



Minutes

Approved 12/13/24

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:** Anna Mitterling, Chuck Page, Dana LaMacchia, Danielle Savory, Ed Kabara, Heidi Jordan, Homa Ghaussi Mujtaba, Jesse Mills, Joshua Galat, Kara Wiedman, Mark Kelland, Melinda Hernandez, Rafeeq McGiveron, Rob McLoone, and Zachary Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, Karen Hicks, and Tracy Nothnagel.
- **Guest(s):** Lisa Nienkark and Sally Welch.
- **Scribe:** Terri Christian.

Date: 11/15/24

Time: 12:30 – 2pm

Room: Via Webex

Agenda Item	Tentative Time	Discussion	Next Steps
Approval of the 11/15/24 Agenda		Revision requested: Add discussion about CASL involvement in PA days. Approved with revision Without objection.	N/A
Approval of the 11/04/24 Minutes		Approved Without objection.	N/A
Assessment CQI Quick Guide Review Example Attached		Mark created a draft guide/tool, attached, that has some example PSYC program review information inserted. Purpose <ul style="list-style-type: none"> • Encourage academic programs to create a resource faculty can use to understand assessment and course mapping while also preparing for Program Review (PR). <ul style="list-style-type: none"> ○ Focus on milestone courses or large general education classes. ○ Format using attached guide as an example, its content based on past program review work. • Establish a standardized format for assessment and PR information across programs. 	Add to next meeting agenda to continue conversation. Karen to follow up: 1. Have Assessment Coordinators review Mark’s document and identify commonalities in

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		<ul style="list-style-type: none"> Will need to address inconsistencies both between and within academic divisions (noting accreditation influences). <p>Key Discussion Points</p> <p><i>Consistency</i></p> <ul style="list-style-type: none"> Standardization is ideal where feasible. Incorporate existing Assessment Coordinator annual reports to contribute to the tool and reduce duplication of effort. Use PR benchmarks (summative) to complement the tool's formative approach for assessing program health. <p><i>Oversight and Faculty Involvement</i></p> <ul style="list-style-type: none"> Oversight plans are not finalized. Prefer faculty buy-in, but an example from each program could be mandated if CASL finds necessary. Need to clarify how formal the tool's implementation needs to be. Consult Cheryl Garayta, in regards to PR integration. 	<p>their annual reporting.</p> <ol style="list-style-type: none"> Contact Cheryl Garayta to get her input as well.
<p>Provost Follow up on submitted CASL faculty assessment awareness plans</p> <p>Submitted summary "Assessment Culture Notes" attached</p>		<p>Background</p> <ul style="list-style-type: none"> Provost: Asked how CASL will lead efforts to raise faculty's assessment awareness. CASL: Responses are documented in 10/18/24 minutes and the attached "Assessment Culture Notes," discussed with Provost, Dr. Sally Welch. Purpose of Provost's Attendance: To discuss next steps. <p>Key Discussion Points</p> <p><i>Support for CASL</i></p> <ul style="list-style-type: none"> Provost clarified CASL is vital and will not be disbanded. Acknowledged the committee's importance and asked how to support its efforts. <p><i>Challenges and Opportunities</i></p> <ul style="list-style-type: none"> Provost supports faculty-led initiatives. Workload Concerns: Need to balance initiatives with available resources. <ul style="list-style-type: none"> Provost ready to provide resources but need written plans from CASL to begin. 	<p>Continue discussion at next CASL meeting, identify and assign next steps.</p>

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		<ul style="list-style-type: none"> ● Reassign Time: <ul style="list-style-type: none"> ○ Emphasized planning reassign time during budget processes. ○ Proposed a subcommittee to collaborate with the budget committee. <p><i>Integration of Assessment</i></p> <ul style="list-style-type: none"> ● Regular Practice: Make assessment as integral as DEI, ensuring all faculty are comfortable engaging with it. ● CTE Involvement: Suggested leveraging CTE to package and disseminate information effectively. <ul style="list-style-type: none"> ○ Important to let Adjunct faculty know they can be paid for redesigning their courses. ○ Assessment is an integral component of course design, to support faculty and improve outcomes. <p><i>Action Items Discussed</i></p> <ul style="list-style-type: none"> ● Budget Planning: Prioritize reassign time and include it in upcoming budget discussions. ● Annual Improvement Plan: Allocate resources to support assessment initiatives. ● Next Fall Rollout: Develop a phased approach now, for implementation in alignment with Academic Senate and program requirements. ● Faculty Communication: Work with Deans to clarify expectations and support adjunct faculty involvement. <p><i>Provost Commitment</i></p> <ul style="list-style-type: none"> ● Recognizes CASL’s contributions and remains open to suggestions for providing support. 	
<p>Discussion: CTE Newsletter - Assessment Information</p>		<p>Key Points and Ideas for Promoting Assessment through CTE Newsletter</p> <ul style="list-style-type: none"> ● Incorporate recurring “Assessment Tips” in the CTE newsletter, similar to the popular “Tech Tips” they used to have. ● Content could include: useful practices, faculty ideas, or brief insights. ● Maintain a repository of tips on a website (CTE and/or CASL). 	<p>Keep assessment promotion on the agenda for upcoming meetings. Continue to explore ideas about collaboration and content distribution.</p>

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		<ul style="list-style-type: none"> ○ CASL Assessment website is beginning this process, CTE articles could point readers to this resource. ● Concerns about overwhelming readers with too much text. <ul style="list-style-type: none"> ○ Explore video tips to increase engagement. ● Need to ensure content creation remains manageable. <p><i>Video Content</i></p> <ul style="list-style-type: none"> ● Short videos (1 – 2 minutes, or less) uploaded to YouTube or shared via newsletters and Academic Senate meetings. ● Examples: “How-to” videos on assessment methods, faculty tips, or responses to common questions. ● Ensure accessibility by including transcripts with videos. <p><i>Website and Repository</i></p> <ul style="list-style-type: none"> ● Create a centralized repository for assessment resources on the CTE webpage. ● Highlight tips, tools, and videos for faculty access. ● Website Committee, Danielle, Kara, and Chuck, to lead repository development. <ul style="list-style-type: none"> ○ Need additional members to help with workload. <p><i>Workshops and Panels</i></p> <ul style="list-style-type: none"> ● CTE-hosted workshops focused on assessment practices. <ul style="list-style-type: none"> ○ Include a faculty panel discussing their teaching and learning methods. ● Linking with existing assessment, course design, and pedagogy workshops. <p><i>Content Creation and Responsibility</i></p> <ul style="list-style-type: none"> ● Often biggest challenge is to make good content to share. ● Identify parties responsible for creating assessment tips and resources. <ul style="list-style-type: none"> ○ CTE and CASL Website Committee good starting points but will need more people involved. ○ Need to determine where information will live. ● Faculty involvement via panels or video contributions. <p><i>Audience Considerations</i></p> <ul style="list-style-type: none"> ● Determine who engages with content, and where, to maximize interaction. 	<p>Consider long-term strategies for creating and maintaining impactful content.</p>

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		<ul style="list-style-type: none"> • Create concise messages, on various platforms, to promote excitement. • Question repository, place where faculty could send questions and the answers could be made into new videos. <p>Beyond CTE</p> <p><i>Senate Hot Topic List</i></p> <ul style="list-style-type: none"> • Add written or video messaging to Senate promotions. 	
CASL Involvement in January PA Days		<p>Assessment and Data Literacy – January PA Days Session 1/8/25, 10:30 AM – 12:30 PM, F2F, Downtown Campus, Classroom TBD</p> <ul style="list-style-type: none"> • Chuck Page to facilitate with CASL support for discussion and logistics. <ul style="list-style-type: none"> ○ Asking for CASL volunteers to help. • Session Format Ideas: <ul style="list-style-type: none"> ○ Faculty panel discussions moderated by Karen. <ul style="list-style-type: none"> ▪ Inspirational faculty stories. ▪ Panel already exists, Karen has been working on it. ○ Followed by practical logistic tips and website information. • Use this captive audience to launch initiatives and gather input. 	Finalize logistics plan for January PA Days. Coordination through Chuck Page, with Karen liaison between Chuck and Faculty Panel.
ELO Review Process Continued		<p>Background on Essential Learning Outcomes (ELOs) and CASL Responsibilities</p> <p><i>Purpose and Scope:</i></p> <ul style="list-style-type: none"> • Institutional-level outcomes (ILOs) are interchangeable terms with ELOs and represent the highest layer of learning. <ul style="list-style-type: none"> ○ Integrates classroom, program-level, and general education learning. ○ Ensures students are prepared for transfer or employment. • Listed from high to low levels: ELO, Program Learning Outcomes (PLO), and then Course Learning or Student Learning Outcomes (CLOs/SLOs) • CASL manages the ELOs. <ul style="list-style-type: none"> ○ Reviewed every 3 to 5 years for relevance and validity. <p><i>Alignment Requirements:</i></p> <ul style="list-style-type: none"> • Every general education (Gen Ed) course must align with at least one ELO. • Program curricula must align with all four LCC institutional ELOs. 	<p>HOMEWORK FOR NEXT MEETING:</p> <ol style="list-style-type: none"> 1. Bring proposed edits after reviewing existing ELOs. 2. Be ready to discuss/vote on the LCC Cardio Exercise and Student Success Committee’s ELO revision request.

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		<ul style="list-style-type: none"> ○ Programs should connect to ELOs via curriculum mapping during Program Review (PR). <p><i>Annual Reporting</i></p> <ul style="list-style-type: none"> ● ELO outcomes reported yearly, disaggregated by gender, sex, and ethnicity. ● Data shared with the Board of Trustees (BOT) and community stakeholders. ● Aim for at least 70% competency in ELOs. ● Can find past reports on CASL Website, open Reports tab once there. <p>Current Activities</p> <p><i>CASL Revising ELOs</i></p> <ul style="list-style-type: none"> ● Come up with revised list of ELOs to give to Academic Senate. ● Once approved they become institutional requirements. <p><i>Additional Considerations</i></p> <ul style="list-style-type: none"> ● Link to examples of ELO outcome statements on CASL SharePoint. ● Strategic and department operational plans may indirectly support ELOs. ● ELOs are distinct from value statements. ● No formal process for other LCC groups to revise ELOs. <ul style="list-style-type: none"> ○ Generally bring to CASL representative and formulate changes here, then CASL brings to Academic Senate. ○ Senate can run them by constituents and bring back final revisions for approval. <p><i>Next Meeting – Preparation Needed</i></p> <ul style="list-style-type: none"> ● Bring proposed edits after reviewing existing ELOs. ● Be ready to discuss/vote on the LCC Cardio Exercise and Student Success Committee’s ELO revision request. <p>Future Short-term Goals</p> <p><i>By End of Fall Semester</i></p> <ul style="list-style-type: none"> ● Finalize ELO review. <ul style="list-style-type: none"> ○ Refine before presentation to Academic Senate. <p><i>Spring Semester</i></p> <ul style="list-style-type: none"> ● Present information to Academic Senate for their review. 	

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		<ul style="list-style-type: none"> ○ Senate representatives present information to their constituents for feedback. ● CASL finalize ELOs. <ul style="list-style-type: none"> ○ Make Senate recommended adjustments. ○ Confirm CASL in agreement with final product. ● Final submission for Academic Senate Approval. <ul style="list-style-type: none"> ○ Revised ELOs are now institutional requirements. 	
Future agenda items		<p>Upcoming CASL Leadership Change</p> <ul style="list-style-type: none"> ● Need to determine someone for Chairperson Elect position. ● Due to contractual obligations, Heidi is unable to continue on as Chairperson next Academic Year. ● Need to elect a new Chairperson and Heidi will help transition during spring semester. 	Add to 12/13/24 Agenda

Meeting adjourned at 1:36PM.

Next meeting 12/13/24, 12:30 – 2pm, via Webex.

WebEx Chat Information:

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

Attachments:

Assessment CQI Quick Guide from Mark Kelland

Assessment Culture Notes, a written summary of items submitted to Provost

Written ELO proposal from the LCC Cardio Exercise and Student Success Committee, Fitness and Wellness

LCC provides equal opportunity for all persons and prohibits discriminatory practices based on race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, pregnancy, pregnancy-related conditions, military status, veteran’s status, or other status as protected by law, or genetic information that is unrelated to the person’s ability to perform the duties of a particular job or position or participate in educational programs, courses, services or activities offered by the College. The [notice of nondiscrimination is located online](#). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Title IX and Sexual Misconduct Resources](#) website.

Quick Guide to Assessment-Based CQI

Academic Program: *Psychology (Program Review 2022-2023)*

In your academic program's review of assessment data, what concerns have arisen (based on overall success rates, disaggregated success rates, etc.)?

Overall success rates in psychology courses were very good. Disaggregated data showed small differences at most (modality, gender, or race/ethnicity). The only significant concerns were the performance of Native Hawaiian or Pacific Islander students in Psyc 202 and Psyc 250 (note – this group is a very small n).

What changes have been made by your academic program to address these concerns?

With good success rates, and minimal differences in the disaggregated data, the primary concern at this time is whether changes coming out of the pandemic will have an effect. To wit, with more classes returning f2f, and perhaps more instructors returning to traditional exams, will success rates go down? In the meantime, the Psychology program can focus on skills relevant to a career in psychology.

Some instructors teaching Psyc 200 are working on an early risk assessment, and will share results with other faculty.

At various timepoints, have the changes made by your academic program led to improvements in either overall student success or the success of disaggregated groups of students?

[When were follow-up data collected, and what did the data show? This is the feedback that closes the loop – unless, of course, there were no improvements. If there were no improvements, or even if there were, what comes next?]

In the last program review, an identified annual improvement was to add writing skills to the curriculum. Writing assignments were required in all courses required for the Psychology AA. Faculty have utilized support from the Learning Commons, Writing Center, and library liaison. Average grades for Psyc 200 (a major gen ed course) were 87%, and for the four upper-level courses, the average grades were 89-93%. No differences were seen between modes of delivery. Ongoing improvement – faculty are working with the library liaison to develop a specific research paper guide for upper-level courses.

Assessment Culture Notes

CASL Discussion:

Faculty Engagement

- **Faculty Buy-In:** Faculty need to lead the assessment efforts; this initiative should be faculty-driven, with their buy-in essential for success.
- **Visibility:** Faculty want to be proud of and celebrate their assessment efforts. It's important to raise awareness of the benefits and make it visible across the college.
- **Time and Support:** Faculty require time and compensation if assessment is a priority, as additional tasks strain their workload. There is a need for better alignment of responsibilities, possibly through course reassign time or other forms of support.
- **Program Director and Supervisor Involvement:** Involvement of department supervisors, academic coordinators, and program directors in training can provide necessary support and ensure they understand both the assessment process and what is being asked from faculty.

Tools

- **Cheat Sheet:** Develop a “cheat sheet” of assessment basics to simplify the process and raise awareness.
- **Workshops and Panels:** Organize workshops, panel discussions, and “food for thought” series on assessment. Involve both CASL and non-CASL participants to reach a broader audience.
- **CTE Learning Series:** CTE can host a “Learning About Learning” series focusing on assessment, bringing more visibility and engagement from faculty.
- **One-Pager:** Share one-page summaries during presentations to help faculty understand complex topics in a digestible format.
- **Continue Website development:** A faculty based informational website with real life examples of how assessment techniques and tools can be put into action is invaluable.
- **Super Group:** Consider forming a cross-departmental team (eLearning, CTE, CASL, CDS) to work with faculty on course design and assessment, potentially offering time-saving support.

Challenges and Concerns

- **Workload:** Assessment is often seen as extra work, especially when it happens at the end of the semester. Faculty struggle with balancing course prep, grading, and assessment.
- **Practicality:** Faculty feel that assessment is not well integrated into their work, and often feel overwhelmed by the complexity of aligning it with student success and course content.
- **Clarity:** There is confusion about what assessment entails, with faculty unsure about what parts of their work count as assessment.

Strategies

- **Faculty-Led Initiatives:** Faculty-driven approaches need to be central to any assessment initiatives. Mark will work on drafting a cheat sheet and bring it to CASL for review, then to the Academic Senate, and ultimately to the Provost.
- **Course Mapping:** There is ongoing work to support faculty with course mapping, and it may be useful to establish small support teams to assist faculty.
- **Expectations and Accountability:** It's important to ensure that assessment is visible and part of the college's formal expectations. This includes making assessment a priority at the system level and involving college-wide standards in planning.
- **Balancing Creative Process:** Faculty express concerns about losing the creative element of course design in overly structured assessment processes. Words like "institute" should be used carefully to avoid discouraging participation.

Assessment Coordinator Discussion:

Regular Practice with Assessment

- Assessment, learning, and course design need to be embedded in program and course meetings regularly. The assessment coordinators would like more time on these agendas to teach assessment- talk about what it is and clear up misconceptions.
- They would like faculty to interact with the assessment data more. They enjoy doing hands-on practice with their faculty to teach them how to use the data.

Relationships are Important

- Course design and assessment is personal, faculty can be attached to their course materials. Developing relationships, building trust, and collaboration are key foundational components of their work. Having assessment coordinators within the discipline is important to establishing credibility of coordinator.

Assessment Institute idea

- They would like the Assessment Institute idea to be an Assessment Coordinator development program. That the faculty that participate become the Assessment Coordinator for the course and program.
- They recommend this approach because you need a longer-term relationship. The course mapping is good, but that just gets the design done. Assessment coordinators help faculty read and use the data and can be responsible for communicating back to CDS/Provost Office how the data was used and what improvements were made.

Overall Impressions-

- Connect course design with assessment in communications
- More course prep time is needed
- Faculty need a clear path to course design *how to assemble the pieces

Submitted ELO Request



**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.*