Minutes
Approved During 4/18/25 CASL Meeting

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, Ed Kabara, Heidi Jordan, Homa Ghaussi Mujtaba, Jesse Mills, Kara Wiedman, Mark Kelland, Olga Correa, Rafeeq McGiveron, Rob McLoone, Zach Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Karen Hicks.
- **Guest(s):** Cheryl Garayta, Lisa Nienkark, Nicole Olszowy, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

Date: 04/04/25	Time: 12:30 – 1:17PM	Room: Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 4/04/25 Agenda	**Approved,** Without objection.	N/A
Approval of the 2/21/25 Minutes	**Approved,** Without objection.	N/A
DEIB Practice in Assessment, standing agenda item	**Identify key interest areas for CASL impact moving forward.** - The goal is to dig deeper into some authentic assessment areas and come up with recommendations for faculty, along with clear ideas on how and why they might use them in their class assessments. - Link to a resource created by Michigan assessment professionals https://www.michiganassessmentconsortium.org/wp-content/uploads/MAC_CEAS_Brief.pdf used as reference for discussions. - Broke into small group breakout rooms for 20-minute chats then came back to main group for discussion. **Discussion** - Faculty have varied backgrounds and understanding of what authentic assessment is.	Members are encouraged to consider their interest in each group, sign up next meeting accordingly, and plan to take a deeper dive into how that focus can be meaningfully applied to coursework at LCC.

Agenda Item	Discussion	Next Steps
	○ Theoretically understanding the issue does not always translate to practical implementation in the classroom. - Designing and grading authentic assessments can be labor-intensive. ○ Developing assessments that use varied media and writing formats requires significant effort and thoughtful design. - Important to not only measure learning but also use results to support continued student learning and growth. ○ When students see the relevance of assessments their engagement improves. - Incorporating student input and real-world experiences gets them involved in the assessment process. - Wide variation in student experience levels can make some courses difficult to teach. ○ Meeting student where they are at can present challenges. - AI tools complicate the ability to assess student proficiency and hear their authentic voices, particularly in asynchronous online classes. **Three Interest Areas Identified** **Authentic/Collaborative Assessment** ○ Emphasis on group work and its connection to authentic assessment practices. **Socially Conscious/Student-Centered Assessment** ○ Focus on the social context students bring to the classroom. ○ Consideration of student backgrounds, identities, and lived experience in shaping assessment approaches. **General Assessment Overview** ○ Review of assessment fundamentals, including summative and formative methods. ○ Clarifying the definition of authentic assessment. ○ Sharing examples of effective authentic assessment practices.	
Future agenda items	Mark Kelland was officially recognized in the Academic Senate as Chair Elect at this morning's meeting (4/4/25). He will lead the next meeting (4/18/25).	

Agenda Item	Discussion	Next Steps

	o May be smaller group due to timing conflict with the LCC Star Award Ceremony.
	    o Plan to work on setting up next steps for deeper dives into identified authentic assessment interest areas.
	  • No other future agenda items.	

Meeting adjourned at 1:17PM, without objection.

Next meeting 4/18/25, 12:30 – 2pm, via Webex.

WebEx Chat Information:

Sent separately by Webex to all participants.

Attachments:

None

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