



## **Committee for Assessing Student Learning (CASL) - Minutes**

Meeting Held Friday, September 8, 2023, from 12:30 – 1:30pm – via Webex

**-Approved 9/22/23-**

### **Team Members:**

#### **Present:**

Timothy Deines, Amanda Estacio, Melinda Hernandez, Karen Hicks, Heidi Jordan, Mark Kelland, Mark Khol, Rafeeq McGiveron, Rob McLoone, Homa Ghaussi Mujtaba, Tracy Nothnagel, Chuck Page, Danielle Savory, and Kara Wiedman.

#### **Absent:**

Brenda Brown, Dana Cogswell, and Zack Macomber

#### **Guest:**

Cheryl Garayta

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### **Action Items:**

- Send CASL charter, approved by Academic Senate on 9/8/23, to Penny Tucker to post on website.
- Members requested to review original cocurricular inclusionary definitions and think about programs they consider cocurricular so we can create, and maintain, an up-to-date list.
  - Refer to these minutes, "[What are our cocurricular courses](#)" for more details
- Tim will gather some information and put it in the [SharePoint folder, AI Info](#), to share what he finds.
- Reminder to go to your myLCC Resource Tab and scroll down to see Gartner information.
- Next Academic Senate CASL report, Tim will ask for direction on who (meaning CASL or other committee) should address equitable options within the Honors Program.

### **Approval of 9/08/23 Agenda**

- Call for approval of agenda.
- Hearing no objections, the agenda stands approved.

### **Approval of 5/05/23 Minutes**

- Call for correction/approval of minutes.
- Hearing no objections, the minutes stand approved.

### **Annual Assessment Outcomes Highlights – Karen**

- Shared ppt that was presented to Provost Cabinet and will be presented to Board in October.
  - Copy of presentation found here, [2022-2023 Annual Student Learning Outcomes](#)
  - Focus is on Essential Learning Outcomes (ELOs)
    - ELO1 Knowledge of Human Cultures and the Physical and Natural World
    - ELO2 Intellectual and Practical Skills
    - ELO3 Personal and Social Responsibility
    - ELO4 Integrative and Applied Learning
  - In English Composition courses shown do not include ENGL 121 or 122 information
    - That is added in the appendix

- They have their own assessment work created
- Looking at summary all ELOs met required outcome standard, a score of 70% or above.
- When teasing out more information can see that the mathematics program just misses the 70% mark.
  - Can look a little deeper to see there were issues within all subcategories of Modality, Term, Gender, Ethnicity and Grade Item
- Walked through an example of how to apply this information to the course level.
  - Started with general ELO and moved down to course learning outcomes
  - Can use this information to help inform where to give more attention in future courses
  - Course success rate to learning
    - Course success rates are the sum of the gradebook items (i.e. assessments)
    - Assessments can be used as early academic alerts to know what percentage of students will pass the course (i.e. course success rate)

### **Status updates on projects from the 05/05/23 Action Items List**

#### **CASL Charter change request submitted to Academic Senate (Senate) – Tim**

- Charter was approved today in Academic Senate.
- Next step is to send document to Penny Tucker to upload to the website.

#### **Student Cocurricular Activity List place to be posted on web – Mark Kelland**

- Originally talked about having a student cocurricular options handbook as part of the quality initiative.
  - This then turned into a student web page
  - Meanwhile the Library put together a faculty lib guide
    - Chuck was going to ask regarding possibility of creating same thing for student side.
    - Create a place where students can go and see what cocurricular activities are available to them
- Chuck expects this could be done, not worked on over the summer.
  - Needs the information gathered together to start

#### ***What are our cocurricular courses?***

- Original cocurricular group met and created initial criteria for inclusion and exclusion but that was several years ago.
  - CASL will put on agenda to revisit this list and see if still accurate
  - Example is LCC StarScapes
    - If a lot of faculty make participating in this event mandatory in their courses, then it may be a curricular event
- Next step is to put reviewing original list on agenda for next CASL meeting.
  - Between now and then CASL members requested to think about programs they consider cocurricular so we can create, and maintain, an up-to-date list
  - [Original list can be found on CASL SharePoint site In the Cocurricular Assessment Plan handout](#)
    - Copied in the text box below for quick review:  
*Note, did change co-curricular to cocurricular spelling and move the lists outside of a table for the following information.*

## **Introduction to cocurricular assessment**

Cocurricular programs provide students with learning opportunity that extend and compliment discipline specific knowledge and align to the learning goals of the institution. Assessment of cocurricular learning is a process that seeks to continuously learn about student learning experiences in these programs.

LCC's development of a cocurricular assessment plan began with creating a shared definition of cocurricular with the members of the Academic Senate. Senators collaboratively derived the definition (Defining cocurricular worksheet, Appendix A) and then identified the criteria necessary to meet the definition of a cocurricular program or activity (Defining cocurricular at LCC survey responses, Appendix B).

## **Cocurricular Definition and Inclusion Criteria**

LCC defines cocurricular as *Cocurricular 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.*

Inclusion criteria to meet the cocurricular definition includes all of the following:

- ✓ *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*
- ✓ *Is capable of eliciting and providing direct evidence of student learning*

### ***Exclusion or Undecided List***

Student government; Student compliance; Advising; Center for Teaching Excellence (CTE); Student Advisory Groups; Student Organizations, Clubs, Activities

### ***Inclusion List***

Library; Learning Commons; Leadership Academy; TRIO; LUCERO; Career Services; Athletics; Cardio Exercise & Student Success

## **D2L Assessment Data Workgroup update – Kara**

- Over summer eLearning piloted a new learning outcomes tool with a faculty member.
- Have now expanded pilot into fall, currently have 10 or so people this semester.
  - Creating data reports and fine tuning them based on what they have
  - Tracy and Danielle, from CASL, are currently part of this pilot
- Plans to expand pilot group in spring and roll out next summer for all of campus.
  - If interested could try this link, <https://forms.gle/eTiReTpUzfwNfCJ26>
    - Not sure it is still active but let Kara know and she can let you know when open again for spring group
- Group would like to see a preview of what this tool looks like.
  - Kara not available 9/22 so will add as an October 6th Agenda item

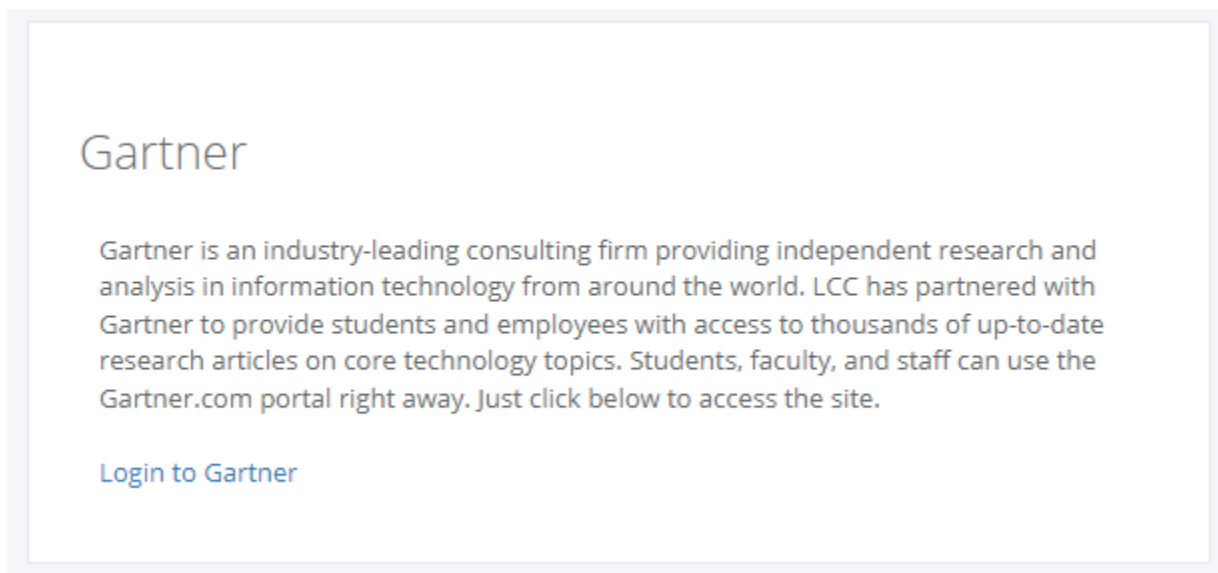
- Will make D2L Assessment Data updates a standing agenda item, starting October 6.
  - CASL can be a huge help explaining what the data obtained is telling faculty
- Mark Kelland will want the CASL minutes to be used as an assurance argument for HLC reports.

### CASL website team update – Tim

- Team met earlier this week.
- Determining best place for housing the CASL website at this point.
  - Chuck met with librarians and there are some questions if a lib guide is the place for this
- Still need to decide what do we want on site immediately and what we want to scale up to.
  - Need to be useful and accessible
  - Looking into this more

### ChatGPT

- Tim met with Bill Garlick, LCC CIO, over the summer and learned there is some information from the Gartner consulting firm.
  - Found on myLCC under Resources Tab, image below



- This is a third party helping LCC work through some AI issues
- This is a standing agenda item so would like to open discussion on it.
  - Team met a few times over the summer but not sure if will continue
    - Tim did send out a note to Bill Garlick to see if worth having CASL join with another Academic Senate subcommittee, Technology Across the Curriculum (TAC) on this issue
      - Will update when he hears back

### Potential to help create test banks required for OER adoption

- Mark Kelland heard some interesting news from the Faculty Chair in Psychology, who had attended various seminars over the summer.
- It seems a lot of faculty don't want to adopt OER due to having to prepare ancillaries like test banks.
  - One of the AI tools is specifically a question generator
  - Since psychology will have access to an Academic Assessment Coordinator (AC) now, they are hoping to work with them to generate quiz banks from OER open stacks for Intro Psyc courses

## Authentic Assessment

- Discussion of question banks brings back previous discussions of encouraging the campus to use authentic assessment and what that means.
- Seems to be a way around AI being used by students for assessments by expanding faculty options of assessment tools.
- Mel noted that unless faculty are part of the decision-making process it won't move forward
- AI can be a distraction to paying attention to authentic assessment.
  - Important to set assessment instruments in place before determine AI issues
  - Multiple choice is not always the wrong tool
  - AI capabilities may expand and what we think works now may not in the future so looking at what is being assessed and how to do it play a more important role than trying to figure out AI ramifications at this point
    - AI is out of our control and may not be worth trying to stay ahead of, instead go back to basics and determine the best tools for assessing learning

## References

- Tim will gather some information and put it in the [SharePoint folder, AI Info](#), to share what he finds.
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## Future Agenda Items

### D2L Demonstration of Pilot Program – Kara

- During October 6<sup>th</sup> meeting.

### Equitable options within the Honors Program

- Cheryl, wants to reiterate that Dina Krois needs to be part of this discussion.
  - Honors options and honors program are different
  - Program level decisions that Dina can give input regarding
    - Noted it may only be a program decision in English, in other programs it is a faculty decision
  - Jessica Hester should also be involved in any discussions about this
- Questions:
  - How do students get into the program?
    - Is it just GPA and is that equitable?
    - If I go from English 121 with a 4.0 there is a path to Honors program
    - But if I took English 098 or 099 no options to get into ENGL 131 honors
      - If start in developmental English no options
  - Are Honor students recruited and if so are they mostly from white schools?
    - That would be very inequitable
  - Shouldn't our college have a college-wide definition for this?
- Suggestion:
  - Bring to Academic Senate during next CASL report and ask them to decide who should address this issue
    - CASL, or other committee
    - Then determine how to proceed

## **CASL Purview**

- Charter helps define our purview but it is not black and white.
  - For example: Enrollment
    - Main person would be the Associate Dean of Strategic Enrollment Management
    - However with correlation between assessment and retention CASL's assessment knowledge could help there
- Basics.
  - All starts in classroom with learning
    - Assessment is learning about learning and the scope of this committee
  - Learning is the seed by which all other institutional metrics sprout
    - If you do well in the class you pass the class
    - If you pass the class you are more likely to return to take another
    - If you come back you are more likely to graduate
  - However CASL is not responsible for the full range of all the metrics
    - CASL is focused on the first metric which sets the pace for the rest of them
- Equity.
  - Assessment can help track where poor learning is happening and then deeper investigation can happen because of the initial flag of the issue
    - What am I doing different in my class that I need to change?
  - Assessment helps by targeting the quality of learning and removing any barriers that emerge towards that quality
- Proposed Parking Lot Folder.
  - For items brought before CASL but that don't fall within assessment discussions
  - Then the items are not lost but can be presented to Senate at some future time for their discussion and determination what group can look deeper into the issue
- Reminder: Assessment finds good things as well as bad.
  - There are a lot of courses that are doing good things and achieving equity with consistent results
- Propose continue CASL Purview question at future meeting.

## **Potential item: Discussion of how faculty can apply collected assessment data in their classroom and general pedagogy**

Potentially interesting but may be part of Kara's ongoing discussion from Kara's pilot. Will be rolled into that standing item in future.

## **Meeting Adjourned at 1:30pm with no objections**

- Next Meeting Friday, September 22, 2023 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by Terri Christian*

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