



Agenda - draft

Name of Committee or Team: Committee for Assessing Student Learning (CASL)

Support Documents Link: [CASL Senate website](#); [CASL SharePoint](#); CASL Space on Webex

Recording link: N/A

- **Committee Members Present via WebEx:**
- **Resource/Ex-officio Members Present via WebEx:**
- **Guest(s):**
- **Scribe:**

Date: 11/15/24

Time: 12:30 – 2pm

Room: Via Webex

| Agenda Item | Tentative Time | Discussion | Next Steps |
|---|----------------|----------------------|------------|
| Approval of the 11/15/24 Agenda | | Heidi: | |
| Approval of the 11/04/24 Minutes | | Heidi: | |
| Assessment CQI Quick Guide Review Example Attached to Agenda | | Mark: | |
| Provost Follow up on submitted CASL faculty assessment awareness plans | | Heidi/Provost: | |
| Discussion: CTE Newsletter - Assessment Information | | Heidi/Lisa Nienkark: | |

| Agenda Item | Tentative Time | Discussion | Next Steps |
|-------------------------------------|----------------|--|------------|
| ELO Review Process Continued | | Karen: Discuss proposed ELO from the LCC Cardio Exercise and Student Success Committee, Fitness and Wellness. | |
| Future agenda items | | Heidi: | |

Meeting adjourned at 1:57PM.

Next meeting 11/15/24, 12:30 – 2pm, via Webex.

WebEx Chat Information:

Saved for all participants in Webex application, “Meeting recap” area.

Attachment:

Assessment CQI Quick Guide from Mark Kelland

Written ELO proposal from the LCC Cardio Exercise and Student Success Committee, Fitness and Wellness

Quick Guide to Assessment-Based CQI

Academic Program: *Psychology (Program Review 2022-2023)*

In your academic program's review of assessment data, what concerns have arisen (based on overall success rates, disaggregated success rates, etc.)?

Overall success rates in psychology courses were very good. Disaggregated data showed small differences at most (modality, gender, or race/ethnicity). The only significant concerns were the performance of Native Hawaiian or Pacific Islander students in Psyc 202 and Psyc 250 (note – this group is a very small n).

What changes have been made by your academic program to address these concerns?

With good success rates, and minimal differences in the disaggregated data, the primary concern at this time is whether changes coming out of the pandemic will have an effect. To wit, with more classes returning f2f, and perhaps more instructors returning to traditional exams, will success rates go down? In the meantime, the Psychology program can focus on skills relevant to a career in psychology.

Some instructors teaching Psyc 200 are working on an early risk assessment, and will share results with other faculty.

At various timepoints, have the changes made by your academic program led to improvements in either overall student success or the success of disaggregated groups of students?

[When were follow-up data collected, and what did the data show? This is the feedback that closes the loop – unless, of course, there were no improvements. If there were no improvements, or even if there were, what comes next?]

In the last program review, an identified annual improvement was to add writing skills to the curriculum. Writing assignments were required in all courses required for the Psychology AA. Faculty have utilized support from the Learning Commons, Writing Center, and library liaison. Average grades for Psyc 200 (a major gen ed course) were 87%, and for the four upper-level courses, the average grades were 89-93%. No differences were seen between modes of delivery. Ongoing improvement – faculty are working with the library liaison to develop a specific research paper guide for upper-level courses.



**Cardio Exercise and Student Success Committee
Fitness and Wellness
Lansing Community College**

To: Committee for Assessing Student Learning (CASL)
From: Cardio Exercise and Student Success Committee
(Jennifer Hilker, Courtney Geisel, Mari Croze, Amy Stoakes, Trevor Burns, Karen Hick and Tiller Landick)
Date: Sept 18 2024

The Cardio Exercise and Student Success Committee have worked extensively on a new ELO in Integrative and Applied Learning. The Category is Fitness and Wellness and there are five outcome statements. In our meeting on September 16, 2024 we unanimously confirmed this ELO and the outcome statements. The primary focus of this ELO is based on learning data. We respectively submitted this ELO for your consideration.

Heading: Integrative and Applied Learning
Category: Fitness and Wellness

Outcome Statements:

- 1. Recognize the importance of wellness. Examine the positive lifelong impact the dimensions of wellness have including: physical, mental, environmental, occupational, social, financial and emotional health.*
- 2. Explain the effect cardiovascular exercise has on psychological health, test anxiety, cognition and improved academic success.*
- 3. Identify and evaluate credible sources for researching topics on health, wellness, and physical activities*
- 4. Evaluate attributes that contribute to health and well-being, nutritious food, sleep, hydration, relaxation practices, strength training, movement throughout the day, etc.*
- 5. Assess personal habits, develop and implement a life plan for consistent health and wellness practices.*