



## Minutes

**Approved on 4/4/25**

**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, Homa Ghaussi Mujtaba, Jesse Mills, Kara Wiedman, Mark Kelland, Rob McLoone, and Zachary Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell and Karen Hicks.
- **Guest(s):** Cheryl Garayta, Laura Bishop, Lisa Nienkark, and Nicole Olszowy.
- **Scribe:** Terri Christian.

**Date:** 2/21/25

**Time:** 12:30 – 12:44pm

**Room:** Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 2/21/25 Agenda	<b>Approved</b> , Without objection.	N/A
Approval of the 2/7/25 Minutes	<b>Approved</b> , Without objection.	N/A
DEIB Practice in Assessment, standing agenda item	<p><b>Reigniting the Topic</b></p> <ul style="list-style-type: none"> <li>• What does equitable assessment look like?</li> <li>• Previously discussed in CASL and would like to revisit the conversation.</li> <li>• Focused on assessment design, administration, scoring, grading, language and course modality.</li> <li>• CASL members need to be ready to give recommendations if asked.</li> </ul> <p><b>Data &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Who has access to the data?</li> <li>• How is it being used in decision making?</li> <li>• Ensuring equitable use.</li> </ul> <p><b>Reference Material</b></p> <ul style="list-style-type: none"> <li>• Mel had shared an article before the meeting, “The Paradox of Inclusive Assessment.”</li> </ul>	Members review reference material and come to next meeting ready to identify key areas for CASL to focus on moving forward.

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> <li>○ Link to article: <a href="#">Taylor &amp; Francis Online: Assessment and Evaluation in Higher Education Journal</a></li> <li>○ PDF shared by Mel is in <a href="#">CASL SharePoint/Documents/Meetings/AY 24-25/Supplemental Meeting Info</a></li> <li>• Danielle shared a document link to several questions her Child Development Program discusses, “Assessment and Equity Considerations.” <ul style="list-style-type: none"> <li>○ Work in progress, not meant to be a finalized document more of conversation starters.</li> <li>○ Copy saved to <a href="#">CASL SharePoint/Documents/Meetings/AY 24-25/Supplemental Meeting Info</a></li> </ul> </li> <li>• Earlier Equity and Assessment notes-1.docx is also in <a href="#">CASL SharePoint/Documents/Meetings/AY 24-25/Supplemental Meeting Info</a></li> <li>• Cheryl highlighted Universal Design for Learning (UDL) and its emphasis on multiple ways students can show mastery of the material.</li> </ul> <p><b>Interest in continuing discussion</b></p> <ul style="list-style-type: none"> <li>• Request members review materials and think about the subject matter some more.</li> <li>• Next meeting will plan on defining objectives for next semester. <ul style="list-style-type: none"> <li>○ Identify key areas for CASL impact.</li> </ul> </li> </ul>	
<p><b>Continued Discussion: D2L Learning Outcomes Achievement Scale</b></p>	<p><b>Reviewed email sent prior to meeting:</b></p> <ul style="list-style-type: none"> <li>• CASL members requested to change the D2L Learning Outcomes Achievement Scale to align with the LCC Grading Scale. The 5-Level Achievement Scale is aligned with and correctly reflects the LCC Grading Scale. The 5-Level Achievement Scale was presented, reviewed, and approved by the CASL committee at the 12/13/24 meeting.</li> <li>• Based on the above decision on 12/13/24 , eLearning moved forward so no edits can be made to the 5-Level Achievement Scale at this time, including the titles, as there is already data tied to it. It is important to remember: <ul style="list-style-type: none"> <li>○ The D2L Learning Outcomes Achievement Scale is a <b>college-wide tool</b>. If LCC ever decides to update the college grading scale, then eLearning, the Center for Data Science, and the Provost will review the 5-Level Achievement Scale to ensure it remains in alignment with the college grading scale. Any edits to the D2L Learning Outcomes</li> </ul> </li> </ul>	<p>Contact Kara with any questions as move forward using D2L Course Mapping Tool.</p>

Agenda Item	Discussion	Next Steps
	<p>Achievement Scale will have a <b>major impact</b> on D2L data, as it will affect data for the entire college from section-level, course-level, program-level and ELO-level.</p> <ul style="list-style-type: none"> <li>• <i>Regarding the conversation about Learning Outcome Achievement and Grades-</i> CASL members who haven't used the D2L Learning Outcomes tool or viewed the data output are highly encouraged to use it to learn more about how it works, as well as how information is presented to both instructors and students.               <ul style="list-style-type: none"> <li>○ Learning outcomes achievement focuses on specific skills and knowledge defined by the learning outcomes, while grades reflect a broader assessment of overall performance in the course. Many Instructors are aligning Learning Outcomes to summative assessment(s) or final assessment(s) only.</li> <li>○ Learning Outcomes and Grades are two separate tools in D2L. For students, Learning Outcome achievement is not viewable within Grades. Students can view Learning Outcome achievement via Class Progress and/or the individual assignments that are aligned with learning outcomes. Additionally, students can view their <i>overall achievement</i> of the learning outcomes if it has been published by the instructor.</li> <li>○ Students DO NOT see the percentage associated with Learning Outcomes Achievement- students only see the title of the Learning Outcomes Achievement Level.</li> </ul> </li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Important to remember this is a college-wide tool; need to be flexible when adapting it to your specific section.</li> <li>• Opened up for questions but the group did not have any at this time.</li> </ul>	
<b>Future agenda items</b>	<ul style="list-style-type: none"> <li>• None.</li> <li>• Karen, mentioned that she will presenting the reviewed Essential Learning Outcomes (ELOs) to Senate on April 4, 2025. It is a face-to-face meeting and she requests CASL members attend if they are able.</li> </ul>	CASL members requested to attend Academic Senate Meeting on 4/4/25, if they are available.

**Meeting adjourned at 12:44pm, without objection.**

Next meeting 3/21/25, 12:30 – 2pm, via Webex.

**WebEx Chat Information:**

Sent separately by Webex to all participants.

**Attachments:**

None

---

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.