Instructional Assessment Committee Minutes

March 7, 2025
Attending: Trey Batey (chair), ~~Brad Benjamin~~, Elena Boleyn-Ross, ~~Merry Bond~~, Gina Challed, ~~Kristen Finnel~~, Catie Graham, Wendy Hall (excused), Armando Herbelin, Michaela Jackson, Amber Lemiere, Joanna Mosser (vice chair), ~~Lucas Myers~~, Stefan Rijnhart (excused), Angie Rogers, Barry Walther (excused), Josie Zbaeren (excused)

Guests: Sunny Liston, Adrienne Godschalx

1. Welcome and introduction of guests
    a. Sunny Liston and Adrienne Godschalx were introduced.
2. Continue planning for Spring Quarter Assessment Day
   Spring Assessment Day was discussed.
    - Deans have been hearing from some faculty that assessment day is feeling a little overwhelming particularly for newer faculty. Some faculty have said they really like when computer labs are open so they can work together on the C&PR reports especially for new faculty. Some faculty feel the assessment meetings are too short especially with faculty required to meet in person.
    - There's conflicting feedback from faculty (Deans hearing different feedback than Assessment Day evaluations to IAC) Some faculty like the opportunity to work on their own and some want more support/collaboration.
    - A suggestion was made to have more computer labs as a regular practice during Assessment Day. Trey said he can work with Wendy on that.
    - One idea was to have an area like the Learning Commons or an active learning room set up for small departments/newer faculty to work together - like the shared office space for startup companies.
    - Perspective from a newer faculty member is that assessment days are a good opportunity for interdisciplinary discussions and work, to learn from each other and see how programs connect. It would be great to see more of that.
    - One idea is to group people together across disciplines for parts of Assessment Day. *(strategies for creating interdisciplinary groups)*

   Prompts were reviewed and discussed.
   Feedback on the prompts:
    - For the student-faculty piece, maybe have examples of what people are doing, and then build from that.

- Consider sending out the prompts ahead of time so faculty can have time to think about them.
- There may be a little bit of overlap in the Accreditation prompt answers, but asking all of them will provide good answers.

3. Communications rubric - Joanna
    a. https://docs.google.com/document/d/1IVC1D_xqMumIRzhjabJpRgy_egE9mdXU/edit?tab=t.0

- Joanna provided a history of the Communication rubric and the working group's approach. The working group consisted of faculty who participated in the Summer Assessment Institute 2023 which was the last time the Communications global skill was assessed.
- The existing rubric is focused on written communication and has an overemphasis on documentation.
- The working group wanted a broader look at Communications such as speeches, non-written artifacts, etc.
- The working group wanted to develop a rubric that accommodated a broader look at Communications such as written, oral, digital, visual, symbolic, etc.
- There's a revision especially to outcome A, to elicit many different kinds of artifacts. With each medium (written, oral, etc.), there would be a set of conventions.
- In the revised rubric, separated out outcomes C and D as they're different ideas that are currently combined in the existing rubric.
- Changes to outcome E address the concern of overemphasis on documentation.
- The group believes this revised rubric, including the different mediums, will help faculty write better assignments.
- The working group wants the IAC to consider exploring Information Literacy as a fifth Global Skill area.

Other comments about Assessment:

- Possibly have a showcase in the fall of the global skill being assessed for that year, presented by faculty who are subject matter experts for that skill.
- It would even be fun to have a session where we try to apply the skill to every discipline - pair people who teach primarily in the global skill area with subgroups / departments to brainstorm how the global skill is used in the real world.
- For the professional technical areas, some faculty may need more support in assessment work such as mapping global skills to course outcomes. Some professional technical areas (particularly smaller departments/programs) rely on adjunct faculty for assessment work, and the adjunct faculty may not be familiar with LCC's global skills or assessment work needs/expectations.
- There was discussion about increasing adjunct faculty participation/engagement in assessment activities when compensation for adjunct attending meetings/events is challenging and considered on a case-by-case basis. This committee might consider how to more intentionally include adjunct faculty into assessment work.

- Someone asked if there was a list of programs that don't have a full-time faculty member. Michaela said she could get a list and bring it back to this committee.
- An adjunct perspective is that this is one area (meetings, committees, assessment day) where adjuncts feel completely disconnected and don't have a voice. It's challenging since most don't get paid, or maybe they only get paid for a one hour meeting in which they need to hold their whole day to attend a one hour meeting.