



## Minutes – approved 11/15/24

**Name of Committee or Team:** Committee for Assessing Student Learning (CASL)

**Support Documents Link:** [CASL Senate website](#); [CASL SharePoint](#); CASL Space on Webex

**Recording link:** N/A

- **Committee Members Present via WebEx:** Amanda Estacio, Anna Mitterling, Chuck Page, Dana LaMacchia, Danielle Savory, Heidi Jordan, Homa Ghaussi Mujtaba, Jesse Mills, Joshua Galat, Kara Wiedman, Mark Kelland, Melinda Hernandez, Olga Correa, Rafeeq McGiveron, Rob McLoone, and Zachary Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, Karen Hicks, Laura Bishop, Nicole Olszowy, and Tracy Nothnagel.
- **Guest(s):** Amy Stoakes, Courtney Geisel, Jennifer Hilker, Lisa Nienkark, Marianne Croze, Tiller Landick, and Trevor Burns.
- **Scribe:** Terri Christian

**Date:** 11/01/24

**Time:** 12:30 – 2pm

**Room:** Via Webex

Agenda Item	Tentative Time	Discussion	Next Steps
Approval of the 11/01/24 Agenda		<b>Approved</b> Without objection.	N/A
Approval of the 10/18/24 Minutes		<b>Approved</b> Without objection.	N/A
<b>ELO Review Process Continued</b>		<p><b>Educational Learning Outcomes (ELO) Review</b></p> <ul style="list-style-type: none"> <li>• ELOs reviewed every 4-5 years, with each program aligned to one or more of LCC’s four existing ELOs.</li> <li>• Review focuses on subcategories under each ELO with potential updates involving: keeping, editing, or removing information there.</li> <li>• Michigan colleges’ ELOs have been reviewed for comparison; comments and proposals have been invited in a SharePoint document.</li> <li>• Guests have been invited to discuss proposals that we should consider during our review.</li> </ul> <p><b>Guest Presentations and Proposal</b></p> <ul style="list-style-type: none"> <li>• Health, Kinesiology, Fitness, and Wellness leaders (Amy Stokes, Courtney Geisel, Jen Hilker, Mari Croze, Tiller Landick, and Trevor Burns) presented</li> </ul>	Review written outcome statements, in letter attached to these minutes. While incorporating <b>Bloom’s verbs for affective learning</b> , focusing on emotional self-regulation and student empowerment in wellness choices. Be ready to discuss at next CASL meeting.

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		<p>data and outcomes from a 10-year study showing benefits of exercise on student success.</p> <ul style="list-style-type: none"> <li>• Study highlights include: <ul style="list-style-type: none"> <li>○ Improved test scores. In one course interventions raised scores from 84% to 91%.</li> <li>○ Positive impact on mental health, emotional regulation, and physical wellness.</li> <li>○ Recognition of the effort from 15,000+ survey responses, emphasizing consistent results and success.</li> </ul> </li> <li>• Shared new video, <a href="#">Exercise + Student = Success!</a> from their website.</li> <li>• Proposing the integration of exercise and wellness elements into academic programs, streamlining their use as study interventions.</li> <li>• Proposal includes an ELO subcategory in existing ELO 4 for personal wellness, emphasizing a holistic approach to student success, including physical, emotional, and mental wellness. <ul style="list-style-type: none"> <li>○ Group had sent letter to CASL with proposal, information added to chat and will be attached to these minutes for further CASL review.</li> </ul> </li> </ul> <p><b>Potential Wellness and Exercise Impact on Campus Culture</b></p> <ul style="list-style-type: none"> <li>• Fitness Center initiatives, including free access, were started due to the 10-year research project and have led to increased student participation.</li> <li>• Potential campus-wide wellness programs are being explored to address rising mental health concerns like loneliness, anxiety, and social isolation.</li> <li>• Desire to cultivate a "<b>Culture of Care</b>" that emphasizes wellness as a campus value, benefiting all students including neurodivergent populations.</li> <li>• Incorporate wellness as integral part of universal design which would emphasize ease of access and integration across programs.</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Proposed ideas for further wellness initiatives include: <ul style="list-style-type: none"> <li>○ Bringing back "Mindful Mondays" and fitness initiatives from the Caesar Chavez Center and Men About Progress.</li> <li>○ Getting student input, one example given was launching wellness drills similar to fire drills, where students participate in activities like walking, meditation, or yoga.</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>• Committee seems interested in adding a wellness-focused ELO subcategory, while remaining cautious about creating excessive formal requirements (i.e., "checklists").               <ul style="list-style-type: none"> <li>○ Need to establish concrete language and logistical plans for possible implementation of new wellness initiatives across campus programs.</li> <li>○ Will review material submitted by HHS guests.</li> </ul> </li> </ul>	
<b>Course mapping</b> - standing agenda item		<p><b>Status updates</b></p> <ul style="list-style-type: none"> <li>• EMS and PSYC Courses nearing the end of their process. Work with eLearning phase.</li> <li>• Onboarding beginning for Anthropology and BIOL 120 courses.               <ul style="list-style-type: none"> <li>○ New Assessment Coordinator expected to start in Anthropology.</li> </ul> </li> <li>• SOCL 120 and Welding may soon join this process.</li> </ul> <p><b>Shout out to eLearning team for their work on D2L!</b></p> <p>At an assessment conference, an expensive tool called eLumen was discussed, but Karen realized D2L already provides the same capabilities—saving us the cost.</p>	N/A
<b>CASL Website Committee update</b> - standing agenda item  <b>Other Formative Assessment Workshop - Danielle</b>		<p><b>Delayed October Session, Other Formative Assessment</b></p> <p>Danielle divided group into 3 breakout sessions for approximately 15 minutes.</p> <p><b>Workshop Preparation, from prior email:</b></p> <p>Formative assessments can be thought of as “assessment <b>for</b> learning,” while summative assessment is “assessment <b>of</b> learning.” In September, we explored classroom assessment techniques (a type of formative assessment, often ungraded). This month, we’d like you to think about graded formative assessment. These might be homework, lab assignments, problem sets, skill evaluations, discussion boards, quizzes, graded in-class assignments, etc.</p> <ul style="list-style-type: none"> <li>• <b>To prepare, please review any of the following:</b> <ul style="list-style-type: none"> <li><a href="#">Using Formative Assessment to Measure Student Progress</a>: 2024 blog post from Edutopia</li> <li><a href="#">The Role of Formative Assessment in Effective Learning Environment (William, 2010)</a>: a chapter within the book, The Nature of Learning: Using Research to Guide Practice</li> </ul> </li> </ul>	Course design is very much a part of this conversation! Want to share one of your graded formative assessment examples? Add here, <a href="#">Link to Google Doc: Formative Assessment Collection for the LCC Assessment Website</a>

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		<p><a href="#">Designing a Successful Formative Assessment Strategy</a>: Quick, easy to read web resource with option to continue finding resources within site, including their <a href="#">Formative Assessment Workbook</a>.</p> <ul style="list-style-type: none"> <li>● <b>Discussion Questions:</b> <ul style="list-style-type: none"> <li>○ What types of graded formative assessment do you use?</li> <li>○ How do you use graded formative assessment to learn about what your students are learning?</li> <li>○ What do you do with the information you collect? How do you adapt your teaching?</li> <li>○ How do your formative assessments support or connect to the summative assessment in your course?</li> <li>○ How do you balance formative (graded or ungraded) and summative assessment in your course?</li> </ul> </li> </ul> <p><b>Sharing from breakout sessions:</b></p> <ul style="list-style-type: none"> <li>● Rob's group discussed the need to balance in-class group work and grading, including ways to assess group contributions. <ul style="list-style-type: none"> <li>○ Formative assessments, especially when graded, require significant time, particularly in online settings where instructors can't interact directly.</li> <li>○ In-person group activities can encourage students to take responsibility for their work and review each other's understanding.</li> <li>○ Using whiteboards in class can facilitate collaboration.</li> <li>○ Self and peer evaluations could be valuable additions, helping students gauge their own progress.</li> </ul> </li> <li>● Mark shared that he had previously designed a course without formative and summative assessments in mind. <ul style="list-style-type: none"> <li>○ Although it wasn't fully implemented, he had an "aha" moment, realizing he could reorganize the course without major changes.</li> <li>○ Important to remember value can be added with a simple shift in thinking and focus.</li> </ul> </li> <li>● Laura noted that while she can identify gaps, finding solutions isn't always straightforward. <ul style="list-style-type: none"> <li>○ Many instructors teach sections of this course, each in their own way. How do you determine if this is a section issue or a course one?</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>○ Danielle noted how Karen’s course mapping project can improve consistency and connections to ELOs.</li> </ul>	
<b>Future agenda items</b>		<ul style="list-style-type: none"> <li>● Mark created a faculty assessment “Cheat sheet” as requested last meeting. <ul style="list-style-type: none"> <li>○ It covers assessment basics to help simplify the process while raising assessment awareness.</li> <li>○ Will send to CASL as part of premeeting email to stimulate discussion.</li> </ul> </li> <li>● Heidi relaying Lisa Nienkark request that CASL start creating (or guiding) content for CTE Newsletter Assessment information.</li> <li>● Follow up on Provost response to gathered CASL ideas on how CASL plans to lead efforts to raise faculty’s assessment awareness. <ul style="list-style-type: none"> <li>○ Get Dr. Welch’s viewpoint and learn what next steps should be taken.</li> </ul> </li> </ul>	<p>Add these to next meeting’s agenda.</p> <p>Make sure Mark’s “Cheat Sheet” is included in the premeeting email.</p> <p>Karen or Heidi to follow up with Provost regarding third bullet point. Possibly extend invitation to attend next meeting.</p>

**Meeting adjourned at 1:57PM.**

Next meeting 11/15/24, 12:30 – 2pm, via Webex.

**WebEx Chat Information:**

Saved for all participants in Webex application, “Meeting recap” area.

**Attachment:**

Letter from Cardio Exercise and Student Success Committee



**Cardio Exercise and Student Success Committee  
Fitness and Wellness  
Lansing Community College**

To: Committee for Assessing Student Learning (CASL)  
From: Cardio Exercise and Student Success Committee  
(Jennifer Hilker, Courtney Geisel, Mari Croze, Amy Stoakes, Trevor Burns, Karen Hick and Tiller Landick)  
Date: Sept 18 2024

The Cardio Exercise and Student Success Committee have worked extensively on a new ELO in Integrative and Applied Learning. The Category is Fitness and Wellness and there are five outcome statements. In our meeting on September 16, 2024 we unanimously confirmed this ELO and the outcome statements. The primary focus of this ELO is based on learning data. We respectively submitted this ELO for your consideration.

***Heading: Integrative and Applied Learning***  
**Category: Fitness and Wellness**

Outcome Statements:

- 1. Recognize the importance of wellness. Examine the positive lifelong impact the dimensions of wellness have including: physical, mental, environmental, occupational, social, financial and emotional health.*
- 2. Explain the effect cardiovascular exercise has on psychological health, test anxiety, cognition and improved academic success.*
- 3. Identify and evaluate credible sources for researching topics on health, wellness, and physical activities*
- 4. Evaluate attributes that contribute to health and well-being, nutritious food, sleep, hydration, relaxation practices, strength training, movement throughout the day, etc.*
- 5. Assess personal habits, develop and implement a life plan for consistent health and wellness practices.*