



Minutes

Approved during the January 23, 2026 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, Danielle Savory, Ed Kabara, Homa Ghaussi Mujtaba, Joshua Galat, Kara Wiedman, Mark Kelland, Melinda Hernandez, Rafeeq McGiveron, Rob McLoone, and Zack Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, Karen Hicks, and Tracy Nothnagel.
- **Guest(s):** Holly Yatros, Lisa Nienkark, Nikki Gruesbeck, Sarah Piercy, Trevor Burns, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

Date: 11/14/25	Time: 12:30 – 1:56 PM	Room: Via Webex
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Agenda Item	Discussion	Next Steps
Approval of the 11/14/25 Agenda	Approved Without objection.	N/A
Approval of the 10/31/25 Minutes	Approved Without objection.	N/A
Chair’s Report	<ul style="list-style-type: none"> • The CASL Chair Report to the Academic Senate was not formally presented during their meeting but it was submitted for reference. • The Academic Executive Committee approved Zack as CASL Vice Chair. 	N/A
Revisions to Membership Section of CASL Charter.	<ul style="list-style-type: none"> • Updates were sent to the committee by email and discussed ahead of the meeting. <ul style="list-style-type: none"> ○ The introductory note will be moved from the top to the bottom to align with other committee formats. ○ Change “Members” to “Representation” wording to allow either singular or plural, keeping flexibility in the number of representatives from each area. ○ Current bylaws elsewhere do not require 70% faculty membership; a change to 50% was recommended and approved by the group. 	Mark will present revised CASL Charter to Academic Senate for first read.

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	<ul style="list-style-type: none"> ○ A proposal to reduce the requirement of four academic senators to two was discussed; decision was to keep the requirement at four with no change. ● Ex-officio members will not count toward quorum and will not count toward the new 50% faculty requirement. ● Motion: To present the revisions to Academic Senate for first read. Rafeeq moved, Zack seconded; no discussion; approved without objection. 	
<p>Course Mapping & Data Application, standing agenda item</p>	<p>Course Mapping Updates</p> <ul style="list-style-type: none"> ● The CM team continues to make steady progress with program development and implementation. ● As the rollout advances, the team is refining processes, materials, and faculty support. Based on feedback from assessment coordinators, a new Module 5 will be added to address assessment methods, options for measuring student learning, and how these choices connect to the alignment tool. ● A course mapping session was facilitated last Friday in D2L with assessment coordinators and colleagues. ● eLearning will lead a session this afternoon on the D2L outcomes mapping tool, including how D2L assessment tools integrate with the alignment process. ● Spring plans include three sessions: the new Module 5, assessment planning, and interpreting and using assessment data. <p>Continued Presentation: “The Value of Rubrics”</p> <p>Wyatt presented <i>The Value of Rubrics</i> using PowerPoint and facilitated breakout sessions for the group during the October 31, 2025 CASL meeting. A PDF copy of Wyatt’s presentation is available on the CASL SharePoint Site. Due to time constraints the final breakout session activity was postponed until this meeting.</p> <ul style="list-style-type: none"> ● Wyatt shared a sample rubric for grading pictures and discussed how past student work would have scored using it. Chat comments noted rubrics can produce lower scores but lead to more objective results. <p><i>Discussion</i></p> <ul style="list-style-type: none"> ● The group agreed rubrics may feel critical but provide consistency and highlight what matters across multiple sections. 	<p>Course Mapping continues to gain momentum, with additional updates planned for upcoming learning sessions.</p> <p>A future Academic Senate presentation will be developed to summarize the rubric exercises Wyatt presented to CASL and the related discussions.</p>

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	<ul style="list-style-type: none"> • Also noted that rubrics save time when well-designed, since they include embedded feedback and make grading more efficient. • Using rubrics for final exams simplifies grading. • There are challenges with using rubrics in D2L discussion boards because it's harder to see individual contributions when applying the rubric. • Students struggle to read rubrics on mobile devices. For assignments like English 121's major project, students often email asking for help because viewing rubric feedback on a phone is difficult. • Faculty often have to teach students how to use the tools themselves, including their limitations. • Highlighted the value of rubric-row-level data, which can help faculty reflect on how specific concepts are being taught, even when sample sizes are small. • Rubrics support accessibility and make grading faster. <p><i>Rubric In Action</i> The group practiced shared grading of animal drawings on the whiteboard. All three groups received an 88%, showing that if criteria aren't differentiated enough, multiple submissions can land at the same score.</p> <p><i>Further Discussion</i> Discussion covered the importance of designing rubrics that allow for true performance differences—e.g., including ways to score zero when appropriate.</p> <ul style="list-style-type: none"> • Examples showed that students could earn the same total score in different ways, which led to conversation about refining criteria. • Wyatt noted an oversight in his example rubric where it wasn't possible to earn zero on certain rows. • There was discussion on where zeros should apply—within criteria versus for overall non-attempts. • The group agreed rubrics can (and should) be revised after using them and learning what works. <p><i>Academic Senate Presentation</i> Wyatt was asked to prepare a five-minute session summarizing these activities. CASL faculty will also participate in the presentation so the session emphasizes pedagogy. Members were okay with Wyatt using some of their drawings in the presentation.</p>	

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Breakout Into Discussion Teams	<p>Breakout Discussion Groups</p> <ul style="list-style-type: none"> • Authentic/Collaborative Assessment • Socially Conscious/Student-Centered Assessment. • General Assessment Overview (fundamentals) 	Postpone to future meeting. Approved without objections.
Future Agenda Items	<ul style="list-style-type: none"> • Entertained motion to cancel the upcoming December 12, 2025 CASL meeting. <ul style="list-style-type: none"> ○ Motion: Zack so moved; Rafeeq seconded. The motion was carried without objection. 	December 12, 2025 CASL meeting canceled.

Meeting adjourned at 1:56 PM.

- Friday, December 12, 2025 canceled.
- Next meeting will be Friday, January 23, 2026 from 12:30 – 2 PM, via Webex.

WebEx Chat Information:

Sent separately by Webex to all participants.

Attachments:

None

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