**Notes**

**Committee for Assessing Student Learning (CASL)**

Meeting Held Friday, January 15, 2021, from 12:30 – 1:43pm – via Webex

**Team Members:**

**Present:**

Ed Bryant, Dana Cogswell, Michelle Curtin, Timothy Deines, Nikki Gruesbeck, Karen Hicks, Heidi Jordan, Mark Kelland, Lyndia Klasko, Mark Kohl, Zack Macomber, Rafeeq McGiveron, Rob McLoone, Dale Moler, Tracy Nothnagel, Chuck Page, and Kara Wiedman.

**Absent:**

Patti Ayers

**Guests:**

Cheryl Garayta, Eliza Lee, Shawn Smith, and Dorothy Tappenden.

## Action Items:

* Removed the Future Agenda item, “Vetting Faculty Questions for Blue Student Course Evaluations.”
* Future Agenda Items added:
  + Invite Tonya back to work further on CASL’s equitable assessment definitions and develop a framework from which CASL can be a resource to programs on this topic
  + Discuss Assessment Coordinators role within equitable assessment outreach
    - Dale Moler, History Assessment Coordinator, volunteered to discuss what he is currently doing in that department and potential roles for coordinators in helping equity assessment practices

**Approval of 1/15/21 Agenda**

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

**Approval of 12/04/20 Notes**

* Call for correction/approval of minutes.
* Hearing no corrections, or objections, the minutes stand approved without correction.

## Member Note:

This is Michelle Curtin’s last LCC CASL meeting. Thank you to Michelle for being a past president and continued support person for CASL.

## Explorance Blue Student Course Evaluations

### Updates from Karen Hicks

* Introduction to Blue Professional Development Day presentation in January.
  + [Available on CTE website](https://cte.openlcc.net/2021movingforward/2021/01/03/blue-course-evaluation-system/)
  + Will do another workshop mid spring
* Other Communication tools to be used
  + Divisional Newsletters
  + Operations Newsletters
  + myLCC news feed
  + Star Article
  + Direct emails where needed to faculty, administrators and support staff
  + Updated Webpages
* Will ask for CASL feedback on some materials before publishing.
* Karen will periodically give CASL updates on Blue status.
* Discussion:
  + Determined to remove the Future Agenda item, “Vetting Faculty Questions for Blue Student Course Evaluations”
    - Consider it a “pending” item and come back to it after Blue has had a chance to roll out and we see how faculty are using the question personalization options

## Potential Equitable Assessment Projects discussion:

Dorothy Tappenden, Eliza Lee and Shawn Smith guests for this discussion.

### CASL and MATH partnership

* Intent of this discussion is to determine potential ways CASL can become a formalized partner with the Mathematics program as it develops more tools for equitable assessment.
* Eliza mentioned current assessment techniques she sees used throughout the MATH department.
  + Most courses continue to use traditional assessments
    - Quizzes, tests and final exams
  + Some use portfolios and some include credit for shown work on a problem
  + Main goal of all most MATH courses are to follow requirements allowing maximum transferability of course credit to other universities
  + Eliza is looking to CASL for input on equitable assessment types and ways to encourage instructors to expand traditional methods
    - She already uses varied names, such as Juan vs. John in story problems
    - Eliza also works hard to make real life issues part of story problems so they are relatable
    - Would also like ways to help students with anxiety regarding their testing
  + Question from Eliza: Has CASL done this before and what role do you want to have? Also, would we start as a departmental movement or one course at a time?
    - This is CASL’s first outreach in this area, stemming from LCC’s equitable discussions throughout the college after the Board of Trustee’s put forth their equity resolution
    - This is not a reflection on the MATH department
      * Chosen because they are good candidates due to their measurable assessment methods and processes
      * At no time did CASL hear the MATH department had a problem with this issue
    - This process is new, intent is for CASL to become a campus wide resource for equitable assessment tools
* Current Math and Science Assessment coordinator is focused on STEM courses but will branch out as able.
  + Mentioned that this is already a formalized partner between CASL and the Mathematics department
    - May want to have CASL work with the Assessment Coordinators, who are optional CASL members, as a way to move forward with helping equitable assessment efforts in departments throughout the college
  + Dorothy mentioned that we should look at strengthening this avenue as a liaison between CASL and Math before reaching out to other faculty
    - Assessment coordinators need to be part of this discussion
  + Perhaps assessment coordinators will need to become a more established part of CASL

### Discussed potential ways to help student anxiety during assessments

* Create a system that lets students drop one quiz or exam.
  + Or replace a bad score with the final exam score if it is higher
* Reduce high stakes assessments by having a series of quizzes or tests not just one mid-term and final.
* Have many different ways for students to demonstrate knowledge of the material and let them choose which one they will use.
  + Examples: paper, video, display, other
  + This variety of information delivery gives students options
* Have faculty determine if they really need a time limit in their D2L tests.
* Quiz and test questions should be varied.
  + Using a mix will hit on various student strengths
* Reminder that due to various curriculum and discipline needs, all assessments will look different, there is no one way that will work for everyone.
* Would be interesting to see if more adjuncts would choose equitable assessment methods if given a list of options available.

### CASL’s definition of equitable assessment, discussion

* One way to look at is it to reduce achievement gaps.
  + This could be along racial; income; or other division means used to study varied groups
* Concern with looking at the achievement gaps is that so many variables, not just equitable assessment, feed into the gap.
  + Have student aids, such as embedded academics, that need to be addressed as a separate issue
* Equitable assessment is part of the larger issue of inclusive teaching.
  + Starts to move back to universal design and Achieving the Dream (AtD) issues
* Might be worth taking a look at policies around assessment.
  + For example, could be assessing wrong skills such as computer ability vs. course content
    - Need to be sure assessment is capturing course content and not teaching methods
  + Can begin by having departments look at their current assessment practices and have meaningful discussions
* All students retain more and learn better, even those who are doing fine to begin with, when asked to perform in different ways.
  + As simple as allowing project choices between writing or creating a video
* No clear definition at this time but the discussion is needed to work towards one.
* Cheryl requested having Tonya come back to CASL to continue this discussion would be helpful.
  + Group agreed would be a good Future Agenda Item
  + Tonya’s work with equity can help CASL develop a framework to work with programs on equitable assessment.
    - Maybe this group researches and members act as resources to programs, particularly during their Program Review when part of the work is to analyze equity gaps in terms of assessment, course success, and retention/persistence

## New Business

None presented

## Future Agenda Items discussed

* Review process for course learning outcomes.
  + The current expedited review process for course proposals and learning outcomes needs to be refined
  + Currently a bottleneck in communications between faculty, instructional coordinator and administration
  + Karen is meeting with instructional coordinators to discuss and would like to bring back information to CASL
  + Intent is to reduce time delays with course proposals
  + Also plays into the strategic planning process and equity work LCC is doing
* Remove the Vetting Faculty Questions from this list.

## Future Agenda Items added

* Invite Tonya back to work further on CASL’s equitable assessment definitions and develop a framework from which CASL can be a resource to programs on this topic.
* Discuss Assessment Coordinators role within equitable assessment outreach.
  + Dale Moler, History Assessment Coordinator, volunteered to discuss what he is currently doing in that department and potential roles for coordinators in helping equity assessment practices

## Adjourned at 1:43pm

* Entertained motion to adjourn.
* Zack motioned and Mark Kelland seconded.
* Meeting stands adjourned at 1:43pm.
  + Next meeting Friday, January 29, 2021 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by note taker Terri Christian*

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