

# Committee for Assessing Student Learning (CASL) - Minutes

Meeting Held Friday, February 25, 2022, from 12:30 – 1:30pm – via Webex

## Team Members:

### Present:

Patti Ayers, Timothy Deines, Melinda Hernandez, Karen Hicks, Heidi Jordan, Mark Kelland, Mark Khol, Zack Macomber, Rafeeq McGiveron, Rob McLoone, Dale Moler, Tracy Nothnagel, Laura Orta, Chuck Page Danielle Savory and Kara Wiedman.

### Absent:

Patti Ayers and Dana Cogswell

### Guest:

Cheryl Garayta

## Action Items:

* CASL members asked to consider using formative evaluations for their courses this semester.

## Approval of 02/25/22 Agenda

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

##  Approval of 2/11/22 Notes

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

## Welcome New Member

* Welcome to Laura Orta, who is replacing Sandra Etherly-Johnson, as CASL’s Office of Diversity and Inclusion representative.

## Blue User Guide Update – Terri

* The Blue User Guide draft is currently available on the CASL SharePoint site.
	+ This guide has been sent to CTE to post on their website for LCC employee reference.
* Terri then shared her screen and walked through the required steps to “Opt In,” select/create questions, and review the report of a formative evaluation.
	+ These steps are outlined in the Formative Evaluation portion of the Blue User Guide
	+ The example report discussed is located in the appendix of the Blue User Guide

### Comments/Questions

* Do you have to designate the evaluation start and end dates?
	+ No, the default start date is set to begin approximately 40% through your course and the evaluation will be open for a week

* + Instructors will receive notification when the evaluation is open to students, when it closes, and when the report is available
	+ Instructors can also use the SVM task for that course to view their response rates in real time
* If you are expecting a report but do not get notification it is available please contact CDS.
	+ Due to the default “Opt Out” setting of all sections, the reports must be manually reset to allow faculty to view them
		- This is done weekly throughout the semester but if you expect your report and have not received one the reset can be done on an as needed basis
			* Making the report available for viewing right away
* Current set up of formative evaluations only allows for one evaluation in addition to the end of semester evaluations.
	+ The current start and end date range allows faculty to set up the evaluation near the beginning of their course to right before the end of semester evaluations begin
	+ Only one evaluation can be sent from this project, if faculty determine they would like more than one formative evaluation to occur in a semester another project can be created to allow this
* Feed back from faculty who used this in previous semesters:
	+ Very helpful but may not need to get feedback every semester using this tool
	+ Great to hear student needs while the class was in process, allowed for requested changes to be made for the students
		- Example: Increasing length of time set for D2L discussion boards
	+ Used during the summer and changed project due dates after receiving student feedback
	+ Found the following evaluation question useful, “What could the instructor [keep doing, stop doing, start doing] to help you learn?”
	+ Handy to be able to pop in and create an evaluation when determine needed or ignore if not wanting to use it that semester
* Is this required or can faculty continue to use other tools, such as google form or other confidential surveys to receive student feedback?
	+ This is one optional tool, faculty are not required to use it or stop using other tools that work for them
* What are some advantages to using Blue formative evaluations vs some other tools?
	+ Blue system is something returning students should be comfortable using
		- If new students it helps them learn the system for the end of semester evaluations
	+ Student confidentiality a given with this method
* Is there longitudinal reporting to faculty from one semester to another?
	+ Unfortunately not, Blue only reports longitudinally on the 14 universal end of semester questions in the faculty dashboard
* Is it possible to ask specific questions about a recent assessment?
	+ Yes, you can create specific questions if that is helpful
	+ Could help class discussions regarding material covered

## New Business and Future Agenda Items

* Would like to discuss if there a way to measure noncognitive barriers to students of color (aka protected class or protected classes), such as microaggressions, stereotyping, or campus climate.
	+ Part of discussion could include possible ways to measure implicit bias of faculty on student learning
	+ Part of the discussion could include if this in the scope of what CASL is meant to do
		- CASL’s focus on equity revolves around the equity of assessment (process, use, instrument)
		- Possibly the Curriculum Committee needs to look at the course content to help determine what needs to be assessed
		- This discussion may need to move forward as part of a bigger committee outside of CASL itself
	+ Requested that use “protected class” instead of “students of color”
		- “protected class” refers to a group of people sharing a common trait that are protected by the federal and state governments from discrimination based on that trait
		- This term is often used in diversity, equity, and inclusion initiatives
		- Traits can include: race, gender, age, disability, or sexual orientation

## Meeting Adjourned to Workgroups at 1:25pm

* Next meeting Friday, March 25, 2022 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by Terri Christian*

Lansing Community College is committed to providing equal employment opportunities and equal education for all persons regardless of race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, military status, veteran's status, or other status as protected by law, or genetic information that is unrelated to the person's ability to perform the duties of a particular job or position or that is unrelated to the person's ability to participate in educational programs, courses services or activities offered by the college.