



## Minutes

Approved during the 10/17/25 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, Danielle Savory, Ed Kabara, Homa Ghaussi Mujtaba, Jesse Mills, Joshua Galat, Kara Wiedman, Mark Kelland, Melinda Hernandez, Rafeeq McGiveron, Rob McLoone, and Zach Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, Karen Hicks, and Tracy Nothnagel.
- **Guest(s):** Lisa Nienkark, Nicole Olszowy, Nikki Gruesbeck, Sarah Piercy, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

**Date:** 10/03/25

**Time:** 12:30 – 1:23 PM

**Room:** Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 10/03/25 Agenda	<b>Approved</b> Without objection.	N/A
Approval of the 9/19/25 Minutes	<b>Approved</b> Without objection.	N/A
Chair's Report	<b>Update on Academic Senate report</b> <ul style="list-style-type: none"> <li>• Routine CASL update was given to Academic Senate this morning. <ul style="list-style-type: none"> <li>○ Presented CASL's goals, which will be discussed in more detail under an upcoming agenda item.</li> <li>○ Also mentioned the continued exploration of different types of assessment, including authentic/collaborative, socially conscious/student-centered, and a general assessment overview.</li> </ul> </li> </ul> <b>Competency-Based Education (CBE) Information</b> <ul style="list-style-type: none"> <li>• Mark shared information, that he encountered while evaluating a competency-based education application for the Higher Learning Commission (HLC), intended to prompt future discussion.</li> <li>• He described two approaches to CBE.</li> </ul>	N/A

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> <li>○ <b>Direct Assessment</b> – students learn then complete an assessment to demonstrate mastery of the subject.</li> <li>○ <b>Credit-Based</b> – competencies are organized into credit-bearing courses. <ul style="list-style-type: none"> <li>▪ This aligns easily with financial aid requirements.</li> </ul> </li> <li>● <b>Credit-Based Example:</b> The institution Mark reviewed structures a 15-week semester into weekly segments. <ul style="list-style-type: none"> <li>○ Students enroll for ½ of them (approx. 7 credits) at the beginning of the semester.</li> <li>○ After 4-5 weeks, progress is evaluated to determine if they are on track or facing challenges.</li> <li>○ If on track, students enroll in the remaining semester courses.</li> <li>○ If facing difficulties, students are allowed to use the remainder of the semester to complete the initial competencies.</li> <li>○ Intent to help with student retention and completion while minimizing their debt load.</li> </ul> </li> </ul>	
<p><b>Course Mapping &amp; Data Application</b>, standing agenda item</p> <p><a href="#">Link to PDF copy of Wyatt's PowerPoint presentation</a></p>	<p><b>Course Mapping Updates</b></p> <ul style="list-style-type: none"> <li>● The Course Mapping Project has been in development for approximately 18 months and a D2L course goes live today. <ul style="list-style-type: none"> <li>○ Three sessions will run this semester, with two additional sessions later this semester.</li> <li>○ Enrollment had to be capped due to high interest.</li> </ul> </li> <li>● Several program directors and coordinators have requested an abridged version of the program—Karen will work on developing that.</li> </ul> <p><i>Process overview:</i></p> <ul style="list-style-type: none"> <li>● Participants examine learning outcomes and assessment methods, leading to improved course mapping, design, and automated course assessment.</li> <li>● eLearning, CDS Assessment, and Course Design teams all participate.</li> <li>● Work includes completion of structured worksheets.</li> </ul> <p><i>Potential for updating Curriculum Approval Process</i></p> <ul style="list-style-type: none"> <li>● Karen approached Curriculum Committee about creating a new form that would let them know if learning outcomes or evaluation methods were changing in a course.</li> <li>● Could potentially replace the existing system for submitting updates.</li> </ul>	<p>Karen will develop an abridged Course Mapping Workshop for Program Directors and Coordinators.</p> <p>Chair to send email, on behalf of CASL, to Penny Tucker regarding potential future enhancements to academic alert system.</p> <p>Wyatt will investigate existing data on academic alert success rates, timing, and impact, and present findings in a future meeting.</p>

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	<ul style="list-style-type: none"> <li>• The Curriculum Committee is interested in this possibility.</li> <li>• Karen is drafting a proposal to be reviewed by Academic Chairs, then presented to the Curriculum Committee.</li> </ul> <p><b>Course Mapping Data Presentation</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>A PDF copy of the PowerPoint presentation can be found on the CASL SharePoint Site (in the meeting folder for AY 25-26).</u></a></li> </ul> <p><i>Discussion</i></p> <ul style="list-style-type: none"> <li>• A general education course was used as an example for sampling. <ul style="list-style-type: none"> <li>○ Noted that some language around ELOs (Essential Learning Outcomes) changed in this example. This is likely due to course-specific vocabulary not intuitional revisions.</li> </ul> </li> <li>• Some concern regarding multi-section courses, that differences between sections could affect data interpretation and aggregation.</li> </ul> <p><i>Academic Alerts</i></p> <ul style="list-style-type: none"> <li>• While current Course Grade Prediction models are course-specific, future analyses may be able to give a generalized early indicator range for failing performance. <ul style="list-style-type: none"> <li>○ Was noted that predictability of course completion by week could strengthen academic alert efforts.</li> <li>○ Wyatt is integrating academic alert recommendations into the predictive model.</li> </ul> </li> <li>• Concern raised about faculty workload when submitting multiple academic alerts. <ul style="list-style-type: none"> <li>○ Would be nice if had an option to select multiple students.</li> <li>○ Perhaps possible automation if students fall below a threshold.</li> <li>○ Was once possible to select multiple students, but alerts often require individual customization so stopped.</li> <li>○ Action Item: Chair will send a note to Penny Tucker to check the status of the academic alert system updates, especially related to Banner 9 changes. <ul style="list-style-type: none"> <li>▪ Email to be sent on behalf of CASL regarding potential future enhancements.</li> </ul> </li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• Question if there is collegewide data on the effectiveness of academic alerts—whether they improve grades or student engagement with success coaches. <ul style="list-style-type: none"> <li>○ Not yet analyzed at an institutional level, though Kristen Buttigieg (LCC Center for Data Science) has conducted some work with academic coaches.</li> <li>○ Members expressed interest in knowing how often alerts lead to successful student contact or intervention.</li> </ul> </li> <li>• Wyatt will investigate existing data on academic alert success rates, timing, and impact, and present findings in a future meeting.</li> <li>• Group reaffirmed the importance of submitting academic alerts as part of faculty responsibility.</li> </ul> <p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>• Course assessment reports continue to evolve and can be viewed in different ways. <ul style="list-style-type: none"> <li>○ Quality data, with consistent criteria and processes, are essential.</li> </ul> </li> <li>• Course mapping works well with existing systems because ELOs are based on established data processes.</li> <li>• The Course Mapping Project continues to develop, with focus on building reliable data pathways for future reports.</li> <li>• It is exciting and helpful that many CASL members are participating in the D2L training sessions and will be able to give firsthand accounts of the process to their colleagues.</li> </ul>	
CASL Goals for AY 25-26	<p><b>Request for Vote on Official CASL Goals</b></p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> <li>• Proposed CASL goals are attached to these minutes.</li> <li>• They have been presented to Academic Senate.</li> <li>• While not encompassing all CASL activities, these goals will serve as the basis for official reporting.</li> </ul> <p><i>Vote</i></p> <ul style="list-style-type: none"> <li>• Rafeeq motioned to approve the goals as presented.</li> <li>• Danielle seconded the motion.</li> </ul>	Members interested in joining the subcommittee to work on a standardized form for cocurricular assessment are requested to contact Mark.

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	<ul style="list-style-type: none"> <li>Hearing no objections, the motion was approved and the goals were officially adopted.</li> </ul> <p><b>Subcommittee to Be Established</b></p> <ul style="list-style-type: none"> <li>The second official goal, “Establishing a standardized form for cocurricular assessment to provide consistent, readily understandable reports on cocurricular assessment,” will require a dedicated subcommittee.</li> <li>Wyatt and Mark volunteered to participate. <ul style="list-style-type: none"> <li>Other interested people asked to contact Mark, who will assemble the team.</li> <li>Mark may also invite other LCC faculty and staff, who are not a part of CASL to participate.</li> </ul> </li> </ul>	
Future agenda items	<ul style="list-style-type: none"> <li>Continue discussions exploring different types of assessment, including authentic/collaborative, socially conscious/student-centered, and general assessment overview approaches. <ul style="list-style-type: none"> <li>Members of previously formed subcommittees are encouraged to continue exploring their chosen focus areas.</li> </ul> </li> <li>Monitor meeting length. <ul style="list-style-type: none"> <li>If meetings consistently conclude within an hour, the official meeting timeframe may be adjusted accordingly.</li> </ul> </li> <li>Request for agenda ideas: members are invited to send suggestions to Mark, Karen, or Terri. <ul style="list-style-type: none"> <li>Example: articles previously shared by Mel.</li> <li>Please share ideas as they arise so they can be included in future agendas.</li> </ul> </li> </ul>	Members are invited to send agenda suggestions to Mark, Karen, or Terri.

**Meeting adjourned at 1:23 PM.**

- Motion to adjourn was entertained by the Chair; motioned by Zach, seconded by Rafeeq, and approved without objection.
- Next meeting Friday, October 17, 2025 from 12:30 – 2 PM, via Webex.

**WebEx Chat Information:** Sent separately by Webex to all participants.

**Attachments:** Official CASL Goals for the 2025-2026 Academic Year

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## **CASL Goals – AY 2025-2026**

Approved during the 10/3/2025 meeting.

1. Promote curriculum mapping and the use of the D2L Learning Outcomes Tool
  - Leads – Karen Hicks, Director of Assessment and the Assessment Coordinators
  - Involve individual CASL members in experiencing the process to foster awareness and address challenges and concerns
2. Establish standardized form for cocurricular assessment to provide consistent, readily understandable reports on cocurricular assessment
  - Leads – Mark Kelland, Chair, CASL and a Cocurricular Assessment Team
  - Involve all members of CASL in evaluating cocurricular assessment processes