



## Instructional Assessment Committee Minutes

**November 1, 2024**

Attending: Trey Batey (chair), Brad Benjamin, Elena Boleyn-Ross, Merry Bond, Gina Challed, Kristen Finnel (excused), Catie Graham, Wendy Hall, Armando Herbelin, Michaela Jackson (excused), Amber Lemiere, Joanna Mosser (vice chair), ~~Lucas Myers~~, Stefan Rijnhart, Angie Rogers, Barry Walther, Josie Zbaeren

1. Trey welcomed everyone. No guests were present.
2. Wendy announced that Lucas took the proposed changes to the Quantitative Literacy outcomes to the Instructional Council, where the changes were approved. The updated rubric is live on the LCC website.
3. The NWCCU rubric for Standards 1.C.1-1.C.3, and 1.C.5-1.C.7 were discussed at length.
  - a. Our well-established Curriculum and Program Review process puts us in a good position in terms of accreditation. There is room for improvement, and our goal as a committee is to use the language in the rubrics to identify changes and additions that will help us move firmly into the “highly developed” range for all standards.
  - b. Gina requested that committee members receive an email with prompts for the next meeting, in order to continue the discussion (including planning for how to bring more faculty into the conversation during winter and spring assessment days).
  - c. Questions/potential action items from the review of the rubric:
    - i. Are we documenting if/how sequenced learning activities are supported by research? Do we want to try to capture this? (1.C.1)
    - ii. How do we know if conversations about “appropriate rigor level” are happening in all programs? Are we capturing this somewhere? (1.C.1)
    - iii. How would we know if students can articulate learning outcomes? (1.C.2)
    - iv. Should we add a question to the C&PR to document how people are linking course outcomes to assessments? (1.C.3)
    - v. Do we want to have a discussion about common rubrics at the course and program level? (1.C.5)
    - vi. Although full-time faculty are involved with Global Skills, that’s definitely not the case for all adjuncts. Is there anything we can do to incorporate more adjuncts into Global Skills and other assessment work? (1.C.6)

- vii. How can we be more intentional about focusing on continuous improvement? Do we need more frequent assessment activities? Do we need some element of peer review in every section? (1.C.7)
  - viii. How can we maintain an ongoing emphasis on cross-departmental discussions and collaboration (such as what we've done with Guided Pathways)? How can cross-departmental work be incorporated into the C&PR process? (1.C.7)
  - ix. Can we integrate providing an example of how assessment work has led to improvements in C&PR, like the prompts we are considering for winter quarter assessment day? (1.C.7)
- 4. We will continue our discussion about the accreditation rubric and create the agenda for winter quarter assessment day at the next meeting.