



Instructional Assessment Committee Minutes - October 13, 2016

Attending: Tim Allwine, Stefanie Neill, Amber Lemiere, Holly McShane, Gary Roeske, Brad Benjamin, Lucas Myers, Melinda Harbaugh, Armando Herbelin, Wendy Hall

Assessment Day debrief: the peer review aspect of Curriculum & Program Review was well received. It should be noted in our Year Seven accreditation report that this practice was established in fall 2016.

Global Skills evaluation: results of faculty questionnaire were reviewed. Issues include:

- Should artifact submission be required?
- Are there other ways to increase participation besides mandating artifact submission?
- Should we list all disciplines that submitted artifacts in the summer institute report?
- Can we do a better job of communicating that we are looking for “end of program” artifacts?
- How can we increase the focus on what the results are telling us, and what actions we should take as a result of the analysis?
- How can we provide more orientation/information for new faculty, perhaps by paying them to come in before in-service week starts?
- What can we do to increase the number of performance-based artifacts such as video recordings of different types of activities/events?
- Could we create a list of key lessons learned at the summer institute, and develop related Assessment Day activities for each?
- Should we keep people in the room for a longer period of time on Assessment Days?
- Should we require departments to submit a plan of action for the unscheduled hours of Assessment Days prior to the event, like we did in the distant past?
- Would it make sense to create a list of options for Assessment Day activities and either have speakers or faculty rotate multiple times? Potentially hold different sessions in different rooms to let people choose what is most applicable to them. Idea is that sessions would repeat several times. Example topics:
 - Meet as a department to discuss common learning outcomes (i.e. English, math)
 - How to use learning outcomes in Canvas
 - Technical guidance/support for Curriculum & Program Review process with deans and/or others
 - Orientation to LCC assessment processes and activities
 - Global Skills – norming and process (mini institute)
 - Other?
- Can we create a one-page flow chart that represents our different processes? That answers the who, what, how, etc. of the different processes?