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:** Chuck Page, Danielle Savory, Ed Kabara, Evi Buell, Homa Ghaussi Mujtaba, Jessie Mills, Joshua Galat, Kara Wiedman, 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):** Kaitlyn Curtis, Lisa Nienkark, Megan Lin, and Wyatt Schwanbeck.
- **Scribe:** Terri Christian.

Date: 10/30/26	**Time: 12:30 – 2:00 PM**	**Room: Via Webex**

Agenda Item	Discussion	Next Steps
Approval of the 10/30/26 Agenda	Approved without objection.	N/A
Approval of the 10/16/26 Minutes	Approved without objection.	N/A
Chair's Report	**HLC Seminar** • Mark and Karen will be attending a Higher Learning Commission (HLC) seminar on Monday, November 2, 2026 titled, "Determining the Scope of an Educational Program." HLC will also review Accreditation Criterion 3. E. Assessment of Student Learning, "The institution improves the quality of educational programs based on its assessment of student learning." **PA Days** • Correction from October 16, 2026 minutes: Professional Activity (PA) Day proposals are due November 20, 2026, not the previously reported October 28, 2026. • Presentation submissions are optional. • CASL will be represented, with the General Assessment Fundamentals group considering two submissions.	• Continue monitoring HLC guidance. • Finalize PA Days presentation plans.

Agenda Item	Discussion	Next Steps

AI Integration & Resource Sustainability	**Resource Websites**
	• The committee discussed AI integration initiatives and website sustainability. Academic Senate members and Fellows are collaborating on AI resources, included in the Open LCC AI Hub.
	  ○ CASL member Anna Mitterling, and guest Wyatt Schwanbeck, are part of this initiative
	• CASL has already created several assessment tools for faculty which live on the pre-existing Google Site created by CASL.
	• The committee evaluated transitioning content from the CASL Google Site to the Open LCC AI Hub or to the Center for Teaching Excellence (CTE) site.
	  ○ The Open LCC site offers direct administrative publishing freedom without routing every update through Marketing.
	  ○ However, long-term site maintenance, content curation, and accessibility standards (Title II compliance) were highlighted as critical factors.
	  ○ While Marketing handles accessibility checks on the primary LCC site, maintaining external sites requires dedicated committee oversight.
	  ○ No matter what website become a home for CASL information, standardizing updates as a standing committee agenda item was suggested to ensure ongoing accuracy.
	• Preference was expressed for retaining an official lcc.edu domain address over external domain variations to maintain institutional authority.
	• Communication tools
	  ○ CASL chair could use report time at the Academic Senate to communicate updates and contents on the website.
	  ○ Karen Tommasulo could create initial communications and periodic reminders.
		Continue discussion within the General Assessment Fundamentals breakout group and report recommendations back to the full committee.

Course Mapping & Data Application Presentation by Wyatt Schwanbeck, link to PDF in CASL SharePoint: Assessment Institute –	**Assessment Institute Conference** • Karen and Wyatt attended a conference in Indianapolis put on by the Assessment Institute. • The main topics were Data Storytelling, Authentic Assessments and High Impact Practices (HIPs). • Wyatt presented an overview of these topics with resource links embedded. ○ This presentation has been posted on the CASL SharePoint site.	• Wyatt to open eLearning ticket to track student use of the AI Literacy training. • Further research on reflection data and authentic assessment methods will continue.

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Agenda Item	Discussion	Next Steps
Conference Resources and Future Plans	○ The presentation highlighted that generative AI misuse can impact reflective thinking, but structured guardrails allow AI to enhance learning. ○ Studies indicate that offloading text summarization to AI deteriorates critical thinking, as synthesizing key concepts in one's own words is essential to learning. ○ Qualifying assessment criteria for High-Impact Practices were reviewed, including clear performance expectations with timely feedback, significant student effort over extended durations, substantive interaction with faculty and peers, structured reflection opportunities, and opportunities to demonstrate competence. ▪ Preliminary LCC data indicates higher success rates in sections incorporating structured reflection. ▪ More research is needed here. ○ Wyatt emphasized the following conference quote: "We are biologically predisposed to learn through experiences and storytelling." **Discussion** • Committee discussion noted concerns regarding student AI usage, specifically students unknowingly using embedded AI tools in web browsers and database searches, or using PDF readers to summarize text. • Faculty noted that AI usage is widespread across disciplines, creating challenges in distinguishing authentic student work from generated text. • Feedback on student AI literacy modules indicated low voluntary participation. ○ A ticket will be submitted to eLearning to track student access rates and assess behavior modifications. • The committee discussed evaluating critical thinking and writing quality. ○ Providing specific feedback on inferences, synthesis, and analysis is more effective than broad criticism. • Faculty noted that students sometimes view AI as a shortcut rather than a learning tool, underscoring the need for faculty guidance on responsible AI integration to capture authentic student voices. ○ When a student views a course as a barrier to get through, instead of a learning tool to master, they use AI as a shortcut through that barrier, and not necessarily in responsible ways.	

Agenda Item	Discussion	Next Steps
Breakout Into Discussion Teams • Authentic/Collaborative • Socially Conscious/Student-Centered • General Assessment Fundamentals	The committee split into breakout sessions and reconvened for a brief debrief: **Authentic / Collaborative** Discussion focused on potential presentation materials. A session may be planned for a CTE workshop in the spring rather than January PA Days. **Socially Conscious / Student-Centered** The group is targeting the May PA Days. Next steps involve soliciting course examples from instructors through Assessment Coordinators after defining terms clearly. **General Assessment Fundamentals** Plans for January PA Days sessions are finalized.	• Breakout groups will continue refining session proposals and soliciting faculty assessment examples. • If data is needed for group efforts be sure to reach out to Wyatt Schwanbeck.
Future Agenda Items	None brought forward.	N/A

Meeting Adjournment:

- Moved by Rafeeq McGiveron, seconded by Joshua Galat. Approved unanimously. Meeting adjourned at 2:00 PM.

Next Meeting

- **Date & Time:** Friday, November 13, 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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