



Minutes

Approved during the 11/14/25 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, Ed Kabara, Homa Ghaussi Mujtaba, Jesse Mills, Mark Kelland, Melinda Hernandez, Rafeeq McGiveron, Rob McLoone, and Zack Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, and Karen Hicks.
- **Guest(s):** Sarah Piercy, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

Date: 10/31/25		Time: 12:30 – 2:00PM	Room: Via Webex
Agenda Item	Discussion	Next Steps	
Approval of the 10/31/25 Agenda	Addition of Membership discussion after Chair's report. Amended Agenda Approved Without objection.	N/A	
Approval of the 10/17/25 Minutes	Approved Without objection.	N/A	
Chair's Report	Meeting Structure <ol style="list-style-type: none"> 1. When agenda items have been discussed and time remains, the CASL meeting will adjourn early so members can continue subcommittee work. <ul style="list-style-type: none"> • Subcommittee members remain in the Webex meeting; the rest of CASL may leave. 2. When the full committee engages in breakout group discussions (as planned for the end of today's meeting), the CASL meeting remains in session. <ul style="list-style-type: none"> • These discussions are considered full committee work. • If time allows, we will reconvene after the breakout sessions to share insights or next steps. 	N/A	

Agenda Item	Discussion	Next Steps
	<p>CASL Vision</p> <p>CASL is proactively developing initiatives that support faculty and aims to become more visible within the Academic Senate. The Chair encourages CASL members to take turns presenting updates to the Senate.</p> <ul style="list-style-type: none"> • This will highlight our ongoing work and share useful information with faculty across disciplines. • This will also serve to gather a broader perspective from the Senate on CASL discussion items, such as authentic assessment. <p>Feedback</p> <p>The Chair welcomes input from all members. Please feel free to share thoughts or suggestions at any time during the meetings.</p>	
Membership Discussion	<p>Member Updates</p> <ul style="list-style-type: none"> • Dana LaMacchia: Resigned from LCC. • Amy Simons: Stepping away from CASL to devote more time to supporting the short-staffed Nursing Program. <p>CASL Charter - Membership Information</p> <ul style="list-style-type: none"> • Reviewed current membership language on CASL Website. • The Chair entertained a motion to draft initial revisions to this section of the charter for review at the next CASL meeting. <ul style="list-style-type: none"> ○ <i>Motion:</i> Zack moved; Dana seconded. The motion carried without objection. • Action Items: <ul style="list-style-type: none"> ○ Mark will draft revisions to the CASL Charter Membership section and email them to the group approximately one week before the next meeting. ○ Mark will also inform the Academic Senate Leadership that CASL is preparing a charter revision. <p>Vice Chair</p> <ul style="list-style-type: none"> • The group discussed the duties and qualifications for the Vice Chair role. • The Chair opened the floor for nominations: <ul style="list-style-type: none"> ○ Zack nominated Karen; seconded by Wyatt. Karen declined. 	<p>Mark to revise CASL Charter Membership information and distribute to members for review at next meeting.</p> <p>Mark will inform the Academic Senate Leadership about the upcoming charter revisions.</p> <p>Mark will forward recommendation, that Zack Macomber be CASL's Vice Chair, to the Academic Senate's Executive Committee.</p>

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> ○ Zack nominated himself; seconded by Mark. Zack accepted the nomination. ○ Dana nominated Danielle but withdrew the nomination after discussion. ○ No additional nominations were made. • The Chair asked for any objections to recommending Zack as Vice Chair. <ul style="list-style-type: none"> ○ Hearing none, Mark will forward the recommendation for Zack's appointment to the Academic Senate Executive Committee. 	
<p>Course Mapping & Data Application, standing agenda item</p> <p>Link to PDF copy of Wyatt's PPT presentation.</p>	<p>Course Mapping Updates Karen Hicks shared course mapping progress.</p> <p><i>Technical Careers Division</i></p> <ul style="list-style-type: none"> • Karen and Wyatt met with Directors this week to share course mapping information. • Directors expressed interest and invited them to come back and present to course leads. • GIS and Legal Studies are already engaged in course mapping. <p><i>Arts and Sciences Division</i></p> <ul style="list-style-type: none"> • History 211 and 212 are currently engaged in course mapping. <ul style="list-style-type: none"> ○ They are also developing a shared rubric. • Midterm data collection closes next Friday, November 7, for ENGL121 and ENGL 122. <ul style="list-style-type: none"> ○ Wyatt will prepare and share a midterm course assessment report for them a few weeks after the close of data collection. <p><i>Health and Human Services Division</i></p> <ul style="list-style-type: none"> • Fitness/Kinesiology programs, through their Assessment Coordinator, are transposing existing assessment into the D2L Outcomes Mapping Tool. <p>Presentation: "The Value of Rubrics" Wyatt presented <i>The Value of Rubrics</i> using PowerPoint and facilitated breakout sessions for the group. A PDF copy of Wyatt's presentation is available on the CASL SharePoint Site.</p>	<p>Continue <i>The Value of Rubrics</i> presentation and group breakout exercise at next meeting.</p>

Summary of Discussion

Discussion Question: Do members like or dislike rubrics?

Likes:

- Clearly communicate assignment expectations to students.
- Enable analysis of areas where students struggle, allowing instructors to revisit specific topics.
- Support consistency across multiple sections without adding faculty workload.
 - Still allows space for personalized student feedback.
- Assist with tracking learning outcomes within D2L.
- Ease grading load and clarify the technical side of assignments.
 - Should complement, not replace, instructor comments that engage individual students.
 - Allow targeted feedback within rubric categories.
- Provide strong coverage when tailored to specific assignments.
- Students generally appreciate rubrics.

Dislikes:

- Difficulties creating shared rubrics across course sections.
 - The English department continues refining a shared approach.
- Risk that students standardize their work to fit the rubric.
- Rubrics can limit creativity or critical thinking in student work.
 - May not account for exceptional or unconventional responses.
 - Can overlook individual student development.
- Concern over AI use: students may input rubrics and examples into AI tools, reducing original thought.
 - ChatGPT and similar tools can generate structured drafts, or brainstorming ideas, that bypass the creative “Aha” process.
- Some students rely too heavily on rubrics and neglect verbal or written assignment directions.

Opportunities:

- Combine rubric-based grading with other, more flexible, assessment methods.
- Wyatt given idea and may explore creating an automated outline tool to help faculty provide detailed, rubric-linked feedback.
- CASL can investigate strategies to address and mitigate the issues raised.

Agenda Item	Discussion	Next Steps
	<p>Breakout Session 1</p> <p>Group activity using the whiteboard without rubrics: members created drawings combining two animals into a new creature.</p> <ul style="list-style-type: none"> • Great discussions about final products. • Grading was largely subjective and opinion-based. <p>Breakout Session 2</p> <p>Similar group activity planned. This time with a rubric: members to create drawings depicting a hybrid animal capable of surviving in the Artic tundra.</p> <ul style="list-style-type: none"> • Due to meeting time, a motion was made to postpone this session to the next meeting. <ul style="list-style-type: none"> ○ <i>Motion</i>: Dana so moved; Anna seconded. The motion was carried without objection. 	
<p>Breakout Into Discussion Teams After Main Group Adjournment</p>	<p>A motion was made to postpone this agenda item until the next meeting.</p> <ul style="list-style-type: none"> • <i>Motion</i>: Zack so moved; Anna seconded. Agenda item moved to next meeting without objection. <p>Breakout Discussions</p> <ul style="list-style-type: none"> • Authentic/Collaborative Assessment <i>Members</i>: Anna, Zach, Lisa, Danielle, Kara • Socially Conscious/Student-Centered Assessment <i>Members</i>: Josh, Mel, Rob, Amy, Dana C. • General Assessment Overview (fundamentals) <i>Members</i>: Wyatt, Karen, Jesse, Dana L., Mark <p>Informational links:</p> <ul style="list-style-type: none"> • quick link... https://www.michiganassessmentconsortium.org/wp-content/uploads/MAC-Statement-Components-of-Equitable-Assessment-Systems.pdf • full guide... https://www.michiganassessmentconsortium.org/wp-content/uploads/MAC_CEAS_Brief.pdf 	<p>Move item to next meeting's agenda.</p>

Agenda Item	Discussion	Next Steps
	Group assignments are flexible, members may change groups. Folks not yet assigned are welcome to join any group of interest. Please send finalized group lists to Terri for committee records.	
Future Agenda Items	<p>Without objections this item, previously listed above the Breakout Discussion, was moved to end of the meeting agenda.</p> <p>Items</p> <ul style="list-style-type: none"> • Complete Wyatt’s presentation and breakout session activities on <i>The Value of Rubrics</i>. • Review Mark’s proposed revisions to the CASL Charter. 	Move items to November 14, 2025 agenda.

Meeting adjourned at 2:00 PM.

- Motion entertained to adjourn meeting. So moved by Zack; Dana seconded; motion was approved without objection.
- Next meeting Friday, November 14, 2025 from 12:30 – 2 PM, 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.