Minutes

Approved during the 10/02/26 CASL 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, Danielle Savory, Ed Kabara, Evi Buell, Homa Ghaussi Mujtaba, Jessie Mills, Joshua Galat, Kara Wiedman, Mark Kelland, Melinda Hernandez, Rafeeq McGivern, Rob McLoone, and Zack Macomber.
- **Resource/Ex-officio Members Present via WebEx:** Dana Cogswell, Karen Hicks, and Tracy Nothnagel.
- **Guest(s):** Kaitlyn Curtis, Lisa Nienkark, Megan Lin, Trever Burns, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

Date: 9/18/26	**Time: 12:30 – 2:00 PM**	**Room: Via Webex**

Agenda Item	Discussion	Next Steps
Approval of the 9/18/26 Agenda	Mark requested the addition of an introduction item to the agenda. Hearing no objections, the agenda was approved as amended	N/A
Approval of the 5/1/26 Minutes	Approved, without objection.	N/A
Introductions	Introductions were given by all attendees.	N/A
Chair's Report	**Proposed Plans for AY 26 - 27** Mark proposed two main goals and one year-long project for this academic year. *Goals:* 1. Continuing to promote getting courses mapped and into the D2L using Learning outcomes tool. 2. Implementation of breakout group proposals from last year.	See Breakout Group Section of these minutes.

Agenda Item	Discussion	Next Steps
	CASL Year-Long Project: Stress testing AI-integrated assessments and building a repository of AI assessments to share with faculty. **Motion** made by Rafeeq: I move that CASL adopt the following formal goals for academic year 2026-2027: • Continue advancing assessment within the curriculum mapping project, utilizing the D2L learning outcomes tool, and • Implementing the proposals from CASL breakout groups on authentic/collaborative assessment, socially conscious/student-centered assessment, and general assessment fundamentals. **Zack seconded.** No debate/questions/comments. *Motion approved without objection.* **Process Note** Next agenda will come later in the week than normal – due to scheduling issues leadership will not meet until Wednesday, September 30, 2026.	
Course Mapping & Data Application, standing agenda item	**Annual Assessment & Board Ends Preparation** Presenters: Karen Hicks and Wyatt Schwanbeck *The Slide Deck is posted in SharePoint.* • **Data Scope:** Results reflect summer work on Essential Learning Outcomes (ELOs) for Fall 2025 and Spring 2026 data. Assignments were pulled directly from program reviews or course mapping, focusing on large summative assessments. • **Presentation Overview:** Content matched recent reports delivered to the Provost Cabinet and Executive Leadership Team. • **Student Placement & Curriculum,** Group Discussion: Focused on challenges with student preparation, particularly in STEM and math after prerequisite changes like the removal of Math 109. Faculty currently lack direct access to student-level placement data. Leadership noted that HLC reviewers view placement and curriculum policy as broader institutional issues outside CASL direct purview. The	**Mark, Kara, Karen, and Wyatt:** Schedule and prepare a future Academic Senate Presentation.

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	committee focus remains on documenting interventions and closing loops for accreditation. • **Process Improvements & Workflow,** presentation continued: Work continues on a four-step framework: Step 1 (Alignment & Mapping), Step 2 (Assessment Design & Rubrics), Step 3 (Data Collection & Calibration), and Step 4 (Action & Closing the Loop). A workflow review found three areas to improve: bottlenecks, high error rates (in data entry), and need to add the closing the loop step. Administrative mechanics are being investigated to lighten faculty workload. Additional general education courses are being mapped with ongoing rubric and scoring support. • **eLearning Collaboration:** The committee recognized the eLearning team for their implementation support in D2L. A joint presentation with the assessment team at the Academic Senate is planned to demonstrate refining teaching objectives using technical tools. • **Course Mapping Benefits:** Mapping guides design decisions, such as cleaning up D2L shells, adjusting scoring, and discussing AI risks. It also integrates assessment processes like creating standardized reports that can be used with program reviews and accreditation documentation. • **Artificial Intelligence in Assessment:** Members discussed faculty integration of AI in coursework. Efforts are underway to create an LCC-specific repository of AI strategies to prevent duplicate work. Some faculty are testing ethical AI assignments using Szymon Machajewski's book on AI in education, while others are exploring localized AI options. • **Department Engagement:** Technical Careers is collaborating closely with assessment leadership this year; previous participation gaps stemmed from criteria alignment rather than disinterest.	
Breakout Into Discussion Teams 30-minute sessions *Link to SharePoint AY 25-26 Subcommittee folders.*	**Breakout Group Discussion** • **Implementation Strategies:** Groups are beginning work on implementation strategies using worksheets available on SharePoint (Authentic/Collaborative, Socially Conscious/Student-Centered, and General Assessment Fundamentals) • **Format Adjustment:** Due to time constraints, members did not break into separate groups. Instead, the committee reviewed a general progress update to	• **Breakout Group Worksheets:** All members are requested to review the breakout group worksheets in the CASL SharePoint breakout session area to prepare for goal and project work at the next meeting.

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	start the semester, with plans to resume small breakout groups in future meetings. **General Assessment Summary** • **Framework & Core Principles:** Assessment serves as a standardized institutional evaluation mechanism to ensure accountability. It does not require standardized testing; granular assessment consists of multiple measurements collected across several semesters. • **Core Components:** Faculty are not expected to be assessment experts. The process relies on three steps: providing clear learning outcomes, analyzing evidence of student learning, and taking action based on findings. • **Focus Areas:** Ongoing assessment efforts address course drift to maintain instructional alignment over time. Future work will concentrate on action planning. **Authentic Assessment Summary** • **Framework & Resource Development:** Authentic assessment varies significantly by discipline. Current efforts focus on providing practical resources and case studies to illustrate authentic assessment across different fields. Examples include service-learning projects, professional presentations, and student participation in StarScapes. • **Professional Development:** Recommendations include hosting a faculty panel featuring case studies during Professional Activity (PA) Days. Members also supported exploring a dedicated campus-wide Assessment Day to highlight effective practices. **Socially Conscious Group Summary** • **Status & Next Steps:** Due to shifting attendance and member redistribution across subcommittees, worksheet development paused in late spring. Committee leadership will review the scope of this topic to determine whether to revitalize the initiative or consolidate focus around the remaining two breakout priorities for the upcoming year.	• **New Member Placement:** New members should review the worksheets to select a breakout group interest. Leadership will reach out to coordinate group placement prior to the next meeting. • **Socially Conscious Group Status Determination:** Leadership to review the topic to determine if continuing or pausing the initiative at this time.
Future Agenda Items	None.	N/A

Meeting Adjournment:.

- With no further business on the agenda, the meeting was declared adjourned at 1:50 PM.

Next Meeting

- **Date & Time:** Friday, October 2, 2026, from 12:30 PM – 2:00 PM
- **Location:** Via Webex.

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

Attachments: None

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