# Committee for Assessing Student Learning (CASL) - Notes

Meeting Held Friday, October 8, 2021, from 12:30 – 2pm – via Webex

## Team Members:

### Present:

Patti Ayers, Dana Cogswell, Timothy Deines, Karen Hicks, Heidi Jordan, Mark Kelland, Mark Khol, Zack Macomber, Rafeeq McGiveron, Rob McLoone, Dale Moler, Chuck Page, and Danielle Savory.

### Absent:

Sandra Etherly-Johnson, Tracy Nothnagel, and Kara Wiedman.

### Guest:

Cheryl Garayta and Susan Jepsen

## Action Items:

* Keep working on CASL Workgroup items.
	+ Come prepared to share what your group is working on to the next CASL meeting

## Approval of 10/08/21 Agenda

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

##  Approval of 9/24/21 Notes

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

## Annual Assessment Report - Karen

* Karen went over the Annual Assessment Results for 2020 – 2021.
	+ Document saved here, N:\Interdivisional\LCC-CASL\Reports
* Next Steps:
	+ Share with Provost Cabinet
		- Ask for support
		- Asked to expand Assessment Coordinators for HHS
	+ Share with Academic Senate
		- May couple with ELO recommendations
	+ Share with Board of Trustees
* Open for discussion:
	+ Assessment is the number one targeted area by HLC, Mark Kelland thanks Karen for having it so well laid out
		- He has seen some other colleges that do not this level of organization when in his position as a Peer Reviewer for HLC
	+ Assessment coordinators facilitate conversations on how to use the data and make good decisions with this
		- This is also a CASL member role
	+ What sort of timeline for presentations?
		- Have already presented to Provost
		- Take to next Academic Senate meeting
			* We are a standing committee of the Academic Senate so should take it them first then the Board of Trustees
		- Present to next Board of Trustee meeting

## Affective and Cognitive Assessment Discussion

* Different data is collected to get feedback regarding student learning.
	+ Cognitive domain
		- Direct evidence of student learning
		- Papers, exams
		- Quantitative
	+ Affective domain
		- Student perspective
			* Blue Student Evaluations
		- Likert scales and open ended comments from Blue are affective, indirect signs of learning
		- Qualitative
* Marry the two types together to get the best picture of learning.
	+ CASL work will do both
	+ Assessment coordinators are quantitative and Blue work is qualitative
* We can use the affective domain results to boost the cognitive ones?
	+ Example: Say a Math course has lower student outcomes than expected
		- Use a mid semester Blue evaluation survey
			* Look for patterns
				+ In this example say they found, test anxiety, trouble focusing, and issues with taking multiple choice tests
			* Then make changes to help alleviate student issues
				+ Could call up the Cardio before Exam group to set up an exercise before the next exam to help with anxiety levels
				+ Change assessment tool from multiple choice questions
				+ Change environment to promote focus

## Housekeeping

* Use N:\Interdivisional\LCC-CASL drive for finalized documents.
* When something is being worked on actively with a group use SharePoint.

## New Business & Future Agenda Items

* Turning Assessment report into actionable items.
	+ This would occur after the Board of Trustees has reviewed Karen’s Assessment Results and the existing CASL workgroups have gotten more established

## Adjourn to Breakout Groups at 1:15pm

* Groups broke into 3 breakout sessions for the rest of the meeting
	+ Assessment Learning Lab
	+ Assessment Research and Education
	+ Blue

## Next Meeting

* Next meeting Friday, October 22, 2021 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by Terri Christian*

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