Notes

# Committee for Assessing Student Learning (CASL)

Meeting Held September 27, 2019, from 12:30pm to 2pm in TLC 326

## Team Members:

### Present:

Patti Ayers, Ed Bryant, Michelle Curtin, Timothy Deines, Alex Gradilla, Joe Long, Zach Macomber, Rafeeq McGiveron, Rob McLoone, and Kara Wiedman

### Absent:

Antuan Bell, Dana Cogswell, Nikki Gruesbeck, Karen Hicks, Lisa Nienkark, and Chuck Page

## Approval of 9/13/19 Notes

* Call for approval of minutes. Revision: Remove Dale Franks from attendance, he is no longer with LCC.
* Minutes approved as amended.

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

### Notes:

Entire 9-27-19 meeting was a discussion regarding Essential Learning Outcome (ELO) Handout, Question #1. *“With colleagues at your table, please list institutional-level student learning outcomes we should consider for LCC students. These outcomes may include skills, competencies, behaviors, attitudes, and son on of LCC graduates. It may include learning that occurs in co-curricular activities and within courses.”*

* Idea presented to have several basic ELOs required for each course.
  + Example: Chemistry could expand have students write out a procedure to solve a problem
    - Focus on a well-rounded student which would translate into more job potentials available than a technician only focused on one item
    - That way even if a student does not follow an entire curriculum, basic ELOs are taught to them
  + Agreed by group that more writing for technical courses would be a good thing
* Discussion: Do we think our current ELOs are good or do we need to scrap them and start over?
  + What is the difference be between ELOs and Institutional Learning Outcomes (ILOs)
    - LCC uses them interchangeably
      * Some reference materials will say ELOs and other ILOs but for LCC they are the same
  + Current ELOs seem a bit generic
    - Not suggesting creating more ELOs but perhaps narrow the definitions so appropriate for LCC goals
    - One benefit of the existing ELOs breadth is that it allows flexibility
      * This is different than CORE requirements which are very specific
      * ELOs are not outcome statements and therefore not geared towards specifics
      * Intellectual skills verses deliverables
  + Are we going to create problems if we change these ELOs from the Association of American Colleges & Universities (ACC&U) standards?
    - The Higher Learning Commission (HLC) requires that ELOs are examined every several years
      * Changing them is an okay thing to do
* What about creating learning outcomes for ELOs, a list of something measurable that faculty could pick from to know they have met that ELO?
  + They would not have to meet every one on the list but that would help faculty understand what is being looked for
  + CASL would have to determine what percentage of a particular outcome is needed to consider the ELO met
  + Could do informally, have list that people could refer to potentials and make part of course if desired
  + A Schoolcraft College meeting discussed that acting responsibility was a learning outcome but hard to measure
    - Recommended that every course syllabus says what ELOs they address
    - Data reporting was voluntary but a lot of faculty participated and reported their outcomes
  + Need to find a way to make this valuable for the faculty
    - Help them think about what they can do to incorporate ELOs into their course
    - Ask the question, “How have you thought about how your course pedagogy relates to the ELOs?”
    - This goes along with defining ELOs
      * Vague ELOs do not motivate faculty to change their class to change to meet them
      * They don’t drive the curriculum
    - Have to be careful people don’t just meet the legal requirements of content but are engaged with the intents of the ELO
    - It would be worth looking into changing the self-analysis part of the Peer review document, depending on the process
      * Is it governed by MAHE?
        + Would ask the pedagogy question above to encourage creativity
    - Important to think broadly regarding ELOs but could write outcome examples to get the creative juices of faculty going.
* LCC’s adopted ELO statement seems to fall in four large conceptual categories.
  1. Knowledge, “Knowledge of human cultures and the physical and natural world.”
  2. Doing, or practice, oriented toward communicative and analytical items, “Intellectual and practical skills, including…”
  3. Being, “Personal and social responsibility, including…”
  4. Application, or problem solving, “Integrative and applied learning, including…”
  + Writing outcome statements that we can measure is hard because you are taking these large concepts and coming up with deliverables
  + Focused by engagement with big questions
* Important to teach students to engage with uncertainties.
  + What is known and what is not known
  + Makes subject matter relevant to students when they know that they are adding to the knowledge
    - Learning information is just the beginning
    - Individual future careers also make contributions to the fabric of American society
* List of key words discussed by group as important to define and include in ELOs:
  + Leadership
  + Self-Reflection, meta-cognition, mindfulness
  + Inclusion, in regards to culture but also ideas
  + Intercultural competence
  + Civics
  + Study
* Are the current ELOs written in a manner that students could understand?
  + Group answer: No
  + This is where outcome statements might be helpful
  + It is hoped the students would understand the course level version
* Group does not want to throw out all the ELOs but agrees need to look at them individually.
  + They are broad to cover a wide range of disciplines
  + Faculty are only required to pick one ELO for their course, which is the most popular?
    - Intellectual and Practical skills
      * Easy to assess
      * Most clear definition of what it is
      * Often easy to measure content
* Need to be able to help faculty define and assess the ELOs.

### Next Steps:

* Continue discussion at next meeting.

### Supplementary Documentation

* During meeting the following two documents were mentioned and can be found in the CASL SharePoint site for reference, in the Agenda & Handouts folder
  + Draft ELO\_Objective Crosswalk
  + The 21 Components of the Total Package 2019 – used for Joe Long’s Surgical Tech courses

## Assessment of Co-curricular Programs - Discussion

### Notes:

* Tabled for next meeting

## 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 11, 2019 from 12:30pm to 2pm, TLC 326.

*Respectfully submitted by Terri Christian*