

# Committee for Assessing Student Learning (CASL) - Minutes

Meeting Held Friday, November 4, 2022, from 12:30 – 1:30pm – via Webex

**-Approved-**

## Team Members:

### Present:

Brenda Brown, Timothy Deines, Melinda Hernandez, Karen Hicks, Heidi Jordan, Mark Kelland, Zack Macomber, Rafeeq McGiveron, Rob McLoone, and Tracy Nothnagel.

### Absent:

Dana Cogswell, Mark Khol, Chuck Page, Danielle Savory and Kara Wiedman.

## CASL Homework

* CASL members review assessment resource links provided by Karen in the first part of the meeting.
  + Future agenda item is to discuss what CASL can put to use at this time
* CASL to continue to think assessment promotion ideas.
  + All members requested to come to next meeting with ideas
    - Example: Create a web page
  + In next meeting we can discuss details to make final list

## Approval of 11/04/22 Agenda

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

## Approval of 9/23/22 Minutes

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

## Professional Development and Collaboration Opportunity, Karen

* Karen and Mark Kelland attended the inaugural Student Learning Assessment in Michigan (SLAM) Consortium Event this morning, 11/4/22.
  + [OCC Leads Higher Education Student Assessment Consortium in Michigan](o%09https:/www.oaklandcc.edu/news/press-releases/studentassessmentconsortium)
  + This is a Michigan group, started by Oakland Community College, with the common objective of excellence in student learning.
  + First topic was the culture of assessment and co-curricular assessment in Michigan
  + Karen recommends going to the above referenced web page to learn more. She will share more as it becomes available.
* Other links shared by Karen as assessment resources for CASL review, please share with others as well.

### Michigan

* [Michigan Association of Institutional Researchers - MIAIR](https://miair.org/)

### National:

* [Association for the Assessment of Learning in Higher Education – AALHE](https://www.aalhe.org/)
* [National Institute for Learning Outcomes Assessment – NILOA](https://www.learningoutcomesassessment.org/)
  + Recent addition to this site is an anti-racist resource list

### General Resource Hub:

* [Assessmentcommons.org](http://assessmentcommons.org/)

## [Annual Assessment Outcomes report](https://lansingcc.sharepoint.com/:w:/r/sites/Interdivisional/CASL/_layouts/15/Doc.aspx?sourcedoc=%7B220BB868-C162-469B-ADE0-EC1604BE1843%7D&file=LCC%20Assessment%20Results%202021-2022-final-ada.docx&action=default&mobileredirect=true) – Senate Response update & action planning, CASL Members

### Discussion

* Recap Senate Group Notes
  + Copy of email sent by Tim at end of these minutes discussed.
  + Seems that faculty in general are not looking beyond their own course outcomes to the bigger picture of Essential Learning Outcomes (ELOs) aka Institutional Learning Outcomes (ILOs).
* Important CASL works on increasing faculty ELO knowledge and educate on why they are important.
  + Important to tread lightly but to have these conversations
  + Mark willing to talk to Senate as part of his HLC representation
    - Can present small portions of this issue at a time
    - This is an important element of the upcoming Higher Learning Commission (HLC) 10 year academic accreditation site visit
      * Assessment is the area colleges get sanctioned
        + We are in good shape but could improve
  + While accreditation is very important, may need to include other ways to connect with faculty
    - Help them see how these are tools to help them learn what is best for their students
    - LCC is made up of > 80% adjuncts
      * These folks often work at several different institutions that may have varying ELOs
      * In fact, not all colleges have ELOs
    - Advocate more communication time between faculty, socialization.
* ELOs show how seemingly disparate subject matter actually share the same mission.
  + How the parts (courses) join to form a whole (program pathway)
  + Good example of an institutional website: [Univ of Illinois Urbana-Chamaign, Learning Outcomes Assessment](https://provost.illinois.edu/assessment/learning-outcomes-assessment/)
  + Subsite also has good information: [Univ of Illinois Urbana-Champaign, Resources & Workshops](https://provost.illinois.edu/assessment/learning-outcomes-assessment/resources-examples/)
* The term “assessment” has a lot of definitions, some of them come with a lot of weighty baggage.
  + Perhaps we emphasize it as research that is focused on student learning
    - CASL could be the place where pedagogy is discussed and the information from the assessment research can help with course design
    - Lots of places talk about processes and other elements of running a college or course, this could be the space dedicated to teaching and learning with CASL as research partners
  + This type of emphasis, teaching and learning, does fit the HLC criteria.
  + When assessment is discussed with faculty there is sometimes the perception it includes something they will be penalized for – at the minimum it is asking for more work on their part
    - Culture needs to change to embrace assessment as a tool for teaching and learning.
* One way to communicate value and importance of assessment to faculty is to break down the higher level ELO results into more available information on a personal level – course, program, institution.
  + Good to do but be careful how distributed so that you don’t end up with coworkers comparing themselves to each other instead of using the tool to improve their teaching and learning
  + Once Umbrella degrees are more developed this would work on a career community level as well
  + Timing of information important
    - Very useful if could get when programs are creating their yearly operational plans
      * Great tool to set goals and meeting agendas
      * Can focus on problem areas, if any are shown
    - Great tool for accreditation needs as well
    - Karen needs summer to develop analysis but could make it available on a shared drive or SharePoint site
      * However, not manageable for one person to maintain every programs assessment results there would be shared program responsibility to keep up to date
      * This would allow programs to analyze their data internally
* Other ways to promote assessment?
  + CASL could create a write up to share with the Academic Senate
    - As part of, or in tangent with, Eliza’s “hot topic” briefs
  + CASL could have a regular spot to present assessment information during Center for Teaching Excellence (CTE) Professional Activity (PA) days in January
  + Move existing Assessment Coordinator from Center for Data Science (CDS) to CTE for greater faculty awareness of the paid opportunity to learn
    - This is a guided practice Karen runs to develop a course assessment plan in two semesters
    - Karen will contact Megan Lin about that
  + Stand alone website like the examples given above from Illinois
    - Where people could go to learn about assessment at LCC
    - Infographic sheets impactful
  + Educate people on where to find existing LCC experts on campus
  + Try to communicate that assessing courses in similar ways does not impact academic freedoms
    - Academic outcomes are a given, the freedom comes when you decide how to teach those outcomes
  + Good clean data is the goal
    - Common rubrics might help
  + Good article here: [Why does assessment matter?](https://www.hfcc.edu/assessment)
  + Share success stories of what faculty have done
    - How they used assessment to guide pedagogical choices
  + Share data in new ways
    - Karen and Dana Cogswell combining success rates with assessment data for the newly formed Pedagogy of Equity (POE) courses the CTE is running
      * Seems to be a good match. The success rates give a large target that the assessment scores can then be used to focus on details
      * Example: 50% success rate in a course so look closer. Turns out most students are struggling with creating correct citations in that course. Spend some more time with that issue and the success rate can increase.
  + Get more Assessment Coordinators (ACs)
    - Budget issue but if possible would be great to have at least one AC in each division

### Next Steps

* More presence in Academic senate.
  + Ultimate goal to get big picture communicated in bite sized pieces
* Assessment coordinator program moved to CTE.
* Change Data analysis
  + In ELO report, bring down to program/department level and sharing with them internally

### CASL Homework

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## Future Agenda Items

* Review Assessment websites Karen gave in beginning of meeting to see what is useful for CASL at this time.

## Meeting Adjourned at 1:58pm with no objections

* Next Meeting Friday, November 18, 2022 from 12:30pm to 2:00pm, via Webex.

*Respectfully submitted by Terri Christian*

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## Student Learning Outcome Discussion

From email sent by Timothy Deines to CASL on 11/4/22.

Thanks to CASL members who took notes.

* What is your interpretation of the annual student learning outcomes?
* Are all students meeting minimum competency in all ELOs and all General Education categories?
* How may assessment processes (how we go about collecting and analyzing student learning evidence) be improved?
* In what ways may we influence these institutional level student learning outcomes?
* In what ways could I use these outcomes as information applicable to teaching and learning in my course(s) and programs of study/discipline/program?
* Pretty good report achieving 70%
* Doing well but need to build equity into ELO 1
* Report only accounts for % of students assessed, does not include W and no-show students, so a false sense of success is generated
* Rate of attrition is important to include
* Important to look at how successful students are who commit to the course, but we need to also look at unassessed students to have an accurate idea of overall College performance
* Many students are not doing well in Math due to over placement in College-level classes
* Waiting on Math does not help students – need to start early
* New processes will help but will not go into effect for a year
* How do we know how students are being assessed? We can’t work with data if we don’t understand how data is pulled?
* What ways can we influence & use ELOs?
* Are we familiar with ELOs, if not then we need better communication. How do ELOs translate into the classroom?
* Maybe we should remember as we design courses: Critical thinking, analytical skills, making a dent in our own courses.
* Course revision, pursing new courses, then then after course planting not in forefront of daily lessons.
* How does it speak to student’s need for consistency or is it important?
* How do we do these in our courses, students hear same language, wonderful collaborative work by faculty addressing a consistent way of incorporating important learning skills into classes, consistent language usage.
* Intentionality is important. Many faculty have not thought about it.
* Prepare for future Senate presentation/discussion
* How do CASL members see their role as assessment facilitators?
  + What are ways CASL can be more involved during Senate meetings?