



Minutes

Approved 2/7/25

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:** Amanda Estacio, Anna Mitterling, Chuck Page, Dana LaMacchia, Danielle Savory, Ed Kabara, Heidi Jordan, Homa Ghaussi Mujtaba, Jesse Mills, Mark Kelland, Melinda Hernandez, Rafeeq McGiveron, Rob McLoone, and Zachary Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell and Karen Hicks.
- **Guest(s):** Lisa Nienkark, Mari Croze, Nicole Olszowy, and Nikki Gruesbeck.
- **Scribe:** Terri Christian.

Date: 1/24/25

Time: 12:30 – 2pm

Room: Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 1/24/25 Agenda	Revision requested: Move Achievement Scale agenda item to next meeting, due to presenter not able to attend today. Approved with revision Without objection.	N/A
Approval of the 12/13/24 Minutes	Approved Without objection.	N/A
CASL Chairperson Elect	<ul style="list-style-type: none"> • Heidi nominated Mark Kelland to be CASL Chairperson Elect. • Mark Kelland accepted the nomination. • This was affirmed by CASL without objection (declared by acclamation). • Nearing no objections, Heidi will forward Mark's selection as CASL Chairperson Elect to the Academic Senate Executive Committee for their approval. 	Heidi will forward Mark's selection as CASL Chairperson Elect to the Academic Senate Executive Committee for their approval.
ELO Review Process Continued	Fitness and Wellness Committee guests, Mari Croze and Nikki Gruesbeck, presented their revised ELO letter to the committee. <ul style="list-style-type: none"> • Committee thanked them for their work. 	Forward Fitness and Wellness ELO addition as well as Dr. Hick's 2024-25

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> • One revision requested, revise Learning Outcome 1 to read, <i>“1. Recognize and examine the importance of wellness and the positive lifelong impact that dimensions of wellness have including: physical, mental, environmental, occupational, social, financial and emotional health.”</i> • Mark moved to forward this, as amended, to the Academic Senate, with Karen Hick’s 2024-25 ELO List. <ul style="list-style-type: none"> ◦ Seconded by Heidi. • Approved, without objection. • Revised Fitness and Wellness Letter attached to these minutes. 	ELO list to Academic Senate.
<p>Assessment Quick Guide for Faculty Document located on CASL SharePoint, Quick Guide to Assessment-Based CQI</p>	<p>Assessment Guide Purpose</p> <ul style="list-style-type: none"> • Simplify processes to make assessment manageable and effective for faculty. • Foster feedback loops and continuous improvement. <ul style="list-style-type: none"> ◦ Encourage a "closing the loop" approach to create an upward spiral of success. • Quick Guide is more informal, a conversation starter, verses working more intentionally with eLearning and the Assessment Coordinators. <p>Discussion <i>Institutional Use of Assessment:</i></p> <ul style="list-style-type: none"> • Incorporating assessment into institutional processes (e.g., HLC compliance, new Core Component 3.E.: “The institution improves the quality of educational programs based on its assessment of student learning” – going into effect 9/6/25). <ul style="list-style-type: none"> ◦ Emphasizing actionable outcomes and consistency across programs. ◦ Want Faculty to be able to answer HLC question during the next site visit (in 10 years) on how assessment is used in their classroom. • Use formative assessments for targeted feedback on instruction. • Align language and outcomes for coherence across programs. <p><i>Faculty Guidance/Buy-in:</i></p> <ul style="list-style-type: none"> • Continue eLearning work and help faculty utilize D2L functions. <ul style="list-style-type: none"> ◦ Utilizing tools like gradebook data in D2L. ◦ Mapping learning outcomes (LOs) to courses and assignments. • Start conversations with achievable actions. 	<ol style="list-style-type: none"> 1. Focus discussions on process improvement. 2. Develop clear pathways for faculty to implement assessments effectively. 3. Plan future meetings to evaluate and refine strategies. 4. Put the less formal example on back burner and keep working with eLearning and Academic Coordinators in a more structured way at this time.

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> • Highlight successes (e.g., improved wording or gradebook consistency). • Frame assessment processes as helpful rather than burdensome. <p>Improve Processes: Issue: Overwhelming volume of data and potential directions.</p> <ul style="list-style-type: none"> • Streamlined processes reduce faculty burden and enhance clarity. <ul style="list-style-type: none"> ◦ Create templates to streamline program assessments. ◦ Develop a quick cheat sheet for faculty to align with HLC criteria. ◦ Facilitate meetings to review and interpret data collaboratively. ◦ Avoid unnecessary workload while meeting compliance and learning goals. <p>Existing Good Practices</p> <ul style="list-style-type: none"> • Maintain consistency in terminology and objectives. • Begin with clear, outcome-driven goals. • Emphasize formative assessments for pinpointing instructional adjustments. 	
Partnering with CTE to distribute Assessment Information	<p>Purpose</p> <ul style="list-style-type: none"> • Collaborate with CASL (Committee for the Assessment of Student Learning) and CTE (Center for Teaching Excellence) for content development and coordination. <ul style="list-style-type: none"> ◦ Introduce an "Assessment Tip of the Week" to support faculty. <p>Discussion <i>Ownership and Responsibility:</i></p> <ul style="list-style-type: none"> • CASL to generate content as content area experts. • CTE to support coordination, but continuity may fluctuate with faculty fellows. <p><i>Tip Development</i></p> <ul style="list-style-type: none"> • Future potential to identify a member to join the Website Committee and take ownership of generating tips. • Discuss adding a standing agenda item to generate and refine tips during meetings. <ul style="list-style-type: none"> ◦ 5–10-minute brainstorming session. ◦ With a rotating responsibility among committee members to emcee the discussion. ◦ Intent to generate a backlog of tips to pull from as needed. 	<p>Danielle to run 5–10-minute topic brainstorming session next meeting.</p> <p><u>Still to do:</u></p> <ol style="list-style-type: none"> 1. Discuss and document a rotation schedule for tip ownership. 2. Continue to define clear steps for content creation and delivery.

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> ○ Great to get representation from across the college. <p><i>Potential Content From Course Mapping Process</i></p> <ul style="list-style-type: none"> • Karen, Kara, and Chris Richards might be able to create a series of steps that add up to a mapped course in D2L. <ul style="list-style-type: none"> ○ Each step presented as its own “tip” <p><i>Repository</i></p> <ul style="list-style-type: none"> • Danielle believes the Website Subcommittee can make a place on the Assessment Website for these tips to live. <p><i>Future Agenda Planning</i></p> <ul style="list-style-type: none"> • Generate a sequential list of tips to present. <ul style="list-style-type: none"> ○ Then generate content for them. • Danielle volunteered to start conversation next meeting. <ul style="list-style-type: none"> ○ Will work with Chuck and Kara to have some ideas to start with. ○ Will also report to group what can be posted on Assessment Website (videos, images, etc.) • Anna volunteered to help emcee a future tip brainstorming session. <p><i>Challenges</i></p> <ul style="list-style-type: none"> • Continuity: Ensure consistent ownership and avoid over-reliance on overtaxed committees. • Role Clarity: Clearly define who leads and rotates responsibilities to maintain momentum. • Content Generation: Prioritize actionable, concise tips that are easy to implement and relevant to faculty needs. 	
Achievement Scale LCC Achievement Scale/Grading System PDF. D2L Existing Achievement Scale Google Doc.	Moved to next meeting.	N/A
Future agenda items	None	N/A

Meeting adjourned at 1:27pm.

Next meeting 2/7/25, 12:30 – 2pm, via Webex.

WebEx Chat Information:

In Webex CASL Space

Attachments:

Amended ELO Letter to CASL from Cardio Exercise and Student Success Committee, Fitness and Wellness. This includes the final amendments requested during the meeting.

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Cardio Exercise and Student Success Committee
Fitness and Wellness
Lansing Community College

To: Committee for Assessing Student Learning (CASL)
From: Cardio Exercise and Student Success Committee
Date: Jan 24 2025

(Heading) ELO 4: Integrative and Applied Learning
(Category) Wellness and Fitness

Criteria	<i>Learning Outcomes</i>
Mental, physical, economic and social health	<i>1. Recognize and examine the importance of wellness and the positive lifelong impact that dimensions of wellness have including: physical, mental, environmental, occupational, social, financial and emotional health.</i>
Cardiovascular health and cognition	<i>2. Explain the effect cardiovascular exercise has on psychological health, test anxiety, cognition and improved academic success.</i>
Health information literacy	<i>3. Identify and evaluate credible sources for researching topics on health, wellness, and physical activities</i>
Current self-assessment and behavior change	<i>4. Identify attributes that contribute to health and well-being, nutritious food, sleep, hydration, relaxation practices, strength training, movement throughout the day, etc. Evaluate and incorporate healthy practices.</i>
Lifelong healthy goals and practices	<i>5. Implement plan for consistent health and wellness practices.</i>

ELO 4 summary:

- 4a Mental, physical, economic, and social health
- 4b Cardiovascular health & cognition
- 4c Health information literacy
- 4d Current self-assessment & behavior change
- 4e Lifelong healthy goals & practices

Examples:**Question 1**

- Emotional Wellness - Massage Clinic, Yoga Classes, Meditation, Reflection Rooms (TLC 3222, & GB 3225)(co-curricular)
- Social – Group projects/assignments, student clubs/committees, on-campus activities (sporting events, finals frenzy, fall/spring kickoffs), Wellness/Fitness Centers (co-curricular)
- Job readiness for public service careers
- Workplace ergonomics, examples dangers of eye-strain, prolonged sitting.
- Mental Wellness: success coaches, councilors, advisors, fitness faculty/instructors (credentialed professionals)

Question 2

- Success coach refer students with test anxiety need to go to Wellness/Fitness Centers
- Utilizing cardio exercise as a form of test preparation
- Students have free access to the Fitness Center, Weight Room and fitness faculty /instructors
- Impacts of cardio exercise on mental health and wellbeing
- Link to new video

Question 3

- How do we make sure social media is not their only method of learning about health and wellness?
- High quality, credible information from LCC Library resources and Fitness Center resources

Question 4

- Lansing Community College students can get free doctor visits at the Mobile Health Clinic on campus. The clinic offers health screenings, immunizations, and doctor visits. No appointment, insurance, or payment is required.
- Emotional Wellness: Massage Clinic, Yoga Classes, Meditation, Reflection Rooms
- Fitness Center resource, free and always staffed by experts
- Wellness breaks, brain and stretching breaks mid-class. Could be movement, stretching, meditation. Online: Taking breaks from screen.

Question 5

- Success coaches, counselors, advisors, career center, and Fitness Center experts