



Minutes

Approved during the 2/6/26 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, Joshua Galat, 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):** Cheryl Garayta, Holly Yatros, Lisa Nienkark, Nikki Gruesbeck, Sarah Piercy, Szymon Machajewski, Teresa Purvis, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

Date: 1/23/26

Time: 12:30 – 2:00 PM

Room: Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 1/23/26 Agenda	Approved Without objection.	N/A
Approval of the 11/14/25 Minutes	Approved Without objection.	N/A
Chair's Report	<ul style="list-style-type: none"> • CASL update report delivered to the Academic Senate on 12/12/2025. • Welcomed Szymon Machajewski, guest from CIT. 	N/A
Status Report: Revisions to Membership Section of CASL Charter	<ul style="list-style-type: none"> • The Academic Senate approved our recommended charter revisions during this morning's meeting (1/23/26). 	Revised Charter will be posted on CASL SharePoint site and updated on the LCC CASL website .
Blue Course Evaluation Questions	<ul style="list-style-type: none"> • It is time to review existing Blue Course Evaluation Questions. • Wyatt provided a PowerPoint presentation on the current status of questions (PDF linked in CASL SharePoint). 	Mark will include Wyatt's presentation in his report to the Academic Senate.

Agenda Item	Discussion	Next Steps
	<p data-bbox="453 201 1094 233">14 Universal Course Evaluation Questions</p> <ul data-bbox="506 245 1549 862" style="list-style-type: none"> <li data-bbox="506 245 1549 391">• Students may be unclear about what is meant by an “inclusive learning environment.” <ul data-bbox="600 326 1549 391" style="list-style-type: none"> <li data-bbox="600 326 1549 391">○ Consider revising language to reference a “sense of belonging,” which may be more familiar and accessible to students. <li data-bbox="506 407 1549 553">• The Likert question regarding textbooks and readings does not include a “not applicable” option. <ul data-bbox="600 480 1549 553" style="list-style-type: none"> <li data-bbox="600 480 1549 553">○ Courses that do not use textbooks may receive artificially negative responses rather than neutral ones. <li data-bbox="506 570 1549 862">• Language related to informing students about their progress may need clarification. <ul data-bbox="600 643 1549 862" style="list-style-type: none"> <li data-bbox="600 643 1549 708">○ Wording should reflect actions within the instructor’s control, such as timely grade posting. <li data-bbox="600 716 1549 748">○ Current phrasing may be interpreted differently by students. <li data-bbox="600 756 1549 862">○ Discussion included whether more specific language could be used (e.g., grades posted within one week of an exam or project submission). <p data-bbox="453 886 919 919">Question Personalization (QP)</p> <ul data-bbox="506 935 1570 1284" style="list-style-type: none"> <li data-bbox="506 935 1570 1000">• Several example personalized questions, while specialized, could potentially be generalized and incorporated into the universal questions. <li data-bbox="506 1016 1570 1081">• Group noted the importance of avoiding survey fatigue and limiting the number of universal questions. <li data-bbox="506 1097 1570 1203">• Examples discussed included: <ul data-bbox="600 1130 1570 1203" style="list-style-type: none"> <li data-bbox="600 1130 1570 1162">○ Quality of feedback provided to students. <li data-bbox="600 1170 1570 1203">○ Student awareness of available student services. <li data-bbox="506 1219 1570 1284">• Recommendation to check Noel Levitz Student Evaluations for existing data. <ul data-bbox="600 1252 1570 1284" style="list-style-type: none"> <li data-bbox="600 1252 1570 1284">○ Contact person: Kristen Buttigieg (CDS), who distributes the survey. <p data-bbox="453 1308 747 1341">General Discussion</p> <ul data-bbox="506 1357 1570 1500" style="list-style-type: none"> <li data-bbox="506 1357 1570 1422">• Overall, the current system is functioning well; question raised about the need for changes. <li data-bbox="506 1438 1570 1500">• Three options for reviewing universal evaluation questions were identified: <ol data-bbox="548 1471 1570 1500" style="list-style-type: none"> <li data-bbox="548 1471 1570 1500">1. Keep questions as-is. 	<p data-bbox="1598 147 1992 367">CASL members requested to review the questions presented by Wyatt; a future agenda item will be scheduled to discuss potential revisions.</p>

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	<p>2. Add additional questions. 3. Maintain 14 questions but replace some existing questions with new ones.</p> <ul style="list-style-type: none"> • Feedback is inherently subjective. <ul style="list-style-type: none"> ○ Example shared where grades were posted within hours, yet the instructor did not receive a high rating for timeliness. • Reminder that multiple collegewide surveys are distributed concurrently. <ul style="list-style-type: none"> ○ Course evaluations do not need to capture all institutional data points. ○ Emphasis should be on feedback that helps faculty adjust teaching strategies for their courses. • Opportunity identified to refine universal questions while reminding faculty that additional custom questions can be added. • Suggestion that CASL remind instructors about optional check-in surveys. <ul style="list-style-type: none"> ○ Mid-semester surveys allow instructors to make adjustments for current students, rather than only benefiting future courses. <p>PSYC200 Survey Example</p> <ul style="list-style-type: none"> • Wyatt demonstrated a PSYC 200 D2L mid-semester survey used to gather student feedback. <ul style="list-style-type: none"> ○ PSYC200 survey questions are linked in CASL SharePoint • Several Faculty expressed interest in implementing a similar approach. <ul style="list-style-type: none"> ○ Faculty can request Wyatt’s assistance through the CDS 5 Star Data Request Form. ○ Link to CDS 5 Star Data Request Ticket provided 	
<p>Cocurricular Assessment Subcommittee</p>	<ul style="list-style-type: none"> • The subcommittee previously discussed and reviewed a standardized reporting form. • Two parallel efforts were identified moving forward: <ul style="list-style-type: none"> ○ Wyatt and Karen will focus on assessing cocurricular programs. ○ A process will be established to support and validate program claims. <ul style="list-style-type: none"> ▪ HLC terminology uses “claims” rather than “goals,” and this language will be adopted. ▪ HLC focuses on assessing stated program claims. • Proposed April Action Plan: <ul style="list-style-type: none"> ○ Meet with cocurricular programs to confirm that assessment data exists to support stated claims. 	<p>Mark will compile and distribute notes and comments on the standardized reporting form for a future subcommittee meeting.</p> <p>Mark will send meeting invitations to subcommittee members; planned timing to follow the next CASL meeting.</p>

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	<ul style="list-style-type: none"> ○ Collaborate with cocurricular programs to ensure collected data appropriately supports those claims. ● Once claims and required data elements are established, the subcommittee will work with Karen and Wyatt to implement a system within CDS to collect and report data on a regular basis. ● Goal is to have data points defined and a reporting schedule established for cocurricular programs by the end of the current academic year. 	<p>The Cocurricular Assessment Subcommittee will begin meeting with cocurricular programs in early April.</p> <p>CASL members were invited to contact Mark if interested in joining the subcommittee.</p>
<p>Course Mapping & Data Application, standing agenda item</p>	<ul style="list-style-type: none"> ● Nearly 100 course assessment reports completed. <ul style="list-style-type: none"> ○ Includes Assessment Coordinator and Course Mapping courses; primarily general education. ○ Current focus is Fall 2025 course assessment reports. ● Six cocurricular assessment reports completed: <ul style="list-style-type: none"> ○ Athletics; Office of Empowerment; Leadership Academy; Cardio Exercise and Student Success; Library; Writing Center (added Fall 2025). ● Course Mapping process available in CASL SharePoint (infographic). <ul style="list-style-type: none"> ○ Step 1: Onboarding and Planning. ○ Step 2: Review and Refine Learning Outcomes. ○ Step 3: Link Learning Outcomes to Assessments. ○ Step 4: Assess, Analyze, and Improve. 	<p>N/A</p>
<p>Breakout Into Discussion Teams</p>	<p>Breakout Discussion Groups</p> <ul style="list-style-type: none"> ● CASL members participated in three Webex breakout groups for approximately 10 minutes: <ul style="list-style-type: none"> ○ Group 1: Authentic/Collaborative Assessment. ○ Group 2: Socially Conscious/Student-Centered Assessment. ○ Group 3: General Assessment Overview (Fundamentals). <p>Sharing Discussion Highlights</p> <p><i>Group 1: Authentic/Collaborative Assessment</i></p> <ul style="list-style-type: none"> ● Identified a need to provide faculty with a variety of assessment tools and opportunities to experience them. <ul style="list-style-type: none"> ○ Tools would need to be adaptable to individual disciplines. 	<p>Breakout discussions will be revisited in upcoming CASL meetings.</p> <p>CASL members were asked to review the reference materials linked in the minutes and available on the CASL SharePoint homepage.</p>

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	<ul style="list-style-type: none"> • Group noted the importance of assessing skills development and critical thinking. <p><i>Group 2: Socially Conscious/Student-Centered Assessment</i></p> <p>Socially Conscious Assessment</p> <ul style="list-style-type: none"> • Emphasized the importance of encouraging students to consider their identities in positive, constructive ways rather than from a deficit perspective. • Supported self-reflection and recognition of individual strengths <p>Student-Centered Assessment</p> <ul style="list-style-type: none"> • Discussed developing localized projects that engage social justice issues or non-profit organizations in the Lansing area. <ul style="list-style-type: none"> ○ Would allow students to connect coursework with personal interests and community engagement. <p><i>Group 3: General Assessment Overview (Fundamentals)</i></p> <ul style="list-style-type: none"> • Balance between aligning assessments with learning outcomes in a way that provides data needed to report to Provost Cabinet, LCC Board of Trustees, Higher Learning Commission, etc. • Make sure assessments that are being aligned are appropriate. <ul style="list-style-type: none"> ○ Are we guiding students to be outcome driven or are we encouraging learning within those students? <p>Future Plans</p> <ul style="list-style-type: none"> • Breakout discussions will be scheduled for at least 30 minutes at the next CASL meeting. • Goal is to develop materials to share with the Academic Senate during CASL report time. <ul style="list-style-type: none"> ○ Potential approaches include: <ul style="list-style-type: none"> ▪ Short subcommittee presentations (2–3 minutes). ▪ A distributable handout for Senate constituents. ▪ Written recommendations to support faculty conversations, including how CASL can assist. • CASL members interested in presenting to the Academic Senate were asked to notify Mark. 	

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	<p>Reference Links</p> <ul style="list-style-type: none"> • Michigan Assessment Consortium – Components of Equitable Assessment Systems (quick reference) • Michigan Assessment Consortium – Comprehensive Equitable Assessment Systems guide <p>Additional Discussion:</p> <ul style="list-style-type: none"> • New opportunities exist to evaluate open-ended questions. <ul style="list-style-type: none"> ○ Previous limitations were largely due to processing constraints. ○ Emerging technologies may expand capacity in this area. ○ Importance noted in communicating these tools to faculty and supporting onboarding. 	
Future Agenda Items	<ul style="list-style-type: none"> • Re-examine individual Blue universal course evaluation questions. • Allocate sufficient time for discussion teams to develop recommendations for faculty to be included in a report to the Academic Senate. 	N/A

Meeting adjourned at 2 PM.

- Next meeting will be Friday, February 6, 2026 from 12:30 – 2 PM, via Webex.

WebEx Chat Information:

Sent separately by Webex to all participants.

Attachments:

None

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