



## Minutes

Approved 1/24/25

**Name of Committee or Team:** Committee for Assessing Student Learning (CASL)

**Support Documents Link:** [CASL Senate website](#); [CASL SharePoint](#); CASL Space on Webex

**Recording link:** N/A

- **Committee Members Present via WebEx:** Anna Mitterling, Chuck Page, Dana LaMacchia, Danielle Savory, Heidi Jordan, Jesse Mills, Kara Wiedman, Mark Kelland, Melinda Hernandez, Olga Correa, Rafeeq McGiveron, Rob McLoone, and Zachary Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Karen Hicks, and Tracy Nothnagel.
- **Guest(s):** Cheryl Garayta, Lisa Nienkark and Nicole Olszowy.
- **Scribe:** Terri Christian.

**Date:** 12/13/24

**Time:** 12:30 – 2pm

**Room:** Via Webex

Agenda Item	Tentative Time	Discussion	Next Steps
Approval of the 12/13/24 Agenda		Revision requested: Add new item to end of meeting, Achievement Scale. <b>Approved with revision</b> Without objection.	N/A
Approval of the 11/15/24 Minutes		<b>Approved</b> Without objection.	N/A
CASL Involvement in January PA Days		<p><b>1. Panel/Breakout Assessment Session</b> CASL Website subcommittee working with Karen Hicks to present 1/8/24, 10:30 – 12:30 AM, F2F, Downtown Campus, Classroom TBD</p> <ul style="list-style-type: none"> <li>• Planned to have Panel discussion, then breakout into small workgroups and end with introduction to faculty website.</li> <li>• CASL members requested to attend if able.</li> </ul> <p><b>2. Volunteer needed for Academic Senate Leadership Panel</b> Also PA Days but time and room to be determined.</p> <ul style="list-style-type: none"> <li>• Zack volunteered to participate on CASL's behalf.</li> </ul>	<ol style="list-style-type: none"> <li>1. Attend CASL PA Days Assessment Panel event.</li> <li>2. Heidi to get Zack information to be prepped for Senate Panel Participation.</li> </ol>

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<p><b>Upcoming CASL Leadership Change</b></p>		<p><b>Reason for change</b>  Heidi will not be teaching starting fall 2025 semester so will not be eligible to continue as CASL Chairperson.</p> <p>Ideal if can get a Chairperson Elect selected so they can learn while Heidi is there to support them spring semester, during her final semester as Chairperson.</p> <p><b>Two paths for Chairperson Elect Selection</b></p> <ol style="list-style-type: none"> <li>1. <i>Existing CASL member volunteers.</i> <ul style="list-style-type: none"> <li>• Must also be an Academic Senator per CASL Charter.</li> <li>• CASL to approve a nomination from Heidi.</li> <li>• Chairperson Elect to begin right away to learn position while Heidi available during spring semester.</li> </ul> </li> <li>2. <i>Tracy investigates Academic Senate Options</i> <ul style="list-style-type: none"> <li>• Tracy to see if any existing Senators would be interested in the position.</li> <li>• If approved by CASL, they would then become a CASL Member and work with Heidi to be up to speed with position by end of spring semester.</li> </ul> </li> </ol> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• If someone is interested, the CASL Chairperson is eligible for re-assign time to allow time for their duties.</li> <li>• Mark Kelland, existing CASL member and Academic Senator, willing to take the position. <ul style="list-style-type: none"> <li>○ However, he wants it known that leadership development is important and, if another person wants the position Mark is happy to step aside.</li> </ul> </li> <li>• Intent to get someone in this position ASAP.</li> </ul>	<ol style="list-style-type: none"> <li>1. Request interested qualified candidates contact Heidi before next meeting.</li> <li>2. Tracy to investigate if any Senators would be interested and get back with Heidi before next meeting.</li> <li>3. Agenda item to continue discussion and hopefully select a person to serve.</li> </ol>

Agenda Item	Tentative Time	Discussion	Next Steps
<p><b>ELO Review Process Continued</b></p>		<p><b>ELO Notes</b>  Karen shared her notes on the What, Where and How for ELOs. They include links and are attached at the end of these minutes.</p> <p><b>Wellness addition to ELOs</b></p> <ul style="list-style-type: none"> <li>• All agree that the information submitted by the Fitness and Wellness group is important and should be included in ELOs. <ul style="list-style-type: none"> <li>○ Have a few recommended tweaks.</li> </ul> </li> </ul> <p><i>Suggestions</i></p> <ul style="list-style-type: none"> <li>• Would like group to consider highlighting the wellness aspects, and expand outcomes regarding them, while keeping the fitness elements included. <ul style="list-style-type: none"> <li>○ To include cognitive side to wellness, such as Meditation.</li> <li>○ Broadening category may allow more inclusivity, people can see themselves using the category where they might not if “exercise” only was highlighted.</li> <li>○ Suggest changing their Category from “Fitness and Wellness” to simply “Wellness,” or to mimic wording elsewhere in the ELOs, “Wellness and Fitness.”</li> </ul> </li> <li>• Potential Contacts <ul style="list-style-type: none"> <li>○ Mark Kelland to discuss some meditation aspects he knows PSYC faculty use.</li> <li>○ LCC Councilors and LCC Academic Success Coaches for other wellness-oriented outcome ideas.</li> </ul> </li> </ul>	<p>Karen to take meeting notes to the Fitness and Wellness Committee, request they revise and resubmit their ELO change in January for further CASL discussion.</p>
<p><b>Assessment Quick Guide for Faculty</b>  Document located on CASL SharePoint, <a href="#">Quick Guide to Assessment-Based CQI</a></p>		<p><b>Assessment Coordinator (AC) Review</b>  Karen to bring screen shots regarding AC discussions to January meeting.</p> <p><b>Part of Program Review Process?</b>  Mentioned that if this document was used annually as part of their program operating plans it would be easy to incorporate the information in their Program Reviews.</p>	<p>Discussion to continue in January, will include AC input brought to group by Karen.</p>

Agenda Item	Tentative Time	Discussion	Next Steps
		<p><b>HLC Purposes</b>  Mark, Penny Tucker, and Cheryl Garayta to meet regarding HLC annual improvement requirements. After CASL discusses information from ACs, would incorporate this guide as part of their submission to HLC.</p>	
<b>Partnering with CTE to distribute Assessment Information</b>		<p><b>Discussion postponed until next meeting</b></p> <ul style="list-style-type: none"> <li>• Logistics of content creation and sharing need to be worked out.</li> <li>• Mark motioned to postpone discussion until next meeting. <ul style="list-style-type: none"> <li>○ Zack seconded it.</li> <li>○ No objections.</li> <li>○ CASL adopted the postponement of this topic.</li> </ul> </li> </ul>	<p>Website subcommittee to investigate what types of information can be linked to their Faculty Assessment Website.</p>
<b>Achievement Scale</b>		<p><b>Links shared</b>  <a href="#">LCC Achievement Scale/Grading System PDF.</a>  <a href="#">D2L Existing Achievement Scale Google Doc.</a></p> <p><b>Synchronize Two Scales</b></p> <ul style="list-style-type: none"> <li>• The LCC Standard and D2L Scales need to work together with matching scale percentages and vocabulary. <ul style="list-style-type: none"> <li>○ This would require adding a 5<sup>th</sup> level to the D2L Scale for 1.0 work.</li> </ul> </li> <li>• Vocabulary around 1.0 needs to be refined. <ul style="list-style-type: none"> <li>○ Narrative is not set in stone, needs to be decided as a college but CASL can bring forward suggestions.</li> <li>○ Do not like use of “Poor” there <ul style="list-style-type: none"> <li>▪ Suggestion: Needs Significant Improvement</li> <li>▪ Completed and Passed discussed but concerns that they would be confusing</li> </ul> </li> </ul> </li> <li>• D2L able to change vocabulary easily but once percentage breaks are established, they need to remain the same.</li> <li>• This would create a standard default scale to use. <ul style="list-style-type: none"> <li>○ Accredited programs have already worked with eLearning to develop their own alternate scale.</li> <li>○ Programs can reach out if other scales are needed.</li> </ul> </li> </ul>	<p>Kara to work on aligning D2L with existing LCC Grading Scale PDF and CASL to continue discussion in January.</p>

Agenda Item	Tentative Time	Discussion	Next Steps
		<ul style="list-style-type: none"> <li>• Changes here would potentially affect several rubrics so will need college input to any revisions.</li> </ul> <p><b>What's next</b></p> <ul style="list-style-type: none"> <li>• We keep what we have in the LCC Grading System PDF and align D2L to it. <ul style="list-style-type: none"> <li>○ Kara will work on this.</li> </ul> </li> <li>• Continue larger college conversations down the road.</li> </ul>	
<b>Future agenda items</b>		<ul style="list-style-type: none"> <li>• Keep Achievement Scale on next meeting agenda.</li> </ul>	

**Meeting adjourned at 1:44pm.**

Next meeting 1/24/25, 12:30 – 2pm, via Webex.

**WebEx Chat Information:**

In Webex CASL Space, meeting chat had issues so used the group chat instead.

**Attachments:**

ELO Notes

LCC provides equal opportunity for all persons and prohibits discriminatory practices based on race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, pregnancy, pregnancy-related conditions, 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 participate in educational programs, courses, services or activities offered by the College. The [notice of nondiscrimination is located online](#). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Title IX and Sexual Misconduct Resources](#) website.

## ELO Notes

### **What is an ELO?**

Institutional level student learning outcome

Our common learning thread across general education courses, all programs of study, and cocurricular programs.

### **Where did the ELOs come from?**

AAC&U <https://learnworkecosystemlibrary.com/initiatives/aacus-revision-of-essential-learning-outcomes-framework/>

Note: This listing was developed through a multiyear dialogue with employers and with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: College Learning for the New Global Century (2007) and The LEAP Vision for Learning (2011). For more information, see [www.aacu.org/leap](http://www.aacu.org/leap)

The ELOs are used by other colleges.

We also link these ELOs to our annual Board Ends, E-102: <https://www.lcc.edu/about/board-of-trustees/documents/governance-policies.pdf>

### **How the ELOs are designed/organized.**

Headings and Categories, remaining non-prescriptive

VALUE rubrics are provided to accompany each ELO category, these are not mandatory, they are useful to customize to each college. The rubrics provide the criteria and learning outcome statement.

**(HEADING)** ELO 2: Intellectual and Practical Skills

**(Category)** Critical Thinking

**(Criteria)** Innovative Thinking

**(Learning Outcome)** Create novel or unique ideas, questions, formats, or products for solving a problem

CASL used the ELO rubrics and customized them to LCC during the Fall 2019 semester  
[https://lansingcc.sharepoint.com/:w:/r/sites/Interdivisional/SteeringCommitteeCASL/\\_layouts/15/Doc.aspx?sourcedoc=%7B7A6CDF88-8664-4D26-9C03-2E0CDEA398E8%7D&file=ELO%20outcome%20statements%20-CASL.docx&action=default&mobileredirect=true&DefaultItemOpen=1](https://lansingcc.sharepoint.com/:w:/r/sites/Interdivisional/SteeringCommitteeCASL/_layouts/15/Doc.aspx?sourcedoc=%7B7A6CDF88-8664-4D26-9C03-2E0CDEA398E8%7D&file=ELO%20outcome%20statements%20-CASL.docx&action=default&mobileredirect=true&DefaultItemOpen=1)

A clean copy of the LCC ELO learning outcome statements, example in the Cocurricular guidebook <https://www.lcc.edu/provost/senate/documents/casl/co-curricular-student-learning-assessment-handbook.pdf>

Our task this AY is to consider adjustments to –

**(HEADING)** ELO 2: Intellectual and Practical Skills

**(Category)** Critical Thinking

**(Criteria)** Innovative Thinking

**(Learning Outcome)** Create novel or unique ideas, questions, formats, or products for solving a problem

For Fitness and Wellness, they are proposing:

**(HEADING)** ELO 4: Integrative Learning

**(Category)** Fitness and Wellness

**(Criteria)** (missing)

**(Learning Outcomes)**

1. *Recognize the importance of wellness. Examine the positive lifelong impact the dimensions of wellness have including: physical, mental, environmental, occupational, social, financial and emotional health.*
2. *Explain the effect cardiovascular exercise has on psychological health, test anxiety, cognition and improved academic success.*
3. *Identify and evaluate credible sources for researching topics on health, wellness, and physical activities*
4. *Evaluate attributes that contribute to health and well-being, nutritious food, sleep, hydration, relaxation practices, strength training, movement throughout the day, etc.*
5. *Assess personal habits, develop and implement a life plan for consistent health and wellness practices.*