



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

Meeting Held Friday, March 22, 2024, from 12:30 – 2pm – via Webex

- Approved 5/3/24 -

### **Team Members:**

#### **Present:**

Brenda Brown, Dana Cogswell, Timothy Deines, Melinda Hernandez, Karen Hicks, Heidi Jordan, Mark Kelland, Zack Macomber, Rafeeq McGiveron, Rob McLoone, Jesse Mills, Chuck Page, Danielle Savory, and Kara Wiedman.

#### **Absent:**

Amanda Estacio, Homa Ghaussi Mujtaba, and Tracy Nothnagel.

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### **Approval of 03/22/24 Agenda**

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

### **Approval of 02/23/24 Minutes**

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

### **Cocurricular assessment update (Karen)**

#### **Office of Diversity and Inclusion (ODI)**

- Beginning to have assessment data collected for ODI area.
  - Karen shared screen of information they are working on – it is in the draft mode
  - Has not been presented to leadership yet, goal is to do that in the next couple of weeks
- Question: How do students participate in ODI?
  - Right now they attend one or more of the events given by: Men About Progress, Access, Wise, and Lucero
  - The information being worked on at this time are regarding events put on last fall
- Next step: Hoping to get a Star card reader in ODI offices.
  - Then students just swipe their card verses doing hand written or local records
  - This will entail ODI coordinating with facilities and IT

### **CASL participation in Fall Professional Activity (PA) Days presentations (Heidi)**

Building on last meeting brainstorming session, now, making decisions on what presenting and who will present.

#### **Topics determined to move forward:**

##### ***Grand Opening of the Assessment website.***

- Everyone on the website subcommittee is willing to present on this topic during PA days.
  - That includes: Chuck, Danielle, Kara, and Tim
    - Note: Kara has eLearning responsibilities too, will need to work with CTE to avoid presentation time conflicts if possible

### ***Course Mapping Workshop***

- Intent to walk faculty through the process to map one learning outcome in their course.
- Karen and Heidi will work on this.
- Karen will invite an Assessment Coordinator to participate in this as well.

### **Topics not moved forward for presentations at this time:**

#### ***Picking the right assessment method.***

- Idea was shared that a video, possibly from Karen Hicks, on this topic could be included on the new Assessment website.

#### ***CASL Panel***

- Group determined other two presentations will be enough from CASL during Fall 2024 PA days.

### **Next Steps**

- Will revisit this topic next meeting to determine what CASL members can do to support the presenters on the two topics moving forward.

### **D2L Learning Outcomes Tool Update (Kara and Danielle)**

Heidi, asked Kara to come and give an update of the information she shared last October. Danielle will discuss how she used pilot process in her course.

#### **D2L update**

- Kara walked through a power point outlining how it works and played the Kaltura video you can find at this link, [Coming Summer 2024: Learning Outcomes Tool in D2L](#).
- Goal is to have this available for faculty use this summer semester with the main roll out to faculty being fall 2024.
- New reporting feature, available to those using this tool.
  - This is outside of a course shell but within the D2L platform
  - Available to faculty upon request this summer and to all in fall 2024.

#### **Questions**

- Can you align outcomes to non-D2L assessments?
  - Not at this time
  - Future goal to align outcomes to other grade items but right now just D2L assessments
- Can you connect one assessment to more than one outcome?
  - Yes, Kara demonstrated how that could be done
- Is that same functionality available through dragging and dropping, like is done with course builder content?
  - Kara would have to double check, unsure
- Do you align to the assessment method level or can you also align to quiz items or rubric criteria?
  - Clarification: When aligning outcome and method can you pinpoint a particular question within a quiz?
  - Yes, right now outcomes are aligned on a per question basis
- Is there a way to move from the section level to the course level for setting up outcome mapping? Perhaps a course master or some other tool that would allow consistency of section mapping within a course?
  - Currently everyone is working from the same outcomes in Concourse
  - Individual faculty need to put their course information in by hand at this time

- Master course shells might be a solution but do not exist at this time and would need to be created by individual programs
- This is still in pilot phase and that could be looked into for future development

### Danielle's pilot experience

- Super easy to use.
- Recommend starting with aligning course learning outcomes to summative assessments.
  - Tip: Create a summary of your alignments outside of D2L then use that as a template for aligning within the tool, saves a lot of time.
- Danielle would be happy to meet with anyone to share experiences as desired.
  - She is an Assessment Coordinator and can use that experience to help streamline the process.
  - She can help make it more streamlined.
  - Less time setting this up means more time to review the data and learn about learning

### Questions

- To what extent is the data collected dependent upon inputting grades?
  - Assessment without grades is something some faculty are pursuing
  - At the moment all achievement scales are applied on a course level
  - At a future point faculty will have the ability to add additional achievement scales, which might solve that issue but would need some future development
- Might also have to work with masterly level assessments.
  - Where students can take as many tries as needed to pass a quiz, not sure how that should be tracked
  - May not need to know how many tries, as long as the student masters the material, but at the end a grade is needed
- Who is all this data if for?
  - Teaching is different than demonstrating in numbers that learning has occurred
    - Concern that “the different” will be lost as we focus on standardizing items to make them measurable
    - Also concern that teaching will suffer as spend time doing this assessment work
  - It is partly for Accreditation, HLC, requires some of this
  - It is also for students, so we can honestly say they are achieving their goals
  - It is also for faculty to learn where students are having issues that might be addressed through pedagogical changes
  - Assessment is a community practice
- How does this all get done?
  - Agree that this is a good tool to get some measurements that can verify standards are being met and quality improvements can be made but who does this work?
  - What is the college position on that as this project rolls out? Will all faculty be expected to do their sections or will lead faculty create, as part of their job and with some sort of payment or release time, a master course to be shared by everyone?
  - Solutions are in the works but unknown at this time.
    - Karen, talking with Provost and Provost Cabinet about this
    - Expectation is that there will be a few test cases that run through paces in fall 2024
      - These groups would have wrap around services to help navigate the process

- Karen is developing an implementation plan this summer that details what the steps will be, estimated times and who needs to be on board to help, and make sure necessary resources are secured to make this work
- Lessons learned from these test cases will go into future implementations of this process
- Do we have a communication plan for this yet?
  - Who is aware this process is coming?
  - No plan is in place at this time but all agree it is going to take time to roll this out right
    - Still working with pilot to see what tool is capable of and how useful it will be
    - Campus-wide communication not in the works at this time
  - Will need leaders that have time to work on this

### **CASL Website Committee update – standing item (Subcommittee)**

- No longer using WordPress.
  - Now using Google Sites
    - It is inherently more accessible
    - Saves subcommittee members time, no need for hours of coding
  - Have to wait 60 days to link to original url used – will go live by April.
- Danielle, walked the group through the existing site.
- Next steps
  - Create communication plan (where, when, and how to distribute website link)
  - Plan for future content

*Shout out to Danielle for all her work on this!*

### **AI and Assessment – standing item (Tim)**

- Tim shared Components of an Ethical Framework for Artificial Intelligence in Education
  - Draft that Chris Richards shared during the CASL + CC subcommittee workgroup
  - This was emailed to group after the meeting
  - [This link will take CASL members to it in the CASL SharePoint meeting folder for 2024.](#)
- Brenda shared the meeting notes from the college-wide AI Workgroup from 2-23-24
  - This is also a draft and was emailed to the group after the meeting
  - [This link will take CASL members to it in the CASL SharePoint meeting folder for 2024](#)

### **Future Agenda Items (Heidi)**

- Create a standing agenda item for course mapping discussions.
- Discuss if AI information can occupy a space on the Assessment website?

### **Meeting Adjourned at 1:35 PM with no objections**

- Next Meeting Friday, April 5, from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by Terri Christian*

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