



Instructional Assessment Committee Minutes

May 1, 2026

Attending: Trey Batey (chair), Hiedi Bauer (excused), Brad Benjamin, Elena Boleyn-Ross, Ashley Cahill (excused), Gina Challed (co-chair), Adrienne Godschalx, Wendy Hall, ~~Armando Herbelin~~, Michaela Jackson, Stefan Rijnhart, Angie Rogers (excused), Barry Walther
Guests: Kat Harlan

1. Welcome and introduction of guests
 - a. Kat Harlan was welcome to the meeting. She teaches in the BAS-OLTM program.
2. Review Questions in [C&PR Section D](#) (scheduled for fall 2026)
 - a. Section D questions were reviewed in preparation for the fall assessment day.
 - b. D-3: If all faculty did the clean-up work they were recently assigned, there may not be much to enter here. This question may become less relevant soon. It seems like this was just addressed in Section C. Per Guided Pathways and Financial Aid rules, we really can't offer classes that aren't part of degree requirements. However, there may be value in reviewing all courses to ensure we are not credit-heavy in any program. We are being asked, as a system, to bring all of our programs back down to two years. This may be more relevant for our professional/technical courses. Are all courses still valuable, needed, and aligned to the end-of-program outcomes? If we're talking about distribution for transfer students, it's useful to have some variety.
 - c. D-4: This question is difficult to answer (in music). There are two major outcomes for their program, and everything is tied to those. This is the most important question for describing how we measure student learning. This is more challenging for some areas than others. This can be answered by explaining how student outcomes are demonstrated (with examples).
 - d. D-2: Shouldn't all courses be essential for student learning? **Action: remove question D-2 due to its lack of relevance post-Guided Pathways implementation.**
 - e. It was noted that IAC should review the C&PR section before every assessment day.
 - f. D-8: Could we change this to "Are the Global Skills identified on your Course Plans up-to-date? If not, please submit them to the Curriculum Committee." Include links to the process. **Approved.**

- g. D-10: Are faculty getting anything out of the reflection questions at the end? Could these be reworded so that they tie back to Section F? The question in Section F could be reworded to tie back to them? Can we tie the questions to accreditation standards? Divide into two sections that align with accreditation standards. **Wendy will draft one or two questions for review and discussion at the next meeting (to replace the existing D-10 question).**
- 3. Planning for the fall assessment day
 - a. We will stick with the general plan we've been following: Work on Global Skills in the morning, and reserve the afternoon for C&PR. Include an icebreaker from Adrienne. A report on our Teamwork results. Lori Babbick will give a short presentation on how she's been applying Teamwork in her classroom. Next year, we're working on Communication. Since the Communication rubric was recently updated, we could do a choose-your-own-adventure to include 1) developing assignments for the Communication assessment, 2) looking ahead to start looking at the quantitative literacy rubric, and 3) visiting a data lab to get support in evaluating your course and program data. There are some disadvantages to looking at two Global Skills simultaneously. If we use active learning to get everyone's feedback, it can inform the next update. It was decided to focus on Communication only in the fall. We will continue planning for fall at our next meeting.
- 4. Global Skills Planning
 - a. The Teamwork subcommittee is meeting on May 11 to work on updates to the rubric.