Notes

# Committee for Assessing Student Learning (CASL)

Meeting Held October 11, 2019, from 12:30pm to 2pm in TLC 326

## Team Members:

### Present:

Patti Ayers, Ed Bryant, Michelle Curtin, Alex Gradilla, Karen Hicks, Joe Long, Zach Macomber, Rafeeq McGiveron, Rob McLoone, Lisa Nienkark, Chuck Page, and Kara Wiedman

### Absent:

Dana Cogswell, Timothy Deines, and Nikki Gruesbeck

## Approval of 9/27/19 Notes

* Call for approval of minutes.
* Minutes approved.

## Institutional Level Student Learning Outcome (ILO) Assessment – Group Activity

### Notes:

* Throughout the conversation ILO and Essential Learning Outcomes (ELO) are used interchangeably.
* Do we feel like the existing ELOs are adequate? Do we need to get rid of any? Are any missing?
  + General agreement they are adequate as they exist
  + They are supposed to be broad
  + They are nouns not verbs
  + Would review these every 4 years so will be able to update if needed in the future
* The ELOs are categories that could be better defined with general outcome statements.
  + Would not want to be too specific, retain broad nature
  + Good Example of this found in the San Diego Mesa College ILOs, from their website
    - Critical Thinking
      * Effectively interpret, analyze, synthesize, explain, and infer concepts and ideas
      * Construct and deconstruct arguments
      * Demonstrate quantitative or qualitative competency
      * Apply problem-solving methods in appropriate context toward making decisions
      * Come to rational conclusions based on evidence
      * Think independently, creatively, and logically
* The ACC&U Value Rubrics also have more information regarding the ELOs that LCC uses.
  + Find document in 3 ways
    - Google ACC&U Value Rubrics
    - CASL SharePoint site in the General Education Folder
    - CASL SharePoint site in the Agenda & Handouts/Academic Year 19-20/Supplementary Reference Materials folder
  + Main reference is first column of table underneath the ELO
    - This column has categories, similar to the Critical Thinking example above
    - Writing definition statements for each of these categories would be a good way to refine our existing ELO statements
  + **Action Item:** Various CASL members assigned an existing LCC ELO to look up in the ACC&U Value Rubric and create definitions for the categories found in the first column of that ELO’s reference table
    - Separate document attached at the end of these minutes with assignments determined during the meeting
    - Bring draft to the 10/25/19 meeting for group discussion and refinement
* Discussed timeline to accomplish the ILO review:
  + Would want to propose a set of ILOs and academic plan by the end of this academic year
  + Need to work quickly to get the recommended ELO review and co-curricular assessment plan completed by the end of the academic year
* **Motion made:** CASL has reviewed other institutional essential learning outcomes and determined that Lansing Community College’s existing ELOs are still adequate. A rubric has been developed by AAC&U and CASL sees no need to separate LCC from the institutional support provided for these ELOs.
  + Rafeeq moved
  + Lisa seconded
  + Unanimously approved
  + Will take this recommendation to the Academic Senate for their November 8, 2019 meeting
    - Plan is to have CASL members write defining outcome statements and bring back to the CASL October 25, 2019 meeting for finalizing
    - Then will present the recommendation and the first draft of outcome statements at the same time to the Senate
* As we design the co-curricular assessment we can integrate the ELO value rubrics.

### Next Steps

* Bring CASL homework assigned – see attached ELO list, to 10/25/19 meeting and finalize a first draft of outcome statements to present to the Academic Senate at their 11/8/19 meeting.

### Supplementary Documentation

* ACC&U Value Rubrics

## Assessment of Co-curricular Programs - Discussion

### Notes:

* Current definition of co-curricular – per previous CASL meeting notes 9-13-19:
  + Co-curricular refers to activities and events that enhance and complement the educational experience at LCC, relate to the essential learning outcomes, and connects students to the college and community
  + Criteria (not yet final):
    - Must be aligned to one or more ELOs
    - May be on or off campus
    - May or may not be led by LCC
    - Learning experience is not mandatory to student
    - May not be explicitly tied to a program of study or course
    - Augments the college learning experience
    - Direct evidence of student learning
  + Areas Identified as Co-Curricular (not yet final):
    - Service Learning (Patti – student life)
    - Library
    - Learning Commons
    - Leadership Academy
    - CEWD
    - Career Services
    - TRIO
    - LUCERO (includes Men About Progress)
    - Advising
* Will use the above list at this time and the LCC ELOs used for academic areas will work here as well.
  + Many ELOs deal with personal and social responsibility
* Should the ACC&U Value Rubrics be used as assessment instruments for co-curricular areas as well, or should they have their own developed?
  + Existing rubric assumes students are submitting something for work, like library using research
    - Therefore the rubrics may nor may not apply
      * Co-curricular areas are more focused on student behavior not production of something, such as a paper
    - Can identify behaviors, but how do you measure outcomes?
      * Would have to hold any measure agreed upon in common with the group
  + Assessment instruments appropriate for co-curricular’s need to be determined.
* A co-curricular activity is required to be assessed, an extra-curricular activity does not need to be assessed.
* Will start with the existing list of co-curricular areas and if other groups wish to participate they will be welcome.
  + Why would someone want to be assessed?
    - With resources competition, between academic and non-academic areas, being assessed can help demonstrate an area’s value to student learning

### Next Steps:

* Determine assessment instruments appropriate for co-curricular areas.

## Future Agenda Items

* Official feedback from HLC systems portfolio.
* Status of self-service analysis tool.
* D2l Data Dash Board – group activity.

## Adjourn

* Zach motioned to adjourn.
* Motion was without objections.
* Meeting adjourned at 2:05pm.
* Next meeting Friday October 25, 2019 from 12:30pm to 2pm, TLC 127.

*Respectfully submitted by Terri Christian*

The Essential Learning Outcomes

**CASL Outcome Work Assignments – see names added below**

The Lansing Community College Academic Senate adopted these ELO’s as our institutional learning outcomes on October 4, 2014.\*\*

CASL members are requested to use the AAC&U Value Rubric (google for this document or use [this CASL SharePoint Link](https://lansingcc.sharepoint.com/sites/Interdivisional/SteeringCommitteeCASL/Shared%20Documents/General%20Education/AAC%26U%20Value%20rubrics.pdf)) to create Learning Outcome Statements that correspond to the first column of the rubric table associated with the ELO listed below. Please bring your work to our next meeting 10/25/19 for discussion. Also, look over the two ELOs assigned for Group Discussion and begin to develop a definition of the ELO for the 10/25/19 meeting as well.

Knowledge of Human Cultures and the Physical and Natural World

* Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts – **Group Discussion**

*Focused* by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

* Inquiry and analysis – **Rafeeq and Ed**
* Critical and creative thinking - **Zac**
* Written and oral communication – **Rob**
* Quantitative literacy - **Karen**
* Information literacy – **Chuck and the librarians**
* Teamwork and problem solving – **Kari**

*Practiced extensively,* across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

* Civic knowledge and engagement—local and global - **Lisa**
* Intercultural knowledge and competence - **Michelle**
* Ethical reasoning and action - **Patti**
* Foundations and skills for lifelong learning- **Joe**

*Anchored* through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

* Synthesis and advanced accomplishment across general and specialized studies – **Group Discussion**

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

*This document has been edited for CASL use*

\*\*The AAC&U developed this listing through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accrediting requirements for engineering, business, nursing, and teacher education. The findings are documented in AAC&U publications: *Greater Expectations: A New Vision for Learning as Nation Goes to College (2002), Taking Responsibility for the Quality of the Baccalaureate Degree (2004), and College Learning for the New Global Century (2007).* For further information, see [www.aacu.org/leap.](http://www.aacu.org/leap)