**Notes**

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

Meeting Held Friday, January 29, 2021, from 12:30 – 2pm – via Webex

**Team Members:**

**Present:**

Patti Ayers, Ed Bryant, 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:**

Dana Cogswell

**Guests:**

Cheryl Garayta and Tiller Landick

## Action Items:

* Karen is always looking for people interested in having Assessment Coordinators.
	+ Best candidates are gateway or milestone courses with large enrollment
	+ If interested in getting an assessment plan please contact Karen before summer semester starts
* Nikki will help anyone who wants to set up a Cardio Before Exam program with their course.
	+ Contact her for more information
	+ Mari Croze, Amy Stoakes, or Nikki will be willing to give presentations if desired
	+ Can review student experience with the video located [here](https://www.lcc.edu/hhs/activities-for-success/)
		- Found under the Exercise for Learning heading
* Moved Review Process for Course Learning Outcomes discussion to next meeting agenda.

**Approval of 1/29/21 Agenda**

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

**Approval of 1/15/21 Notes**

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

## Assessment Coordinators’ role within Equitable Assessment Outreach, discussion

Continuing last meeting’s discussion.

### Assessment Coordinator’s Experience, Dale Moler with A&S History Department

* Began end of Summer semester 2020.
	+ Good timing as History department is in the process of revamping their courses
* History had a department-wide final.
	+ Everyone took the same 25 multiple choice questions, based on reading historic documents
	+ Difficult test that tried to cover a vast amount of information
		- Did not measure knowledge well
		- Did not give opportunities to show skills learned
		- Example: May read a large historical document then answer 5 multiple choice questions on it
	+ Form favored those who know multiple choice and know how to read that type of exam
		- Not equitable
	+ Being the same across sections, were able to gather comparable data every year
* Main focus of the Assessment Coordinator (AC) is to look at all the moving pieces in assessment and insure measurability of goals.
	+ During faculty strategy discussions able to give good opportunities to get information
	+ History faculty also aware of DEI discussions and looking for ways to equitably assess student skills
* AC also promotes collaboration within and the department they are working with and within LCC as a whole.
	+ Lots of great collaboration within the history department
		- AC helps make connections between faculty with similar ideas
	+ Dale, due to hearing items discussed in CASL, knew about work Rob McLoone is doing with the English Department and reached out
		- Rob helped Dale learn about similar concepts and base models that could be adapted for the History department going forward
	+ Dale’s hope is that as the History Department develops equitable assessment models they can in turn help other departments
* Work in progress, this is a process.
	+ This spring have several rubrics in place
		- Looking forward to talking through how it worked with the faculty and continuing to improve
* Important note: History Department able to move quickly and progress because a lot of pieces in place before Dale became involved.
	+ Faculty were already on board with varying assessment methods and believe in equity program
	+ Dale is not teaching or dictating terms to the department but facilitating coordination of ideas while reminding the group of the importance of determining measurable goals

#### Questions

* Tim, do all programs have coordinators?
	+ Karen, this has been developing for a few years
		- Started by getting ELT and PC approval of submitted proposal
		- Began with small test group last fall semester
			* Had sent out an open call for interest and reviewed applications
			* Four groups selected on basis of high enrollment courses
				+ Science, Math, HHS, BCA.
				+ Added History and Humanities/Social Science in the summer
		- Hoping more coordinators can be established throughout LCC
* Tim, what is the working definition of equity the History department is using? What were the Key differences you noticed that this needed to be revamped.
	+ Dale, multiple choice testing didn’t demonstrate learned thinking patterns that were trying to be conveyed
		- Department working on figuring out an equitable way to assess that
		- Different ways to measure ability to take historic sources and make an argument regarding them
			* Examples: Role playing, historic character, interactive timeline, Blog requiring publishing things on the internet
	+ Rubric is key
		- Once a standard rubric is established, determining learning outcomes to measure, it can be applied to diverse methods of assessment (such as the examples listed above)
		- The hope is the diversity in assessment allows for an equitable way for students to display what they learned
		- Have not looked at responses yet but department plans on reviewing and determining next steps when they do
		- All faculty looking for both accuracy of learning measurement and diversity
* Tim, so the equitable piece of that would be providing greater opportunity for students to demonstrate a learned skill. Is it hoped that an equitable outcome will be created by establishing a diverse means of testing?
	+ Dale, yes one of the key ideas is providing opportunities to demonstrate learning outcomes in a wide range of ways
		- Flexible for both instructor and student
		- Important that the department is not dictating how a faculty will assess their students
		- This allows the rubric to be applied in equitable ways
* Tim, how does transferability figure into all of this?
	+ Karen, will ask for Rafeeq to correct as needed, understand the following:
		- Transferability looks at outcomes not methods of assessment.
		- Outcome statements have to match the course in another institution to transfer
		- Both Rafeeq and Tracy agree with this summary
	+ Dale, it keeps going back to the learning outcomes which is where the Assessment Coordinator helps
		- Departments can have some big ideas, which are great, but the AC helps draw lines from those concepts to learning outcomes
* Mark Kohl, looking at the original department-wide final, there is a value when all sections are being measured with the same stick. Was that discussed?
	+ Dale, yes, it is central to every conversation they have
		- Old final was nice because of unity
		- Now the rubric creates the unity
			* Same measuring stick is still used but the responses are allowed to be different
			* Has to be approached with care
		- Departmental meetings to keep communication between faculty and adherence to rubric important.
	+ Karen, added, commonality from a data perspective, is the rubric.
		- Same criteria to measure performance
		- Means are different but the ends are the same
			* That is the key
	+ Mark Kelland, important to remember the common assessment is only part of a student’s grades
		- How a student performs on the assessment is only part of the course
		- Dale, good point, when and how much of the semester are we assessing is part of the process
* Zach, are they supposed to get away from department-wide finals?
	+ Karen and Dale, no each department can do what they want
	+ Dale, AC is a coordinator and not a dictator

#### English Course Coordinator

* Rob is a course coordinator that has a role similar to an Assessment Coordinator for the ENGL 121 program.
* ENGL 121 has had over 90 sections some semesters which requires a lot of faculty coordination.
	+ Communicate upcoming events and processes
	+ Review end of semester learning outcome results and determine next steps from them
	+ Process of approaching learning outcomes
	+ Lots of crossover with assessment, would not mind handing over that aspect to an AC
	+ Has been doing for four years, considers it a work still in progress
* Tim, as a faculty member has found Rob’s work very helpful.
* Dale, as an AC depended a lot upon the work the lead faculty in History did setting everything up.
	+ Jeff and he continue to work closely on everything

#### Action item

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### Assessment Coordinator’s Experience, Tiller Landick with HHS Health and Wellness

* Tiller has been doing assessment work for a long time, guesstimate 15 years.
	+ Divided work with assessment and teaching
	+ Very helpful when HHS needed longitudinal information for HLC.
	+ Last three years has retired and come back to HHS to work 10 hours a week as their Assessment Coordinator
	+ Both Karen from CDS and eLearning have been excellent resources
* Learning process and collaborative effort.
	+ Currently working on getting HHS to stop focusing on using outside accreditation tests as assessment tools
		- Want to capture learning assessment in class not after have left LCC
	+ Started collecting information mainly in October, now do year round
		- Sometimes summer semester can be used to test a new assessment
* Important to base on learning outcomes and make sure they are updated.
	+ Then help faculty with tools
	+ Karen supplies compilers
* Very detailed.
	+ Important to keep detailed records of code sheets and processes used

#### Questions?

* Tim, how has equity fit into your work? If ongoing, where are you in that relationship?
	+ Tiller, not established and direct yet
		- Want it to be accessible and user friendly but need to tease out data to get there
		- Starting process
			* Great example, Cardio Before Exam project
				+ Lead to larger conversation captured in the next heading section of these notes
	+ Nikki, has worked with Tiller in Healthy Lifestyles and they have worked hard at equity by providing a multi modal approach for assessment

## Cardio Before Exam Project

* Assessment tool that many courses can use.
* Students exercise 30 minutes right before presentation or exam then fill out survey
	+ Data has shown that this tool helps everyone reduce anxiety
	+ Especially in math, seems to be a high anxiety curriculum for a lot of students
	+ Over 8,500 LCC students have participated in this so far
* This could be considered an important equitable action that can be done across curriculums.
	+ Tim had not thought of having students work out before writing a paper before this discussion
	+ Students who have participated are excited to do it as well
	+ Dale noted this is a different side of equity assessment
		- A tool to give students to help them
		- Equity is not just a faculty issue but students need to be involved as well
* Tiller noted that they have found easy to adapt to most situations. Online, Hybrid, F2F, and even COVID times have been able to have this available.
	+ Google Docs survey
		- Would be glad to give A&S access
	+ Cardio can be modified for all physical abilities and locations
	+ Ed, noted that even just walking up stairs helped some of his students
* Karen shared some slides from an upcoming TRENDS presentation on this program.
	+ TRENDS, stands for Trends in Occupational Studies yearly conference
		- Focus is on community colleges and technical careers
		- Free this year any can attend: [Link for Trends registration](https://trendsconference.org/)
	+ Slides can be found on CASL SharePoint Site in the Agenda & Handouts Folder
		- [Cardio Before Exam SharePoint Link](https://lansingcc.sharepoint.com/%3Ap%3A/r/sites/Interdivisional/SteeringCommitteeCASL/_layouts/15/Doc.aspx?sourcedoc=%7B3BB52EAD-DCBB-41A8-B5B4-3AA38B87D5C8%7D&file=Cardio%20exercise%20before%20exam_trended%20findings_Summer%202017-Fall%202020.pptx&action=edit&mobileredirect=true)

### Action Item

* Nikki will help anyone who wants to set up a Cardio Before Exam program with their course.
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		- Found under the Exercise for Learning heading

## Review Process for Course Learning Outcomes, Karen Hicks

* Due to time limitations and excitement to continue Cardio Before Exam discussion moved this item to next meeting’s agenda.

## New Business

None presented

## Future Agenda Items

* 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.

## Adjourned at 1:45pm

* Entertained motion to adjourn.
* Mark Kelland motioned and Rafeeq seconded.
	+ Group unanimously voted to adjourn
* Meeting stands adjourned at 1:45pm.
	+ Next meeting Friday, February 12, 2021 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by note taker Terri Christian*

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