



## Minutes\_draft

**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, Ed Kabara, Homa Ghaussi Mujtaba, Joshua Galat, Kara Wiedman, Mark Kelland, Melinda Hernandez, Rafeeq McGivern, and Zack Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell and Tracy Nothnagel.
- **Guest(s):** Lisa Nienkark and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

**Date:** 5/1/26

**Time:** 12:30 – 2:00 PM

**Room:** Via Webex

Agenda Item	Discussion	Next Steps
Approval of the 5/1/26 Agenda	<b>Approved</b> Without objection.	N/A
Approval of the 4/17/26 Minutes	<b>Approved</b> Without objection.	N/A
Chair's Report	<p><b>Future Goals</b></p> <ul style="list-style-type: none"> <li>• Focusing on the implementation of breakout group proposals.               <ul style="list-style-type: none"> <li>○ Discussion groups asked to prepare for the implementation phase during today's breakout session.</li> </ul> </li> <li>• Using assessment data to "close the loop".               <ul style="list-style-type: none"> <li>○ Efforts will center on making concrete improvements to academic programs based on assessment results.</li> <li>○ It was noted that this focus at the program level is essential for upcoming HLC requirements.</li> </ul> </li> </ul>	N/A
Collegewide Standardization of Learning Outcomes – group discussion	<p><b>Standardization of Learning Outcomes</b></p> <p>The committee discussed a proposal to officially switch from using Student Learning Outcomes (SLOs) to Course Learning Outcomes (CLOs) college-wide.</p>	<ul style="list-style-type: none"> <li>• Mark Kelland will check if any accredited programs are strictly required to use "SLO" terminology.</li> </ul>

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	<ul style="list-style-type: none"> <li>• The term "SLO" has become too vague and creates confusion, as Program (PLO) and Essential (ELO) outcomes are also technically student-focused.</li> <li>• Using "CLO" provides the specificity needed for accurate mapping in D2L, where course-level learning can be clearly embedded within broader PLOs and ELOs.</li> <li>• The Provost is on board, and the committee is working with Academic Operations to potentially update syllabus templates for the Fall.</li> <li>• While the committee is ready to retire "SLO," there is still a need to ensure this doesn't conflict with specific accreditation language or disrupt existing data reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Kara Wiedman will verify with system admins that shifting terminology won't break current D2L reporting.</li> <li>• Mark Kelland will include this recommendation in the next CASL report to the Academic Senate.</li> </ul>
<p><b>Course Mapping &amp; Data Application</b>, standing agenda item</p> <p>Link to Wyatt's presentation on CASL SharePoint Site:</p> <p><a href="#">Testing AI On Exams</a></p>	<p><b>Presentation: Testing AI On Exams</b></p> <ul style="list-style-type: none"> <li>• <b>Wyatt Schwanbeck</b>, working with <b>Anna Mitterling</b>, presented findings from a collaborative project designed to "stress test" specific assignments and exams using generative AI. The project used prompt engineering to determine how easily existing assessments could be completed via full AI outsourcing, aka "zombie submissions."</li> </ul> <p><b>Presentation Summary</b></p> <ul style="list-style-type: none"> <li>• Knowledge-based and reference-based questions (such as Multiple Choice and True/False) were found to be highly susceptible to full AI outsourcing.</li> <li>• Experiential and authentic assessments proved much less susceptible to AI completion.</li> </ul> <p><i>Comparison of Exam Types:</i></p> <ul style="list-style-type: none"> <li>• Sections testing specific content knowledge or the ability to evaluate information were easily bypassed by AI.</li> <li>• Experiential model required students to produce a hypothesis, plan an experiment, collect data, and evaluate findings. Because later answers depended directly on the specific results of the student's unique experiment, the AI struggled to maintain consistency, making that assessment more resilient.</li> <li>• It was noted that this "stress test" had limitations. <ul style="list-style-type: none"> <li>○ Only a single response from NotebookLM was used.</li> <li>○ Results could vary significantly depending on many factors such as performance of different large language models (LLMs), the type of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interested faculty should contact Wyatt Schwanbeck for assignment stress-testing.</li> </ul>

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	<p>supplemental contextual information provided to the model, and the type of prompt.</p> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>Members noted that contextualizing questions specifically to course-defined parameters (e.g., a specific class definition of a hypothesis) allows instructors to deduct points for generic AI responses that fail to meet course-specific standards.</li> <li>It was observed that traditional anti-cheating measures, such as strict timers, are less effective now because AI can generate responses very quickly.</li> <li>Discussion referenced using AI as a learning tool rather than a shortcut, shifting the faculty role from teaching pure content to teaching students how to use AI critically within that content.</li> <li>Wyatt Schwanbeck extended an offer to partner with other faculty members to stress-test their assignments, noting that these reviews can be kept confidential or shared with others as desired.</li> </ul> <p><i>Transition period.</i></p> <ul style="list-style-type: none"> <li>There is an emotional toll of realizing that high-quality, rigorous assessments can now be bypassed by "messy AI" with minimal student effort. It seems the nature of teaching is changing again.</li> <li>Past student input regarding AI use, to the Academic Senate, emphasized that students still value personal connection with faculty. <ul style="list-style-type: none"> <li>A future goal could be to allow faculty to spend less time "policing" and more time on high-value student interaction.</li> </ul> </li> <li>When alerted, Anna's Associate Dean and the Provost quickly became engaged and supportive of these findings, recognizing that departmental conversations are essential to addressing these shifts. <ul style="list-style-type: none"> <li>It's important to remember no one is addressing these issues on their own, departmental and collegewide conversations will lead to solutions.</li> </ul> </li> </ul>	
<p><b>Breakout Into Discussion Teams</b> 30-minute sessions</p>	<p><b>Breakout Discussion Groups</b></p> <ul style="list-style-type: none"> <li>The committee divided into three focal groups: <b>Authentic Assessment, Socially Conscious/Student Centered Assessment, and General Assessment.</b></li> </ul>	<p>All groups are ready to begin implementing their ideas during the next Academic Year.</p>

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<a href="#">Link to SharePoint AY 25-26 Subcommittee folders.</a>	<ul style="list-style-type: none"> <li>Following a 30-minute working session, each group reported they successfully defined their course of action for the upcoming academic year.</li> <li>Implementation strategies are set to begin upon return of the faculty in September.</li> </ul>	
<b>Tentative Meeting Schedule for AY 26-27</b>	<ul style="list-style-type: none"> <li>Approved without objection as presented and attached to these minutes. <ul style="list-style-type: none"> <li>The first meeting will be on Friday September 18, 2026 from 12:30 – 2PM via Webex.</li> </ul> </li> </ul>	Webex meeting invitations will be sent to all members, and optional guests, by the end of August 2026.
<b>Future Agenda Items</b>	None	Members are reminded to send any future agenda items to Mark, Zack, Karen, or Wyatt for inclusion.

**Meeting Adjournment:** The meeting was adjourned without objection at 1:59 PM.

**Next Meeting**

- Date & Time:** Friday, September 18, 2026, from 12:30 PM – 2:00 PM
- Location:** Via Webex.
- Note:** This will be the first meeting of the 2026–2027 academic year.

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

**Attachments:** Proposed CASL Meeting Schedule for AY 26 – 27.

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## **Proposed CASL Meeting Schedule for AY 26 - 27**

Fridays at 12:30 - 2pm, Via Webex

### **Fall 2026 Semester (August 20 – December 14)**

*9/4/26 no meeting due to normal divisional/departamental scheduling conflicts. – Labor Day Weekend conflict*

9/18/26

10/2/26

10/16/26

10/30/26

11/13/26

*No Meeting Due To Thanksgiving Break*

12/11/26

### **Spring 2027 Semester (January 11 – May 10)**

1/22/27

2/5/27

2/19/27

*No Meeting Due to Spring Break*

3/19/27

4/2/27

4/16/27

4/30/27