**Notes**

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

Meeting Held Friday, December 4, 2020, from 12:30 – 2pm – via Webex

**Team Members:**

**Present:**

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

**Absent:**

Patti Ayers, Alex Gradilla and Michelle Curtin.

**Guests:**

Cheryl Garayta, Eliza Lee, Holly Locke, Dr. Steve Robinson, Shawn Smith, and Dr. Sally Welch.

## Action Items:

* CASL will revisit discussion regarding pursuing a question vetting option in the spring with goal to come to a conclusion before spring break.
* Check out the [Aspen Institute College Excellence Program information online with this link.](https://highered.aspeninstitute.org/about/)
* AtD uTube channel was also mentioned as a good resource and can be found at [this link](https://www.youtube.com/channel/UC9RNyGlpb4NeHKpjFgNilVg).

**Approval of 12/04/20 Agenda**

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

**Approval of 11/20/20 Notes**

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

## Welcome New CASL Member

* Heidi Jordan, Faculty Lab Instructor for Child Development and Early Education Program in the HHS division. She also participates in the Academic Senate as an HHS Member at Large.

## Eliza Lee and Shawn Smith join Equity discussion.

Both of these faculty work with Equity and inclusions processes in the mathematics department.

### General Discussion

* Math equity movement started a couple of years ago when an equity group presented to the Math department.
  + Shawn was in that group
  + Math department presented data from college dealing with achievement gaps between minority and other underrepresented students
  + Used big and small discussion groups as well as presentations
* Shawn began [Math Noir](https://www.lcc.edu/students/blog/math-noir-tutoring.html) tutoring group to help students within these achievement gaps.
  + He has created a CTE presentation about this group in 10/13/20 titled, “The Good, Bad and the Ugly: Analysis of my Equity Work at LCC”
    - Looked at 6 years of LCC equity work in the mathematics department
  + Next project is working on setting up Peer tutoring groups
* Both Eliza and Shawn would like to participate with CASL in this current DEI and AtD movement.
* Eliza has found it important to remember there is a difference between equity and equality.
  + Looking at behavior in course can determine which students may need a more personal approach and which students are doing well without extra faculty communication/help
* Looking at, or confronting, the data is the important thing.
  + Cheryl mentioned, history also dived into their data to see how they can help struggling students and have had success
  + Look at data and determine how that translates into action
* Mindset shift from, “why isn’t this student succeeding” to “what can I do to help this student succeed” is important factor.
* Equity is an intentional thing and we can all do it.
  + Faculty must intentionally reach out to students
* Important for students to see faculty with varied color/background/sexual orientation.
  + They can act as role models

### CASL Role

* Give tools and allow discussion for general ways assessment can be more or less equitable.
  + Example: Multiple choice questions are hard for many groups
    - Requires understanding distinctions between questions that can be harder on underrepresented students
    - A course basing assessment on multiple choice questions becomes inequitable
  + Raising the issue is the first and most important step
* In general, best practices include moving towards a demonstrative form of assessment.
  + Also using multiple methods of assessment, not one hard and fast way
  + Can supply a menu of options to choose from
  + Move away from depending solely on multiple choice questions for assessment
* Each program will have unique needs and therefore will need to determine what multiple methods of assessment work best for them.
  + Instruments will need to be tailored to different programs and departments
* Two main ways CASL can help:
  + Develop and discuss various assessment instruments to help create more equitable tools
  + Teach faculty how to use the data they collect
* Some examples from Eliza and Shawn of ways they changed their mathematic courses to be more equitable. In addition to individually working with students who needed it.
  + Eliza
    - Continued short answer, show work questions – allows for partial credit
    - Reduced number of multiple-choice questions
    - Using written response questions
    - Increased rigor of looking at student progress in the course
      * Check in early in the process
      * Look for possible conflict with things going on at home
  + Shawn
    - Similar to Eliza as well as changing names used in problems to reflect a diverse population
      * Changing the characters in a word problem can make a difference
  + Important to math department to contextualize assessments.
    - Show students how they could use the information in real life situations

### Thank you to Eliza and Shawn for joining us!

## Blue Group

### Status Update

* Getting ready to test new system emails.
* Thank you to Tim and Lyndia for being the two faculty volunteers to receive emails.
  + Important to get feedback from people who have not yet seen the Blue system
  + Tim will also find two students to give us their perspective

### Next Step Communication to Faculty

* Need to present to Senate ASAP
  + Quickly summarize the benefits and differences between Blue and the old IDEA system
* Web page with FAQ
* Manuals with hyperlinks to specific tasks

### Do we need a vetting system for faculty created questions?

* All surveys have basic set of 10-15 questions.
* Currently set up so that faculty can choose from an existing bank of questions or create their own questions if desired.
* What happens if a faculty puts out an unacceptable question?
  + Expect it would be extremely rare but it could happen
* Would need to determine a way to operationalize the vetting process.
  + Perhaps a form they fill out then CASL reviews?
  + If approved it would move to the question bank for faculty to choose from
* Unknown how many questions would come into CASL.
* Could be good way to increase bank of questions for all faculty to use.
  + A created faculty question from one faculty member could be something another had not thought of but would want to add to their evaluation once they see it
* IDEA allowed instructors to create questions without going through a vetting process.
  + Do we want to pursue this with the new system or is it borrowing trouble?
  + Instructors creating inappropriate questions does not seem to be an evidence-based issue
* Additional questions can be added at a program as well as instructor section level.
  + Programs will need to determine if they want questions added and communicate that to CDS
  + Team teaching instructors will need to coordinate questions
    - Instructor questions are added in their individual instructor section of the evaluation
    - If both instructors of a team want that question added they will both have to add it to their individual evaluation sections
* Group will revisit discussion regarding pursuing a question vetting option in the spring with goal to come to a conclusion before spring break.
  + This may be better used as a way to build and retune the question bank
    - Reduce the potential for duplicates
    - Tweak questions so that they are more effective

### Scheduling

* Need to bring to senate ASAP
  + Determined that will be early in Spring Semester
    - First Senate meeting is scheduled January 29, 2021
* PD days session discussed.
  + Karen will look into
  + Faculty volunteers to partner with Karen for presentation would be welcome

## Dr. Robinson and Dr. Welch, Achieving the Dream (AtD) Discussion

* Tim requested Dr. Robinson and Dr. Welch to come to CASL and discuss AtD with respect to assessment college wide.

### Dr. Sally Welch

* Would like to expand upon what she discussed at the last CASL meeting.
* Sally sees CASL’s role with AtD as setting up a way to get measurable data to faculty and departments.
  + Need a way to measure if we are doing a good job or not and if projects are working
  + One possibility is creating a reference dashboard to help projects find the right questions to ask and check if they are looking at the challenge from the right perspective
* AtD is a national network that allows communication between peers in similar situations.

### Dr. Steve Robinson

* Steve approaches Diversity/Equity and Inclusion (DEI) and AtD with a similar perspective as the Aspen Institute’s College Excellence Program.
  + [Link to Aspen Institute College Excellence Program](https://highered.aspeninstitute.org/about/)
  + Their “About Us” statement: “Advancing practices, policies and leadership to support improved college student outcomes.”
  + Dr. Robinson recommends CASL members visit the site to learn more
  + 4 Pillars of Success from Aspen Institute’s College Excellence Program are:
    - Completion
    - Equity
    - Labor Market
    - Learning
  + CASL helps with the Learning Pillar
* Dr. Robinson sees CASL as a mechanism to drill into learning, set expectations, measure performance and make changes on findings from those measurements.
  + Making sure student learning outcomes are aligned across the campus
* AtD is not replacing CASL but provides a context to continue what we are doing.
  + Rejoining AtD facilitates strengthening and aligning CASL objectives
* The coaches AtD will provide are very valuable.
  + They can point out what is exceptional and what needs some work
  + Example from Dr. Robinson’s work at Mott Community College:
    - The developmental math program had been working from two separate sets of data to draw conclusions
    - Coaches were able to help them come together with one set of data that allowed them to move projects forward
* AtD is not a cookie cutter approach.
  + Will begin with an assessment of where LCC is and then address ways to move forward
  + Can understand that “standardized” scares folks but, just like the developmental math program from Mott Community College, you can’t move forward if everyone is using different sets of data
* AtD provides tools to help with equity projects.
  + Example, if we have the question, “How best do we engage adjunct faculty in this work?”
    - Pretty significant work has been done in how to engage adjuncts in this important work
    - Research and ideas just a click away on the [AtD website](https://www.achievingthedream.org/)
    - We can come up with our own but have some examples
  + View it less as a technology and more of a community
    - Join a conversation vs using a tool, but don’t dislike the metaphor of a tool
  + Many faculty were not formally trained in a “faculty” role and developed their own techniques
    - AtD is a “toolbox” full of resources to give methods and techniques to reach all students
    - This builds shared understanding of how we can all work together
* Having AtD coaches meet with CASL and the Academic Senate is important.
* AtD uTube channel was also mentioned as a good resource and can be found at [this link](https://www.youtube.com/channel/UC9RNyGlpb4NeHKpjFgNilVg).

### Thank you to Dr. Robinson and Dr. Welch for joining us today

## No New Business

## Adjourned at 2pm

* Entertained motion to adjourn.
* Zack motioned and Mark Kelland seconded.
* Meeting stands adjourned at 2pm.
  + Next meeting Friday, January 15, 2021 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by note taker Terri Christian*

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