**Notes**

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

Meeting Held Friday, April 9, 2021, from 12:30 – 2pm – via Webex

**Team Members:**

**Present:**

Dana Cogswell, Timothy Deines, Karen Hicks, Heidi Jordan, Lyndia Klasko, Zack Macomber, Rafeeq McGiveron, Rob McLoone, Chuck Page, and Kara Wiedman.

**Absent:**

Patti Ayers, Ed Bryant, Nikki Gruesbeck, Mark Kelland, Mark Kohl, Dale Moler, and Tracy Nothnagel.

**Guests:**

Tonya Bailey and Sally Welch

## Action Items:

* Contact Stephanie Trapp to determine what student information AtD would be able to share with CASL.
* Lyndia to look into estimated percentage of LCC students that receive Pell Grants.
* CASL to review resources provided by Lyndia for potential college-wide distribution.
* Members asked to come prepared to engage with what can be done to effectively review faculty questions created for their Blue student course evaluations.

**Approval of 4/09/21 Agenda**

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

**Approval of 3/26/21 Notes**

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

## AtD Committee Updates – Lyndia Klasko the group discussion

### Draft Purpose Statement

* Group is still determining their focus but Lyndia shared their draft statement:

Lansing Community College (LCC) joined Achieving the Dream (ATD) to provide a high quality, accessible education in an inclusive environment (ATD language) by creating partnerships between academic and student affairs, and providing exceptional quality academic and student services to improve student success while focusing on removing barriers for low-income students and students of color.

### Data Collection

* Socioeconomic status will figure into the data we collect to determine student success? Where do we get that information?
	+ FASFA or Pell Grant applications
	+ Pell Grants are commonly used as a measurable tool
	+ Concern that privacy issues may make getting this information problematic on an institutional level
	+ Stephanie Trapp is the Chair of the AtD group and can let us know what information would be available to CASL
		- Should be able to get aggregated information
		- Admissions and FASFA are our main ways of getting socioeconomic information
	+ Looking at these populations because they seem to be where the larger learning differences occur so are beginning the focus there however, AtD will look at all students not just low-income ones
* Do the majority of our students get Pell grants?
	+ Lyndia will try and find estimated number but the group believes the majority of LCC students get Pell Grants

#### Admissions Form Discussion

* Looked at a new Admissions application 5-6 years ago.
	+ Would allow financial information gathering without needing to look at the FASFA
	+ Would only work for new students moving forward
		- No way to gather from past or returning students, they do not need to reapply
	+ Would make the application longer
	+ Idea did not move forward
* Do rules or guidance exist on what information is appropriate to be collected from students?
	+ Does AtD have any recommendations? What are the ethics of data collection?
		- Unsure
		- We are allowed to gather information similar to FASFA by using other tools
			* Right now, the Pell Grant information is working best but still an incomplete picture
			* Financial status is very contextually dependent and can quickly change drastically
			* Often information gathered is to connect students with support services

### Assessment

* How do we think about assessment in relation to differentiated demographic information, what value do we give this information?
	+ How does that affect CASL?
* Currently connecting assessment data to the student level is done 100% manually.
	+ High priority in CDS to make the connection automatically happen
		- Looking at Program Review data and seeing if scalable to all of assessments across the college
	+ Equity is driving the need to look at this data in a nuanced way
		- Looking at student data in context of goals and targets, not a comparison between groups
* College needs to set targets and look as disaggregated data.
	+ Is everyone reaching these targets? If not, the college needs to figure out why

### How can CASL help?

#### Methods

* Help create entry learning outcomes and learning methods.
* Support faculty by increasing their assessment toolbox.

#### Outcomes

* Outcomes written for all students and equitable selection of assessment methods.

#### Use of Data

* Help decipher data and use it to make decisions for all students.
* Help faculty with data literacy.
	+ When disparity is seen what actions do they take, what is the most effective way to address it and what changes do they need to make?
	+ Provide support to guide them in the process of using the data
		- Where they can make an impact

## Discussion with Dr. Sally Welch regarding AtD

* Sally was able to join the CASL meeting and came in at the tail of the previous AtD discussion.
* AtD work is in its infancy at the moment.
	+ Happy to have CASL’s help
		- Advice is very welcome, let her know if you have ideas
	+ AtD Committee is being mindful and focusing on Broad Themes and Projects
		- Projects must go through a chartering process which requires working through questions, focusing on specific ideas, and determining ways to measure success
* Not officially allowed to join AtD until July 1st.
	+ Goal is to have projects conceptually formed before the end of spring semester
* Application process was chosen through the Executive Committee of the Academic Senate.
* No other questions at this time for Dr. Welch.
* CASL thanked Dr. Welch for being a guest today!

## CASL Resource Documents for Faculty – Karen and Lyndia

### How CASL can support student learning and assessment.

* Lyndia has several documents she shares with her students.
	+ How to prepare for a test
	+ How to take good notes
	+ Test taking strategies
	+ Self-Care
* This is a great resource for CASL to be aware of and share
* Propose that CASL review these materials and see what is appropriate then share massively!
	+ Could use PD days or other platforms to get the information out
* Lyndia will email her documents to Tim to distribute to CASL
	+ Has also found a website from Maryland University
		- Would like LCC to have something similar available for students to access

## Move CASL Oversight Process Creation for Blue to next meeting

* Request CASL members come prepared to engage with what can be done to effectively review faculty questions created for their evaluations.
	+ Want to lay the foundations out for this process
		- Including the option of adding some faculty created questions to the general question bank for other faculty to have access to as well

## New Business

### Assessment Coordinators (ACs)

* Karen will be having her last meeting with the ACs that started in fall semester 2020.
* Requesting a short summary of their work during the academic year.
	+ Reflections of how they have helped their divisions
	+ Karen will assemble and bring to CASL at the beginning of next fall semester 2021

### Program Review (PR)

* For next Academic Year Karen would like CASL to review assessment questions used during recent PR.
	+ Can look at how the reviews went well and where some help is needed
	+ Hoping can do in the beginning of fall semester

### Reflections from HLC Conference

* HLC conference this week occurred this week.
* Three things came up that might interest CASL:
1. Expanding view of assessment across different development domains – looking at the whole person.
	1. Expand beyond just the cognitive domain when students come back
		1. Include the personal and professional domains
	2. Currently look at a student as a set of competencies and skills
		1. Important to include the whole person, especially with events that have unfolded due to the pandemic
2. Add self-care to ELOs.
	1. Last year discussed increasing an existing ELO to encompass self-care but perhaps instead we create a new one just for that
	2. Currently we do cardio exercise before exam work in pockets, could we expand it?
		1. Could we involve a student senator?
		2. Can we add in other healthy lifestyle supports?
3. Fear of failure.
	1. So often we are looking for accuracy and top performance, is there space for failure?
		1. That is where a lot of learning happens
		2. How do we make it safe to fail?
			1. So that it doesn’t count against the faculty or the student
* Another item that was discussed is faculty trust of students.
	+ Many institutions are concerned with student cheating
	+ Instead of setting up assessments to catch the 1-2% of students that will cheat set up different questions.
		- Such as applying the information instead of multiple-choice tests
	+ Lower quality assessment instruments are being created for students because faculty are focusing on the wrong issue

## DEI discussion with Dr. Tonya Bailey

* Tonya was able to join the CASL meeting to discuss CASL’s role with DEI.
* Overarching purpose of the “Let’s Get Working” initiative is to insure DEI is a college wide effort.
	+ Definitely want CASL as part of that
* Putting out the call for Equity Leaders for Inclusion (ELI).
	+ Goal is for every unit/department on campus to have at least one individual to be a point of contact (1-4 preferred)
	+ People can self-identify or supervisor can ask them if interested
		- During departmental meetings and likewise
	+ Would be there to handle systemic issues that typically aren’t discussed in units
	+ Would be trained and report to the Director of Equity of and Inclusion
* Important to share the good work happening across campus.
	+ Showcase initiatives that have happened publicly and transparently on LCC website
		- Becomes a bank of best practices
* Board of Trustees pointed out lack of diversity in faculty.
	+ Looking at a possible Diversity Fellowship initiative for fall 2021 semester
		- Integrated English and Developmental Math would be the first participants
		- Diverse faculty coming from other institutions to co-teach with existing LCC faculty
			* Also looking at getting a social worker to deal with possible trauma and a peer mentor to help form a safety net for students
		- Focusing on courses where lack of performance exists in SLOs
		- Fellows get a small stipend for their semester’s work
		- Co-teaching is a way to connect with diverse perspectives in the classroom

### Ideas how CASL can help

* Become involved in the ELI initiative.
* Help identify and showcase DEI work happening across campus.
	+ Perhaps a DEI scorecard
		- Something transparent to share information about what has been done and what is in the works
* CASL could identify other departments that might be willing and/or benefit from a Diversity Fellowship initiative.
* Help create diversified learning outcomes.
* Help develop equitable syllabi.
* Contribute, in an ongoing basis, information that can be used in the DEI online space for an equity toolbox for educators and staff.
	+ Folks can come and receive information how to build equitable tools and incorporate them in their workplace
	+ CASL could help create videos as a space for small trainings, not full-blown trainings, examples could include
		- What I do if faced with:
			* Inconsistent discussions
			* Micro aggressive conversations
		- How do we motivate our department to create an inclusive culture?
			* One that embraces DEI
* Be open to more possibilities as they arise.
	+ How we can change the world together

### Questions or feedback at this time?

* None at this time.
* CASL thanked Dr. Bailey for being a guest today!

## Future Agenda Items

* Tim updated Academic Senate today.
	+ Intent is for CASL and the Academic Senate to proactively engage with each other – a feedback relationship
		- This will be important as determine the role CASL will play in AtD and DEI
	+ Future agenda item: Discuss how CASL can develop a feedback loop for decision-making processes
* Follow up on developing Assessment Coordinator’s helping role with DEI.
* Discussion of CASL’s role with Program Review.
* Future guest speakers to help CASL learn of other programs and how they might help.

## Meeting Declared Adjourned at 2pm

* Next meeting Friday, April 23, 2021 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by note taker Terri Christian*

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