about CASL involvement with reviewing General Education courses that want to be considered Core. The role discussed was to develop a Rubric to use as part of the review process. 2. Ed Thomas indicated that the Provost charged the Curriculum Committee with starting a review of general education courses that want to be considered Core. Ed indicated that the time line for this review would start spring 2017 and would be completed by the end of spring 2017 semester. 3. Ed provided some archived documents, dated 1996, that described the previously used General Education Core Course Adjudication Process, which included the Outcomes for each of the five Core Areas, and an example of the checklist that was used to review courses that were submitted for one of the Core Areas. Concern was expressed about the document being a 1996 document so we agreed that more current documents needed to be located. Based on the documents we had at the time, it was tentatively agreed upon that the same criteria previously used would be used for the review that would start spring 2017. 4. Peggy searched for documents in the “O” drive and found what appeared to be the most recent documents related to the General Education Core Course Adjudication Process. The documents provided CASL were the following. 5. General Education Core Course Adjudication Process dated 2016 6. The Core Area Outcomes approved in 2001. 7. Core Area Checklists (no date was on any of them, but they appeared to match the last date the Outcomes were approved (2001). 8. The charge to CASL members was to work in small groups (three) and review the above documents in order to provide comments/concerns - short-term and long-term - related to how it might impact the development of rubrics to be used by    1. the reviewers to review course submissions to provide feedback, and    2. faculty submitting a course to assist them when putting their submission together.   Group 1 (Dana, Karen, Leslie) The timeline is not practical. They have concerns about introducing a new procedure right after winter break. We do not know how many courses will need review. Is Core needed? How does Core connect to the ELOs?    Group 2 (Rafeeq, Reid, Zach, Ed, Luanne) Page 3 #3 should read “Math Level 5 or 2.0 in MATH 105 or MATH 106”. We cannot change Core until the Fall 2018 curricular year.  Rafeeq will check on dates that would impact the time line. Remove any reference to MACRAO. Rafeeq shared the description of General Education Core is currently in the catalog, which includes the Outcomes for each core area. Recommend taking this information in consideration when developing a reasonable time line for completion of the review process.  Group 3 (Kara, Suzanne, Lisa, Ryan) How do ELOs connect with Core? The timeline is too quick. Where does this fit in with Guided Pathways? What is the relationship between gen education and Core? Are these Core curriculum learning outcomes necessary? Less is more if we are giving guidance. There are some drop dead dates in the CC workspace.  **Definitions/Purposes**   * Core (5 courses) is designed for applied degrees that may or may not transfer * MTA (at least 9 courses, minimum 30cr) is designed for transfer-type degrees like the various AA and AS, along with AAA-Child Dev, AAS-Human Services, and AAS-Kinesiology * Both Core and MTA specify that only grades of 2.0+ can be used   Gen Ed means any kind of general education. MTA is the widest Gen Ed we have now. For students who took classes at LCC in Summer 2014 or earlier, the last time to receive the MACRAO stamp will be Summer 2019. This is in the catalog. <http://www.lcc.edu/transfer/macrao_agreement.aspx>  The Gen Ed core areas have changed over the years.   * Reporting Form * Global Perspectives & Diversity Core Area * Communication Core Area * Science Core Area * Writing Core Area * Math Core Area * Timeline of Major Events in the Evolution of LCC’s General Education Core Curriculum | Rafeeq will send us some information on the general education requirements for our degrees. |
| Adjourn | Have a wonderful semester break. See you in 2017. | **Next Meeting:**  **Thursday, January 19 2:30-4:00,**  **TLC 326** |