

# Committee for Assessing Student Learning (CASL) - Minutes

Meeting Held Friday, January 28, 2022, from 12:30 – 2pm – via Webex

## Team Members:

### Present:

Patti Ayers, Dana Cogswell, Timothy Deines, Melinda Hernandez, Karen Hicks, Mark Kelland, Mark Khol, Zack Macomber, Rafeeq McGiveron, Rob McLoone, Tracy Nothnagel, and Chuck Page.

### Absent:

Sandra Etherly-Johnson, Heidi Jordan, Dale Moler, Danielle Savory, and Kara Wiedman

## Action Items:

* Continue workgroup conversations as needed outside of CASL meeting time.

## Approval of 01/28/22 Agenda

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

## Approval of 1/14/22 Notes

* Call for correction/approval of minutes.
* Hearing no objections, the notes stand approved.

## Oakland Community College (OCC) Visit – Karen and Tim

* OCC is contacting many Michigan colleges, focusing on community colleges, to learn how they are using assessment in their courses.
* 5 Main questions:
  + What levels of student learning outcomes do we assess?
    - Do we assess ELO, PLO, CLO, General Education, and co-curricular courses?
  + How do we disaggregate the student learning data?
  + How do we break down data by student demographics?
  + What type of assessment methods do we use?
    - Do we require faculty to use a common method of assessment or allow variations?
  + What is our assessment process for each level of assessment?
* Very good conversation and hope to keep the door open for future discussions as well.
  + Perhaps an annual or interval type of conversation
  + Great way to learn from each other
* Perhaps even reach out to other community colleges in the region.

## A New Decade for Assessment: Embedding Equity into Assessment Praxis” Present Article

* Lisa Nienkark had sent the article to Tim who felt it captured some assessment ideology worth further discussion.
* A PDF of this document is stored on the [CASL SharePoint site](https://lansingcc.sharepoint.com/sites/Interdivisional/SteeringCommitteeCASL/Shared%20Documents/Forms/AllItems.aspx?viewpath=%2Fsites%2FInterdivisional%2FSteeringCommitteeCASL%2FShared%20Documents%2FForms%2FAllItems%2Easpx&id=%2Fsites%2FInterdivisional%2FSteeringCommitteeCASL%2FShared%20Documents%2FMeetings%2FAY%2021%2D22%2FHandouts%2DReference%20%2D%20AY%2021%2D22%2FA%2DNew%2DDecade%2Dfor%2DAssessment%2Epdf&parent=%2Fsites%2FInterdivisional%2FSteeringCommitteeCASL%2FShared%20Documents%2FMeetings%2FAY%2021%2D22%2FHandouts%2DReference%20%2D%20AY%2021%2D22) or can be found at the original site link, [National Institute for Learning Outcome Assessment](https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf).
* Tim gave an overview of the article to the group.

## Discussion

The group was asked to share what stood out, to them, about the author’s perspectives on equity. Some themes of the discussion follow:

* Central issue is power, raises question of why someone would want to allow their power to be ceded to another.
* Representational diversity is needed in an institution’s faculty population but how do you go about that?
  + How does equity-mindedness play into a hiring process?
  + How does coded language muddy the attempts to reach an equitable solution?
  + Assessment is subjective, how do we create equitable processes to overcome the disparate racial makeup of the people doing the assessing?
* Students should have some say in the assessment process, how can that look?
* CASL could explore the variety of assessment methods that are available and share that knowledge with the broader faculty community.
  + Encourage use of a wide variety of ways learning can be demonstrated
  + Doesn’t have to be exact, learning about student learning is a process in constant motion
  + Focus on tools to make our assessment methods equitable and how to offer options to all disciplines
  + Primary targets could be the “gatekeepers,” English and Math, they are the ones that tend to keep people from transferring to 4 year institutions
* One way of giving students input into their assessment is to offer several different options they could use to show their learning on a subject, such as a paper or presentation or video or demonstration or other AND ground all the options in the same grading rubric.
  + This will help faculty hold the same standards for everyone in the course while the students can actively participate in their assessment choices
  + Faculty does need to do more work to apply a rubric to thing they are not familiar with in the beginning but will become better through some trial and error
    - Will also need to have faculty willing to work on their cultural competency to make this function well
* Perhaps form an ethnically diverse student focus group to get their viewpoints on assessment and potential struggles they have.
  + Could ask them what are the ways they see to demonstrate learning of a subject and then work the rubric to include that information
  + Need to develop groundwork on how to welcome students into a conversation about assessment
    - Want the discussions to be productive and useful
    - Could include questions such as:
      * Do you see yourself represented in the course curriculum and how does it impact you if you don’t?
      * Is there a dominant cultural theme going on here?
  + Important to remember that the value placed upon items, such as culture or literature, may be vastly different from the student view
    - Important role of faculty is to teach them the value of cultural studies
* Provost and curriculum committee understand the need for experimenting but request that a plan (expedited form) has been submitted to the curriculum committee first.
  + Can then give about a year to practice and collect some data on the proposed assessment methods
  + Once you have it in good shape you would take it to your colleagues and your program or your department and when people are on board you go through the formal course revision process
* How do we encourage equitable assessment conversations within our departments?
  + Article encouraged starting small and moving slowly
    - Don’t want things so overwhelming that nothing gets done
    - Limit the problems trying to be solved at one time
    - Article did not look beyond assessment to more global issues, for example how race and capitalism intersect
  + During discussions moving between assessment specific and global issues is expected and needed to come up with innovative ideas on how LCC can strive to reach the BOT DEI ideal
    - Focusing on assessment topics helps create the tangible small steps needed to move toward those ideals and is where CASL plays an active role
* Assessment has the potential to be disruptive.
  + The whole point of producing evidence of student learning is to make adjustments to the current system
    - To tweak and modify the system to lead to different outcomes where needed
    - This can be painful to the system
* One goal of education is to expand how many sides a person can see to an issue.
  + Not only both sides but a 3rd, 4th or 5th side as well, maybe more!
  + Would be great if we could measure how many sides a student can see – one form of critical thinking

## New Business & Future Agenda Items

* Future Agenda Items/Discussions
  + Setting ground work to begin including students in assessment discussions
  + Create a common rubric for varied assessment methods

## Meeting Adjourned at 1:55pm

* Next meeting Friday, February 11, 2022 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by Terri Christian*

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