LAC COMMITTEE  
Agenda  
September 4, 2015  
8:15 a.m.  
378 Rod Library

ATTENDEES: Deirdre Heistad, Kristen Aldrich, Lori VanHooreweghe, Susan Moore, Edgar Boedeker, Renae Beard, Ryan McGeough, Gary Gute, Jean Neibauer, Susan Dobie, Karthik Iyer

ABSENTEES: Phil Patton, Paul Andersen

Heistad opened the meeting at 8:19 a.m. and asked everyone to introduce themselves.

I. Welcome/Introductions  
a. Committee members spoke why they chose to be a part of this committee and how long they’ve been a part of it.

II. Announcements/Updates  
a. LAC Director job description change
   ● Heistad explained basic job title was Director of LAC and it has now expanded to include Academic Assessment and cross-divisional work along with now reporting to Provost instead of Associate Provost and participates in Academic Affairs Council and Dean's Council.
   ● First-Year programming, Peer Mentors, New Student Orientation, were already a part of the job description and it went from a 9-month to a 12-month term.
   ● Heistad is not sure what the LAC Director position will either become a combination with something else or have it stand alone, but could be a faculty member who does administrative fellow-work on LAC.
   ● Heistad talked about opportunities for Administrative Leadership.

b) Assessment
   Cat 4 Coordinating Committee (C4CC) assessment retreat
   ● This committee met earlier on in the summer for 2-day retreat.
   ● Change in list from major and LAC courses. Only gathered samples from students in those majors.
   ● 3 criteria were in the work samples. 2/3 were present in all work samples.

   Cat 1D-Dimensions assessment retreat
   ● 2 hour sessions then an overall meeting at the end.

   Cat 1C-Math student work sample collection
● Haven’t assessed work samples yet due to department having 2 faculty down from last year.

Pre-course student surveys (Cstone, Math, Science)
● Wanted to do 1D, but didn’t get to it and going to wait until second eight weeks.

c) Capstone abroad consultation process
● Involved in a lot of meetings on ways to improve the study abroad capstone courses.
● Academic rigor in some courses as well as other types of problems were discussed
● Study abroad staff wants to review the proposals for the following year (Summer 2016).
● Proposals whether or not the syllabi explained the goals for the capstone course.
● Potential meet and greet for the faculty since they don’t know each other and want to meet each other maybe through a box lunch gathering.

d) BAS update
● Heistad thanked those who participated with this.
● UCC approved LAC part of BAS
● UCC approve BAS in Criminal Justice and Emergency Management for Vulnerable Populations
● BAS in Business was not approved
● It is expected that some type of BAS coordinating committee will be needed to pull everything together.
● Neibauer requested copy of LAC component. Heistad will share at next meeting.

e) UNI Now
● New Student Orientation which started this year.
● Heistad refreshed everyone on Orientation process and how UNINow changed so students may move in early and partake in programming.
● Explained Cat Crew volunteers and campus events related to UNI Now
● Friday moved into academic rotations with Peer Mentors (10-15) who did a lesson with different classes throughout the morning to mid-afternoon and explained the transition from high school to college academics, studying habits, and time-management.
● Peer Mentors calculated study time based on the number of classes taken.
● Heistad and Woods worked with the Peer Mentors to develop and practice a 50 minute lesson plan
• Congrats to Ashley Stewart and Ashley Minshall and Kristin Woods for putting on a program so successfully its first year.
• Gute asked about how surprised students were with the amount of study hours recommended.
• In the Mapworks data, top 5 concerns are listed and there were reports of students thinking they were going to study 5 hours or less a week.

f) LAC/FY Peer mentoring program
• Largest incoming class of Peer Mentors (65), started in 2011 with 9.
• Peer Mentors in all cornerstones and 28 LAC courses.
• We are piloting 2 sections of Transfer Students. Courses most likely to need are Non-Western (Middle East), Humanities (Humanities III), and Capstone.
• LAC Peer Mentor seminar (Dr. Woods), returners seminar (Dr. Heistad), Cornerstone (Nikki Harken & Rachel Morgan), Transfer (Dr. Woods), and all in attendance on Friday seminars.
• Bodeker asked about Peer Mentor program logistics (pay vs. credit).
• Heistad explained Peer Mentor program and benefits (10 hour week for Peer Mentors), 2 hours in seminar, 2 hours office hours, 3 hours in classroom. Take attendance to working in groups, helping students, ice breakers, presentations in the courses can take place in the classroom.
• This program is unique because it’s more focused on near-peers. Class size ranges from 24-27 cornerstone and 40-80 in LAC. Business Peer Mentors join on resource Fridays.

g) New Business
Setting 2015-2016 agenda
• Begin preparing for HLC reaccreditation
  - Create program level goals for the LAC
• Priorities will need HLC accreditation.
• Taken from last year and regrouped, even developed subcommittees, but will touch base on next week.
• Review list of priorities for next week. Lumina degree foundation profile: initiative being supported/facilitated by Association of American Colleges and Universities (AAC&U).
• Call to the nation to consider “what are the qualities of someone who possesses a graduate degree, undergraduate degree, associate’s degree?”
• Heistad will review Lumina at a future meeting. Lumina wants shift of goals, meeting the goals, show us you are making decisions based on the information you have.

Heistad closed meeting at 9:26 a.m.
LACC priorities from 2014-2015

HLC/Assessment
- Vision/philosophy/LAC
- Create LAC vision that the LACC can promote
- Create mission statement for the LACC.
- The LACC could examine the skills that go across the category – cohesiveness – for students to see that these skills transfer out into their lives – work toward some goals—university goals for an undergraduate degree.

LAC promotion/communication
- Improve communication with the faculty about all things LAC
- More education for students on the importance of the LAC.
- The LACC could sponsor a drive-in workshop and invite our sister institutions and the community colleges

Faculty development
- Take advantage of CETL for faculty development for LAC teachers. Find out what the needs of LAC faculty are in that area (faculty survey?)
- Break-out sessions at the fall faculty workshop that address the needs of the LAC, i.e. teaching the humanities, teaching first-year
- Every 5-years a 2-day workshop offered to faculty.
- Increase support for adjunct instructors.

LAC Advising
Creating recommendations for when students should take their LAC courses

Curriculum
- Come up with a way of having additional writing requirements that build on the LAC. LACC should ask to be a part of this conversation.