



## Minutes

Approved during the April 3, 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, April Dreeke, Chuck Page, Jesse Mills, Joshua Galat, Kara Wiedman, Mark Kelland, Rafeeq McGiveron, and Zack Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Karen Hicks and Tracy Nothnagel.
- **Guest(s):** Cheryl Garayta, Lisa Nienkark, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

**Date:** 3/20/26

**Time:** 12:30 – 1:40 PM

**Room:** Via Webex

Agenda Item	Discussion	Next Steps
<b>Approval of the 3/20/26 Agenda - Zack</b>	<b>Approved</b> Without objection.	N/A
<b>Approval of the 2/20/26 Minutes - Zack</b>	<b>Approved</b> Without objection.	N/A
<b>Chair’s Report – Mark,</b> called in while on the road to the HLC Conference in Chicago.	<ul style="list-style-type: none"> <li>• Mark registered for the virtual AALHE Conference. He may not attend all sessions but plans to review recordings. Karen may explore sending attendees to a different conference next year.</li> <li>• HLC Core Component 3E: Assessment of Student Learning <i>“The institution improves the quality of educational programs based on its assessment of student learning.”</i> <ul style="list-style-type: none"> <li>○ During his comprehensive evaluation visit in Phoenix, Mark encountered a college under monitoring for assessment; course mapping in their learning management system had not yet begun.</li> <li>○ Reflecting on LCC’s status:           <ul style="list-style-type: none"> <li>▪ Overall, assessment practices are strong.</li> <li>▪ Greater emphasis is needed on using assessment data to improve programs at the program learning outcome (PLO) level.</li> </ul> </li> </ul> </li> </ul>	Mark to report on HLC Conference takeaways at the next meeting.

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	<ul style="list-style-type: none"> <li>○ The Provost has requested CASL’s support in ensuring programs annually review and use assessment data for program-level improvement, not just course-level changes. AKA Closing the Loop.</li> <li>○ At the HLC Conference, Mark will gather insight on how peer reviewers interpret assessment requirements and how institutions are using assessment data.</li> </ul>	
<p><b>Course Mapping &amp; Data Application</b>, standing agenda item – Karen/Wyatt</p>	<p><b>Course Mapping Goals Have Been Exceeded!</b></p> <ul style="list-style-type: none"> <li>● Karen reported on progress toward the 2025–26 course mapping goal: 50% of General Education courses and the top 100 highest-enrolled courses included in the mapping process. <ul style="list-style-type: none"> <li>○ As of last week Course Mapping was 10% over that general goal.</li> <li>○ Most in Arts and Sciences with breakdowns in the supporting graphic below.</li> <li>○ Only 5 HHS courses fit the general education definition but four of them are being mapped.</li> <li>○ Technical Careers Area will begin the process with a May workshop. Expect to see many mapped there by early fall 2026 semester.</li> </ul> </li> </ul>	N/A

# Lansing Community College: Spring 2026 Course Mapping Progress Report

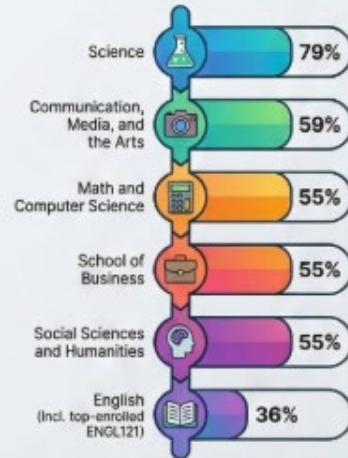


## Arts & Sciences (High Volume Focus)



**The High-Volume Leader:**  
107 Priority Courses  
Highest volume of Gen Ed &  
top-enrolled courses.

**60%** Engaged or Completed  
64 of 107 priority courses.



## Divisional Comparisons & Future Outlook



**Health and Human  
Services Reaches**

**94%**

HHS leads in efficiency;  
qualifying courses  
engaged/completed.

### HHS Excellence



**100%**  
Nursing



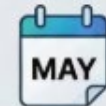
**100%**  
Fitness and  
Wellness



**100%**  
Child Development  
& Early Education



## Technical Careers: May Mapping Workshop



Division-wide  
workshop scheduled  
in early May to  
accelerate the  
mapping process.

Agenda Item	Discussion	Next Steps
	<ul style="list-style-type: none"> <li>• The following graphic gives a depiction of the four-step course mapping process.               <ul style="list-style-type: none"> <li>○ Step 1 Onboarding &amp; Planning; Step 2: Review and Refine Outcomes; Step 3 Link Outcomes to Assessments; Step 4 Assess, Analyze &amp; Improve.</li> </ul> </li> </ul> <div data-bbox="451 367 1570 982" data-label="Diagram"> <p><b>The Learning Outcome Mapping &amp; Assessment Process</b></p> <p><b>Step 1: Onboarding &amp; Planning</b> Coordinators and faculty meet to establish plans, timelines, and support needs.</p> <p><b>Step 2: Review &amp; Refine Outcomes</b> Learning outcomes are collaboratively reviewed, edited, and validated before mapping.</p> <p><b>Step 3: Link Outcomes to Assessments</b> Approved outcomes are entered into the system and linked to specific course assessments.</p> <p><b>Step 4: Assess, Analyze &amp; Improve</b> Faculty assess outcomes, data is analyzed, and reports inform curriculum adjustments.</p> </div> <p><b>Questions/Discussion</b></p> <ul style="list-style-type: none"> <li>• How would a course get their Program Learning Outcomes (PLOs) entered into D2L?               <ul style="list-style-type: none"> <li>○ During the course mapping process with CDS the Student Learning Outcomes (SLOs) and PLOs are reviewed and approved by CDS and the Curriculum Committee.</li> <li>○ Outcomes are then entered into the system by eLearning.</li> </ul> </li> <li>• Are there any programs at the “closing the loop stage?” Looking for some examples or guidance of what that looks like.               <ul style="list-style-type: none"> <li>○ Karen noted this is a developing area and agreed that there is a need to collect and share examples of assessment practices and closing-the-loop efforts in a centralized, accessible space for faculty.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Mark shared that, during LCC’s last HLC site visit, some programs had effectively closed the loop but did not recognize or articulate it as such. He suggested sharing examples at Academic Senate to build understanding</li> <li>● Question raised on how courses are mapped to College Essential Learning Outcomes. <ul style="list-style-type: none"> <li>○ Each course is mapped to ELOs as part of the process but they are only required to have a least one tied to them.</li> <li>○ Programs are expected to ensure all ELOs are covered across required coursework.</li> <li>○ Emphasized the importance of focusing on required courses (not electives) to ensure full ELO coverage within programs.</li> </ul> </li> <li>● The newly added Health and Wellness ELO, a subset of ELO Number 4, is being tracked manually at this time with results being incorporated with cocurricular assessment reporting. <ul style="list-style-type: none"> <li>○ Reference: <a href="#">LCC Essential Learning Outcomes Webpage</a></li> </ul> </li> <li>● Wyatt noted that while several assessment initiatives are underway, he is still available to answer questions as needed.</li> </ul>	
<p><b>Breakout Into Discussion Teams</b> 30-minute sessions</p> <p><a href="#">Link to SharePoint AY 25-26 Subcommittee folders.</a></p>	<p><b>Breakout Discussion Groups</b></p> <ul style="list-style-type: none"> <li>● Worksheet links to SharePoint were shared and teams were requested to address section 2 of their action plans. <ul style="list-style-type: none"> <li>○ <a href="#">Authentic/Collaborative Assessment Worksheet</a></li> <li>○ <a href="#">Socially Conscious/Student-Centered Assessment Worksheet</a></li> <li>○ <a href="#">General Assessment Fundamentals Worksheet</a></li> </ul> </li> </ul> <p><b>Brief Summaries Upon Reconvening</b></p> <ul style="list-style-type: none"> <li>● <b>Authentic/Collaborative Group:</b> Emphasized that face-to-face communication is most effective for demonstrating assessment practices, supported by follow-up resources. Noted the need to clearly communicate the purpose and benefits of assessment.</li> <li>● <b>Socially Conscious/Student-Centered Group:</b> Identified key messages and their importance but have not yet determined delivery methods. Noted</li> </ul>	<p>Documents should be uploaded to SharePoint or sent to Karen for posting.</p> <p>Additional input may be shared with Mark, Karen, or Zack.</p>

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	<p>challenges in packaging content and emphasized using neutral, cross-disciplinary language.</p> <ul style="list-style-type: none"> <li>• <b>General Fundamentals Group:</b> Recommended a mix of simple communication (e.g., email, infographics) and in-person engagement. Emphasized a supportive tone, reinforcing faculty ownership of course design while promoting best practices.</li> </ul> <p><b>Reminders</b></p> <ul style="list-style-type: none"> <li>• Documents should be uploaded to SharePoint or sent to Karen for posting.</li> <li>• Groups will continue work at the next meeting. Additional input may be shared with Mark, Karen, or Zack.</li> </ul>	
<b>Future Agenda Items</b>	<ul style="list-style-type: none"> <li>• Note: All are welcome to stay on this meeting link after CASL adjourns for the Cocurricular Subcommittee work.</li> <li>• No future agenda items presented.</li> </ul>	N/A

**Meeting adjourned at 1:40 PM without objection.**

- Next meeting will be Friday, April 3, 2026 from 12:30 – 2 PM, via Webex.

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

**Attachments:** None

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