



Minutes

Approved during the 3/20/26 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, April Dreeke, Chuck Page, Homa Ghaussi Mujtaba, Jesse Mills, Kara Wiedman, Mark Kelland, Melinda Hernandez, Rafeeq McGiveron, and Zack Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, Karen Hicks, and Tracy Nothnagel.
- **Guest(s):** Cheryl Garayta, Holly Yatros, Justice Odiase, Lisa Nienkark, Szymon Machajewski, Trevor Burns, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

Date: 2/20/26

Time: 12:30 – 2:00 PM

Room: Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 2/20/26 Agenda	Approved Without objection.	N/A
Approval of the 2/6/26 Minutes	Approved Without objection.	N/A
Chair’s Report	<ul style="list-style-type: none"> • CASL membership request for April Dreeke approved by the Academic Senate Executive Team (confirmed with Tracy Nothnagel). • Mark reported ongoing difficulty registering for the AAHLE Virtual Conference and is continuing to follow up. 	N/A
Re-examine 14 Universal Blue Course Evaluation Question #8	<p>Question #8 <i>This question uses the Likert Scale: Never, Rarely, Sometimes, Most of the Time, Always</i></p> <p><i>Current Wording</i></p> <ul style="list-style-type: none"> • I was informed of my progress throughout the semester. <p><i>Proposed Revision Discussion</i></p> <ul style="list-style-type: none"> • Shift focus to student access to grade visibility. 	Amend Student Evaluation Question effective Fall 2026 semester evaluations and moving forward.

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> • Amended wording: “I was able to view my current grade in the D2L gradebook throughout the semester.” • Question raised about adding widgets or shortcuts to highlight student access to the D2L gradebook. <ul style="list-style-type: none"> ○ Recommended that interested faculty send an email to eLearning and the administrators there can work with them on it. <p>Decision</p> <ul style="list-style-type: none"> • Motion made and seconded to adopt the amended wording. • Approved without objection. • Change effective beginning Fall 2026 semester evaluations and moving forward. 	
<p>Course Mapping & Data Application, standing agenda item</p> <p>Link to original presentation in SharePoint: Predicting Learning Outcome Associations in Assessment Questions.</p>	<p>Course Mapping & Data Application – AI Use Case (Wyatt)</p> <p>Wyatt shared his screen to present an AI-supported CDS service to assist with aligning SLOs to assessments, using D2L quiz questions as a sample case (Mark’s course data used with permission). This can be helpful for people in the fourth module of the D2L course mapping training.</p> <ul style="list-style-type: none"> • Wyatt used a local large language model (LLM) AI to suggest alignment of quiz questions to learning outcomes. • Intended as a starting point to support efficiency and consistency in course mapping. • Most helpful in courses with multiple faculty and larger quiz banks; less applicable where limited written/digital content exists. • All AI-generated suggestions require faculty review and validation. • This is an early-stage effort; feedback and course-level requests welcomed via 5Star CDS Data Request ticket or direct outreach to Wyatt. <p><i>Related resources noted during discussion:</i></p> <ul style="list-style-type: none"> • Faculty can leverage Lumi in D2L to suggest LOs to quiz questions too. https://elearning.lcc.edu/instructors/help/ai/lumi/outcomes-quizzes.html • D2L allows to link course activities to course objectives, in some LMS each quiz question can be linked to a course objective: https://community.d2l.com/brightspace/kb/articles/2734-align-learning-outcomes-to-course-content-and-activities 	<p>CASL member feedback and course-level requests welcomed via 5Star CDS Data Request ticket or direct outreach to Wyatt.</p>

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> eLearning has instructional guides for Learning Outcomes specific to our D2L instance. The D2L guides can get confusing sometimes. https://elearning.lcc.edu/instructors/help/assessments/outcomes/ 	
Welcome new member.	Welcome to new member April Dreeke <ul style="list-style-type: none"> Present members introduced themselves. 	N/A
Breakout Into Discussion Teams 30-minute sessions Link to SharePoint AY 25-26 Subcommittee folders.	Breakout Discussion Groups <ul style="list-style-type: none"> Karen reviewed worksheets in SharePoint; intent was to complete Goal 1. Groups: Authentic/Collaborative, Socially Conscious/Student-Centered, General Assessment Fundamentals. <ul style="list-style-type: none"> General Assessment Fundamentals completed Goal 1; time fully utilized. Socially Conscious/Student-Centered did not complete; discussion surfaced varied interpretations of scope. Authentic/Collaborative completed part of the goal; requested clarification on defining the collaborative component. Need identified for clearer understanding of terminology (collaborative as group work vs. student voice in assessment; socially conscious as equitable design vs. equitable grading practice). Groups may refine focus areas at the next meeting and report out decisions. <i>Original Reference Materials</i> <ul style="list-style-type: none"> https://www.michiganassessmentconsortium.org/wp-content/uploads/MAC-Statement-Components-of-Equitable-Assessment-Systems.pdf 	Reminder to file a summary worksheet for each group’s discussion during the meeting in their appropriate Subcommittee folders on SharePoint.
Future Agenda Items	<ul style="list-style-type: none"> Cocurricular subcommittee will meet directly after the April 3, 2025 meeting. 	N/A

Meeting adjourned at 1:49 PM.

- Next meeting will be Friday, March 20, 2026 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.