



Minutes

Approved on 2/21/25

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, Danielle Savory, Heidi Jordan, Homa Ghaussi Mujtaba, Jesse Mills, Kara Wiedman, Mark Kelland, Melinda Hernandez, Olga Correa, Rafeeq McGiveron, Rob McLoone, and Zachary Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, Karen Hicks, and Tracy Nothnagel.
- **Guest(s):** Cheryl Garayta, Nicole Olszowy, and Nicole Reinhart-Huberty.
- **Scribe:** Terri Christian.

Date: 2/7/25	Time: 12:30 – 2pm	Room: Via Webex
Agenda Item	Discussion	Next Steps
Approval of the 2/7/25 Agenda	Approved, Without objection.	N/A
Approval of the 1/24/25 Minutes	Approved, Without objection.	N/A
Assessment Tip of the Week Brainstorming Session - Danielle	<p>Intent Change</p> <ul style="list-style-type: none"> • Danielle presented on behalf of the Website Subcommittee. • Shared link, Spotlight on Assessment: Creation Guidelines <ol style="list-style-type: none"> 1. Would like to move away from tips, there is a lot of good reference materials already on the website, and instead celebrate what is happening in Assessment. <p>Content Ideas</p> <ol style="list-style-type: none"> 2. Faculty Assessment Experiences (this includes from CASL members). <ul style="list-style-type: none"> ○ Favorite Assignments. ○ Learning Outcome tools used and how it helped. ○ What they learned from assessment data. ○ Lessons learned from the Assessment Coordinators ○ Reflections from course mapping. 	Karen and Website Subcommittee to continue working behind the scenes to gather content for this Spotlight on Assessment project.

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	<p>Proposed Process</p> <ol style="list-style-type: none"> 1. Karen identifies potential content/faculty story and works with Assessment Coordinators. 2. Assessment Coordinators gather data and/or request approval from faculty to share their experiences. 3. Content is created and given to CASL Website Subcommittee for formatting and posting on the CASL Assessment Website. <ul style="list-style-type: none"> ○ Could be Kaltura video or written information. ○ Website Committee acts as liaison between CTE, CASL, and content providers. ○ After content available on website send link to CTE for their use. <ul style="list-style-type: none"> • Content posting schedule to be determined but would be throughout the academic year. <ul style="list-style-type: none"> ○ Goal is 8 times per AY starting Fall 2025. ○ Content creation could be a dedicated focused time period or spread out throughout the year. <p>Discussion</p> <ul style="list-style-type: none"> • Group strongly approved this idea. • Lots of good work being done across campus to be highlighted. • Great way to help promote sense of community among faculty members. • Mark volunteered to help with preliminary video for project if needed. <ul style="list-style-type: none"> ○ His course mapping project is wrapping up so he will have some good information to share. • Other CASL members welcome to share their experiences and also welcome if want to join Website Subcommittee to help with formatting content. 	
Assessment Tip of the Week Procedural Next steps	This agenda item addressed in previous item, "Spotlight on Assessment," detailed above.	N/A
Course Mapping: Assessment Help for Faculty - Karen	<p>Course Mapping Status Update</p> <ul style="list-style-type: none"> • Karen has been attending a lot of meetings regarding this subject. <ul style="list-style-type: none"> ○ Program meetings; 1:1 Consultations; Design sessions with departments; and Presentation to Provost Cabinet last week. 	Karen will be back in March to discuss what the May PA Days session will look like.

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	<ul style="list-style-type: none">• Learning what faculty need from a wide array of different experience levels and courses.• Presentations to administrators to get their support. <p>May PA Days</p> <ul style="list-style-type: none">• Have scheduled a slot to discuss course mapping.• Intent is to offer a course mapping workshop with a fitness/wellness room option.<ul style="list-style-type: none">○ Will be great to model things faculty can do for students and themselves to support the new Fitness/Wellness ELO.																			
<p>Achievement Scale - Kara Reference: LCC Achievement Scale/Grading System PDF and D2L Existing Achievement Scale Google Doc.</p>	<p>Presented information</p> <ul style="list-style-type: none">• Wrap up presentation of what is available for Learning Outcome mapping in D2L from last semester.• Per previous CASL request, have updated from 4 to 5 level scale to correspond more closely to the grading scale. See image below: <div><p>Change achievement scale</p><p><input type="radio"/> 5 Level Achievement Scale (Aligns with LCC Grading Scale) <small>Org-Default</small></p><table><tr><td>Failed</td><td>Poor</td><td>Satisfactory</td><td>Good</td><td>Excellent</td></tr><tr><td>0 %</td><td>60 %</td><td>66 %</td><td>76 %</td><td>86 %</td></tr></table><p><input checked="" type="radio"/> 4 Level Achievement Scale (Not aligned with LCC Grading Scale)</p><table><tr><td>Needs Improvement</td><td>Developing</td><td>Proficient</td><td>Exemplary</td></tr><tr><td>0 %</td><td>60 %</td><td>70 %</td><td>85 %</td></tr></table></div> <ul style="list-style-type: none">• This is at the section not course level, the teaching CRN.• Requesting faculty be trained to use this 5-level scale to keep collected data formatted correctly.<ul style="list-style-type: none">○ D2L defaults to 5-level scale but if faculty had previously set up their section on other scale will need to manually convert to it.○ Helpful if a master course template for LO could be set up to save faculty time mapping items when they could be copied over.<ul style="list-style-type: none">▪ Faculty would be able to edit their own section information but the base work would be set for them.	Failed	Poor	Satisfactory	Good	Excellent	0 %	60 %	66 %	76 %	86 %	Needs Improvement	Developing	Proficient	Exemplary	0 %	60 %	70 %	85 %	<ul style="list-style-type: none">• Karen and Kara to meet for further discussion of D2L rubric and reports.• Kara to check in with Tracy, who is currently piloting the 5-level system.• Kara to report back in two weeks on this issue.<ul style="list-style-type: none">○ Group will continue discussion at that time
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	<ul style="list-style-type: none"> Percentages are locked in at this time but descriptions of scale categories can be easily changed as needed. <p>Discussion</p> <ul style="list-style-type: none"> College wide grading system scale percentages don't match the proposed 5 level LO system. <ul style="list-style-type: none"> Concern a student with 66% Satisfactory LO rating will be upset when they receive a 1.5 in the class which would mean they fail and do not get college credit for it. Image of College Scale grading system with percentages below: <p style="text-align: center;">Grading System</p> <p>The following numerical system is used at Lansing Community College (LCC) to evaluate academic work:</p> <table border="1"> <thead> <tr> <th>College Standard Numeric Grade</th><th>Narrative Equivalent</th><th>Recommended Guideline for Performance Achievement of Objectives*</th></tr> </thead> <tbody> <tr> <td>4.0</td><td>Excellent</td><td>91% to 100%</td></tr> <tr> <td>3.5</td><td></td><td>86% to 90%</td></tr> <tr> <td>3.0</td><td>Good</td><td>81% to 85%</td></tr> <tr> <td>2.5</td><td></td><td>76% to 80%</td></tr> <tr> <td>2.0</td><td>Satisfactory</td><td>71% to 75%</td></tr> <tr> <td>1.5</td><td></td><td>66% to 70%</td></tr> <tr> <td>1.0</td><td>Poor</td><td>60% to 65%</td></tr> <tr> <td>0.0F</td><td>Failed - Finished</td><td>0% to 59%</td></tr> <tr> <td>0.0U</td><td>Failed - Unfinished</td><td>0% to 59%</td></tr> </tbody> </table> <p><i>*This guideline is recommended only. Students should see their instructor regarding the grading system used for a specific course.</i></p> <ul style="list-style-type: none"> Important to note the LO and Grades are NOT the same. <ul style="list-style-type: none"> Possible to keep students from seeing their LO percentages to avoid confusion on their part. Some concern faculty will have confusion as well. <ul style="list-style-type: none"> Will have to translate between grade and LO scales which are just close enough to be confusing. Syllabus will match the grade system, very concerned about confusion here. <p>Questions</p> <ul style="list-style-type: none"> How hard is it to change the LO percentages in the existing 5-level scale? 	College Standard Numeric Grade	Narrative Equivalent	Recommended Guideline for Performance Achievement of Objectives*	4.0	Excellent	91% to 100%	3.5		86% to 90%	3.0	Good	81% to 85%	2.5		76% to 80%	2.0	Satisfactory	71% to 75%	1.5		66% to 70%	1.0	Poor	60% to 65%	0.0F	Failed - Finished	0% to 59%	0.0U	Failed - Unfinished	0% to 59%	
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	<ul style="list-style-type: none"> ○ Answer: It can't be done at this time, would have to create a whole new scale. <ul style="list-style-type: none"> ▪ Additional issue is that several course sections have already put the new scale into practice. ▪ Even just switching the main concern, 1.5 range, will require redoing the entire level structure. • Will the varied scales lead to potential grade complaints or HLC issues? <ul style="list-style-type: none"> ○ If students only see words/colors, not percentages, or don't see the LO scale at all there should be no issue. <ul style="list-style-type: none"> ▪ Yet is important for students to see their LO progress throughout the course. <ul style="list-style-type: none"> • Especially in sequential courses. • Might help motivate them as well. ▪ Some concern that if students find out items were hidden from them, even if it was to promote clarity, they might lose trust in the system. – Hiding may not be the best answer here. ○ As long as faculty understand how LO scale is applied there should not be any HLC issues. • When Karen is working with this information, she is analyzing raw data that is not affected by what scale it is rated in D2L. <ul style="list-style-type: none"> ○ The report back to the instructor is also different than what D2L is showing. 	
Future agenda items	<ul style="list-style-type: none"> • DEIB Practice in Assessment. <ul style="list-style-type: none"> ○ Discussions on equitable assessment methods. 	N/A

Meeting adjourned at 1:27pm.

Next meeting 2/21/25, 12:30 – 2pm, via Webex.

WebEx Chat Information:

In Webex CASL Space

Attachments:

None

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