Notes

# Committee for Assessing Student Learning (CASL)

Meeting Held February 28, 2020, from 2:00pm to 3:30pm in WCP 133

## Team Members:

### Present:

Patti Ayers, Ed Bryant, Dana Cogswell, Michelle Curtin, Nikki Gruesbeck, Karen Hicks, Joe Long, Zack Macomber, Chuck Page, and Chris Richards.

### Absent:

Timothy Deines, Alex Gradilla, Mark Kohl, Rafeeq McGiveron, Lisa Nienkark, and Rob McLoone

## Approval of 2/14/20 Notes

* Call for approval of minutes.
* Minutes approved without objections.

## Cardio Exercise Before Exam Presentation – Nikki and Karen

### Notes:

* Powerpoint handouts given, can find them on the CASL SharePoint site.
* Group agrees that this would be an excellent Professional Development Day presentation.
* Questions/further information:
  + Did you research if varied types of exercise matter?
    - Yes, aerobic is where see improvements vs. anaerobic activity
    - Need 20-30 minutes of cardio
      * Goal pace set per individual, heart rate needs to be elevated
  + Time lapse between workout and exam needs to be less than 60minutes
  + Have you looked at any correlation of this to performance anxiety, such as theatre presentations?
    - This research currently does not check for performance anxiety regarding theatre presentations
    - Will consider adding something to the survey to pull out more details
      * For example: Was the exam a written test or other
    - Might be nice to implement with Nursing labs, during high stakes sim labs
  + Currently we are not often faced with life threatening flight/fight situations, such as running from bears, but humans still have perception and memory of perceived threats.
    - We are psychologically simulating a flight or fight response when we exercise
    - The body perceives sitting as not threat so relaxed and memory/perception not needed
  + Correlation to adrenaline release?
    - Perception is different but physically they are related

## ELO Survey Final Edits – Michelle

### Notes:

* Request for any final edits. Intent is to send out the survey after Spring Break.
* No new comments given will move forward with next steps.
  + Incorporate responses and then take before Senate before distribute to faculty

## ELO Targets – Michelle

### Notes:

* The results of the General Education Assessment were reviewed for several minutes for small group discussion, then returned to large group with comments.
  + Result handout attached to these notes for easy reference and on the CASL SharePoint site in the Agenda and Notes/Academic Year 19-20/ Supplementary Reference Materials folder, excel file titled “ELO trend report.xls”
* Comments
  + Seems unfair to vary rates by curriculum
    - If rate these differently we may imply one is better than another
    - Higher expectations in some areas verses others
    - College wide benchmarks verses curriculum specific
  + Need to determine if CASL is setting a goal for what percentages are desired or setting a goal for what percentages are realistic
    - Set learning benchmark equal to what is needed for passing the course
      * Require students to meet our minimum goals
  + CASL should set the minimum benchmark expected for an institutional goal
    - Programs can roll up or down per program
      * Explanation required if below benchmark
    - Looking at averages over the college not singling out programs/departments
      * First goal proposed:
        + 80% set as benchmark score on the assessment tool
        + 80% students at or above the benchmark
      * Second goal proposed:
        + 70% benchmark score on the assessment tool
        + 90% students at or above the benchmark
      * Third goal proposed, after noting that many of the existing results show students exceeding a 70% score on the assessment tools used:
        + 76% benchmark score on the assessment tool, 2.5 grade
        + 90% of students at or above the benchmark
* Final Decision:
  + One benchmark set for entire college:
    - 76% as the learning benchmark for average student score on the assessment tool
    - 90% of students achieving the learning benchmark

## Adjourn

* Zack motioned to adjourn.
* Motion seconded and was passed without objections.
* Meeting adjourned at 3:20pm.
* Next meeting Friday March 27, 2020 from 12:30pm to 2:00pm, WCP 133

*Respectfully submitted by note taker Terri Christian*

| **ELO Results** | **ELO test 2016-2018 (n=6,655)** | **ELO SSH Spring 2019 (n=2,372)** | **ELO Expanded 2018-2019 (n=21,051)** |
| --- | --- | --- | --- |
| **ELO 1** | | | |
| **All** | **74% (n=1,391)** | **81.17% (n=982)** | **79.38% (n=3,174)** |
| Online |  | 81.30% (n=506) | 79.74% (n=1,485) |
| F2F |  | 80.36% (n=453) | 78.74% (n=1,501) |
| Hybrid |  | 94.16% (n=23) | 81.60% (n=188) |
| **ELO 2: Intellectual and Practical Skills** | | | |
| **All - Overall** | **74% (n=3,867)** | **79.29% (n=1,183)** | **79.20% (n=12,921)** |
| Online |  | 81.28% (n=386) | 77.75% (n=2,265) |
| F2F |  | 78.32% (n=710) | 79.43% (n=9,608) |
| Hybrid |  | 78.27% (n=87) | 80.30% (n=1,048) |
| **Inquiry and Analysis** | | | |
| **All - Overall** |  | **83.65% (n=526)** | **74.48% (n=2,726)** |
| Online |  | 82.70% (n=204) | 72.98% (n=545) |
| F2F |  | 80.63% (n=275) | 75.02% (n=1,692) |
| Hybrid |  | 83.02% (n=47) | 74.31% (n=489) |
| **Critical and Creative Thinking** | | | |
| **All - Overall** |  | **77.17% (n=614)** | **77.93% (n=673)** |
| Online |  | 78.75% (n=161) | 78.89% (n=161) |
| F2F |  | 76.54% (n=425) | 77.63% (n=484) |
| Hybrid |  | 77.57% (n=28) | 77.57% (n=28) |
| **Written and Oral Communication** | | | |
| **All - Overall** |  | **87% (n=21)** | **81.66% (n=2,319)** |
| Online |  | 87% (n=21) | 81.05% (n=801) |
| F2F |  | n/a | 81.14% (n=1,234) |
| Hybrid |  | n/a | 85.60% (n=284) |
| **Quantitative Literacy** | | | |
| **All - Overall** |  | **n/a** | **67.89% (n=1,151)** |
| Online |  |  | 63.81% (n=253) |
| F2F |  |  | 69.04% (n=898) |
| Hybrid |  |  | n/a |
| **Information Literacy** | | | |
| **All - Overall** |  | **61.33% (n=12)** | **72.47% (n=1,722)** |
| Online |  | n/a |  |
| F2F |  | n.a | 72.55% (n=1,710) |
| Hybrid |  | 61.33% (n=12) | 61.33% (n=12) |
| **Teamwork and Problem Solving** | | | |
| **All - Overall** |  | **90.60% (n=10)** | **86.75% (n=4,330)** |
| Online |  | n/a | 84.29% (n=505) |
| F2F |  | 90.60% (n=10) | 87.04% (n=3,590) |
| Hybrid |  | n/a | 87.67% (n=235) |

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| --- | --- | --- | --- | --- |
| **ELO 3** | | | | |
| **All** | **75% (n=2,455)** | | **75.13% (n=88)** | **79.44% (n=286)** |
| Online |  | | 71.55% (n=67) | 71.55% (n=67) |
| F2F |  | | 86.55% (n=21) | 82.52% (n=205) |
| Hybrid |  | | n/a | 72% (n=14) |
| **ELO 4** | | | | |
| **All** | **81% (n=942)** | | **74.10% (n=119)** | **86.10% (n=4,670)** |
| Online |  | | 66.93% (n=28) | 81% (n=682) |
| F2F |  | | 76.31% (n=91) | 87% (n=3,740) |
| Hybrid |  | | n/a | 86.5% (n=248) |