Minutes
Approved during 5/2/25 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:** Chuck Page, Dana LaMacchia, Jesse Mills, Joshua Galat, Kara Wiedman, Mark Kelland, Melinda Hernandez, Rafeeq McGiveron, and Rob McLoone.
- **Resource/Ex-officio Members Present via WebEx:** Tracy Nothnagel.
- **Guest(s):** Cheryl Garayta and Lisa Nienkark.
- **Scribe:** Terri Christian, via WebEx recording.

Date: 04/18/25	Time: 12:30 – 1:47PM, met quorum at 12:40PM.	Room: Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 4/18/25 Agenda	Rafeeq moved to approve. Tracy seconded. No discussion presented. **Agenda Approved**, without objection.	N/A
Approval of the 4/04/25 Minutes	Correction to minutes: Add hyphen to correct "20 minute chats" to read "20-minute chats" – located at third bullet point of first topic within the DEIB Practice in Assessment agenda item. **Corrected Minutes Approved**, without objection.	N/A

DEIB Practice in Assessment, standing agenda item
 	
 Link to a resource created by Michigan assessment professionals **https://www.michiganassessmentconsortium.org/wp-content/uploads/MAC_CEAS_Brief.pdf**
	Background: Three Interest Areas Identified during 4/4/25 meeting
	 - **Authentic/Collaborative Assessment**
	   - Emphasis on group work as a form of authentic assessment.
	 - **Socially Conscious/Student-Centered Assessment**
	   - Considers students' social context, backgrounds, and lived experiences in shaping assessment.
	 - **General Assessment Overview**
	   - Review of assessment fundamentals (summative/formative).
	   - Clarification of "authentic assessment" with shared examples.
		Continue discussion of **General Assessment Overview** at the next meeting.

Agenda Item	Discussion	Next Steps

	### Goal
	- Identify next steps for deeper exploration into the three interest areas.
	- Develop recommended practices for faculty implementation.
	
	### Connection to LCC's Academic Master Plan (in development)
	
	Theme 3: Faculty Support and Development for Inclusive Teaching.
	- Tied to CASL's charter and mission.
	
	Theme 4: Student Engagement and Empowerment.
	- Aligns with Authentic/Collaborative Assessment.
	
	Theme 5: Targeted support for Marginalized and Underserved Students.
	- Aligns with Socially Conscious/Student-Centered Assessment.
	
	Agreed Action: Maintain intentional alignment with the Senate's Academic Master Plan to promote consistency, clarity, and institutional momentum.
	
	### Focus: Authentic/Collaborative Assessment
	- Collaborative work mirrors real-world professional environments.
	  - Engages students with faculty, content, and peers.
	  - Builds teamwork and communication ("soft skills").
	
	Challenges:
	- Student frustration due to unequal contributions and group management.
	  - Include peer assessment tools to support accountability.
	- Limited casual interaction in online/hybrid/community college formats.
	  - Emphasize structured discussion and communication skills.
	  - May require course redesign and faculty PD (professional development). Also dependent upon subject matter of the course/assignment.
	
	Requires:
	- Subject-appropriate planning, time investment, and student buy-in.
	- Clear student guidance on collaboration skills and expectations.	

Online collaboration as career preparation:
- Reflects common workplace practice (even in traditional F2F offices).
- Must be adapted to discipline-specific needs (e.g., coding vs. music).
- Avoid splitting class cohesion with uncoordinated platform use.

Organic student solutions:
- Students self-organize on platforms like Snapchat.

Instructor strategies:
- Use Kaltura intro videos (avatars optional) to build familiarity.
- Welcome student suggestions for preferred communication tools.

Student tech feedback:
- Mixed reactions to WebEx.
- "Death of D2L Discussion Board": low engagement without strong faculty guidance.

Social/emotional insights:
- Many students feel isolated; desire connection.
- Faculty must foster connection carefully.
- Concern around reliance on external platforms.
  - Encouraging required phone calls or structured discussions can help.

eLearning and tech coordination:
- Communication gaps between faculty expectations and student experience.
  - Interface differences may confuse students.
  - Students often don't report issues.
  - Can reduce trust in faculty competence.
- **Possible Solution:** Faculty proactively acknowledge tech limitations and encourage student outreach.
- eLearning can support individual faculty needs, but no one-size-fits-all solution.

CASL can explore supporting tools:
- Assess tool availability, ITS approval, accessibility, and integration feasibility.
- Create recommendation list for faculty.

Collaboration Tools Discussed
- **Webex** – Student access available; supports recorded team meetings.

Agenda Item	Discussion	Next Steps
	Google Docs – Asynchronous, nonverbal collaboration with faculty access. **Phone** – Assign peer readings aloud with points awarded. **Padlet** – Audio/video discussion. **Slack/Discord** – Supports threaded or audio/text-based comments. **Snapchat** – Used informally by students for group work. **Kaltura** – Free video creation for students. **Flip (formerly Flipgrid)** – Being phased out; features migrating to MS Teams. **Reminder:** Use LCC-approved platforms per [Information Security Policies](#). - Consult ITS for approval to ensure accessibility, support, and data security. ## Focus: Socially Conscious/Student-Centered Assessment ### *Student-Centered Assessment:* - Closely tied to collaborative/authentic approaches. - Assignments should reflect today's student realities. - Consider how critical thinking assumptions influence learning: *Paradigmatic:* Personal worldview. *Prescriptive:* How people should behave. *Causal:* Why things happen. ### *Socially Conscious Assessment:* - Emphasize multicultural education and avoid "cultural malpractice." - Leverage Pedagogy of Equity (POE) training from CTE: - Covers definitions of equity, CASL videos, formative/summative links, and Michigan Assessment Consortium resources. - Clarify terminology: *Socially conscious* focuses on context of learning. *Equitable learning* emphasizes access and opportunity. - Some view them as interchangeable. - Inclusive practices: - Varied assessment types (e.g., papers or presentations) help students succeed. - Especially valuable for international students and others with cultural differences. - Increases faculty workload, but improves equity.	

Agenda Item	Discussion	Next Steps
Future agenda items	• Review CASL video mentioned in POE course to see if needs updating. ○ CASL Video in media space. • Discussion of General Assessment, led by Karen Hicks.	Review CASL Video to prepare for next meeting.

Meeting adjourned at 1:47PM, without objection.
- Motion to adjourn put forward by Rafeeq and seconded by Rob.
- Next meeting 5/2/25, 12:30 – 2PM, via WebEx. This will be the last scheduled CASL meeting for the 24-25 Academic Year.

WebEx Chat Information:

    Sent separately by WebEx to all participants.

Attachments:

    None