Clackamas Community College - Assessment Committee Charter

Approved by the committee October 7, 2024

**Definitions**

*Assessment:* Assessment is the ongoing process of gathering evidence of student learning, reviewing the evidence to determine if students are learning what they are expected to learn, and using this evidence to improve courses and programs.

**Mission**

The mission of the Assessment Committee is to guide and support faculty-led academic assessment at CCC, to advocate for the use of academic assessment to improve student learning, and to promote a culture of engagement with teaching, learning, and assessment across the College.

**Purpose**

The purpose of the Assessment Committee is to provide consultation and recommendations regarding academic assessment processes and policies at CCC. The Committee reviews results from assessment reports and plans in order to note effective practices, identify any areas for improvement, and build capacity for useful, faculty-led academic assessment. Other sources of data will be reviewed for the same purpose, depending on what is needed and available.

**Scope**

The committee is tasked with the following responsibilities:

* Promote and maintain faculty leadership of the academic assessment process, specifically, but not limited to, program assessment.
* Establish direction and guidelines and provide support for academic assessment, drawing from the national assessment conversation, best-practice literature, engagement with CCC faculty and administration, and the local needs and context of CCC academic programs.
* Make recommendations to the administration and relevant offices and committees regarding policies and practices that involve assessment.
* Make recommendations to the administration and relevant offices and committees regarding needs for resources and professional development programming for assessment.
* Review assessment reports and assessment plans and provide feedback directly to faculty assessment teams about their assessment practices; this review will be based on peer-review criteria determined by the Assessment Committee. Feedback to programs is formative in nature, aimed at supporting programs as they improve their assessment processes
* Annually review CCC’s assessment practices and report a summary of those practices along with recommendations to the College Council.
* The Committee does not have responsibility for enforcing faculty compliance with required assessment work. For example, if an Assessment Committee report shows that some faculty are not doing required assessment work, the follow-up falls with the administration.

**Membership**

The Committee seeks members with experience and expertise relevant to the Committee’s responsibilities as well as members who will be impacted by the Committee’s decisions. Impacted persons can include, but are not limited to: Full-time faculty, Associate Faculty, staff, administrators, and students. The Committee can include members who have a beginner’s level of experience with learning assessment—indeed, this perspective is valuable—and the Committee also needs to have a sufficient number of members who have ample experience and expertise in conducting assessment in order for the Committee to carry out its responsibilities effectively. Experience and expertise can include, but are not limited to: course-level assessment, program-level assessment, the leading of assessment work, coaching assessment (such as Faculty Fellows/Assessment Coaches with the Center for Teaching and Learning), and supporting assessment as a staff member or administrator.

Members

* Faculty representation from each academic division in the college
* Faculty representation of general education assessment
* Representation from Associate Faculty and/or Part-time Faculty
* Deans or Associate Deans to represent each academic division in the college
* The College’s Assessment Coordinator, a faculty position in the Center for Teaching and Learning
* Chair, Center for Teaching and Learning

Consultative Representatives (those who have expertise or experience that is needed by the Committee on a consultative basis but who do not need to be members of the Committee):

* Director of Institutional Research
* Student representative

**Process**

The Committee Chair works with the Committee to develop goals and tasks. Developing subcommittees or work groups falls within the committee’s purview.

The Committee engages in review of CCC academic program assessment activities, formative feedback to programs about assessment, and policy-making and recommendations.

The work of the Assessment Committee helps inform direct support of faculty assessment work by the Assessment Coordinator, a faculty position in the Center for Teaching and Learning. (Support for assessment takes the form of activities such as consultation and facilitation services to help faculty implement improvements in their assessment system.)

**Relationship to Other Committees**

The Assessment Committee reports to The Teaching and Learning Council and it works with, as needed, the Mission Fulfillment Committee, the Accreditation Steering Committee, the Center for Teaching and Learning, Faculty Senate, the Curriculum Committee, and Instructional Standards and Procedures. It communicates its work through departments, divisions, its Moodle site, the College’s webpage for committees, and the shared governance process.