

Assessment Committee

*Report to College Council
May 21, 2021*



Education That Works



Committee Mission/Charge

Support faculty-led academic assessment.

Support a culture of engagement in teaching and learning.

Review CCC's assessment system, identify effective aspects, and recommend areas for improvement and support needed.

Committee Members 2020-21

Jennifer Bown

Elizabeth Carney (*Chair*)

April Chastain

Jil Freeman (*on sabbatical
Winter and Spring*)

Shalee Hodgson

Jason Kovac

Kelly Mercer

Dave Mount

Lisa Nielson

Lisa Reynolds

Yvonne Smith

Mary Jean Williams

Discussing Membership Policy

Faculty-led

The chair is a faculty member

We need
more PTF

Nine faculty members: eight FTF, one PTF

Three administrators

Representation from different divisions

Should we
consider other
types of
representation?
Maybe by EFA?
What makes
sense?

What is a good
size for this
committee?

Academic assessment happens at course, program, and college levels.

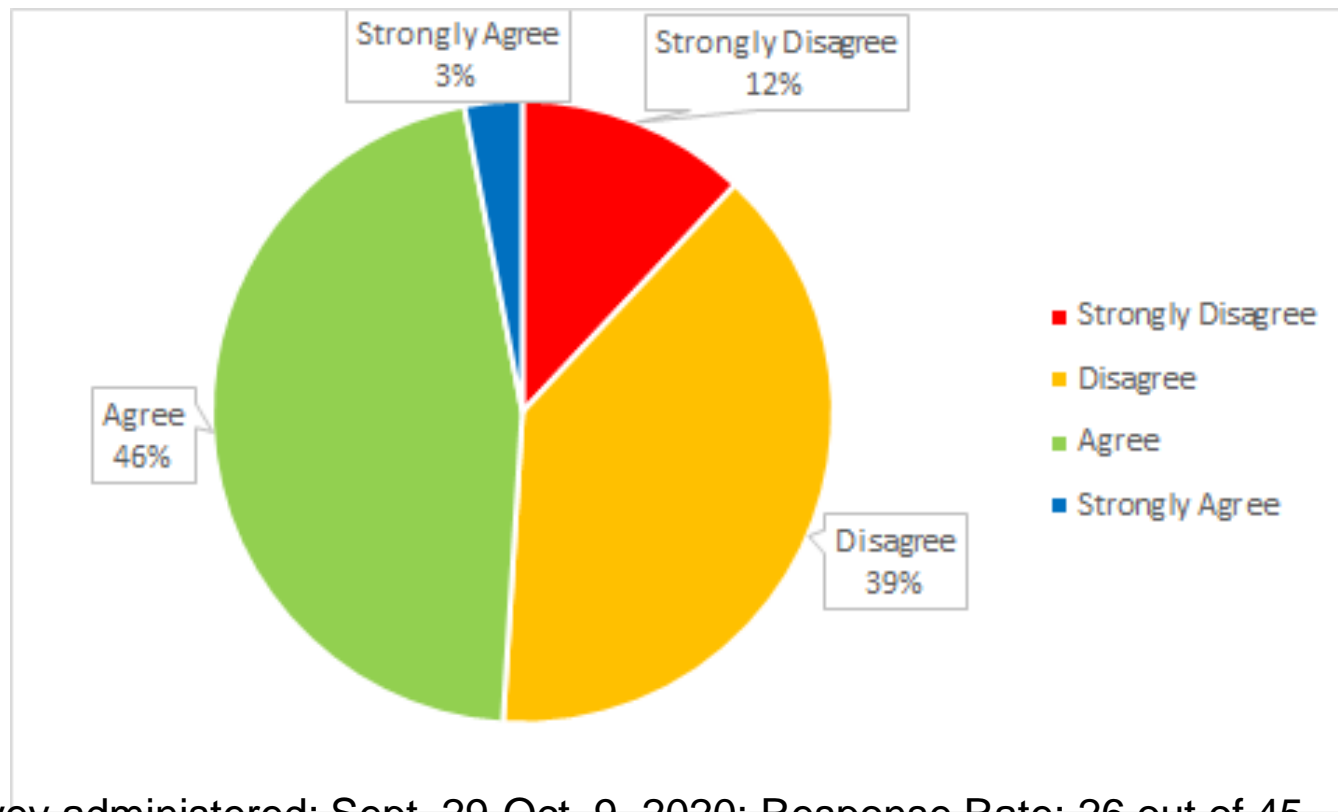
Program-level and College-level Assessment:

Just as faculty members **individually** engage in a cycle of assessing teaching and learning in their own courses, faculty members as a group engage in this process **collectively** to reflect on and review their curriculum as a whole.

Key Work 2020-21

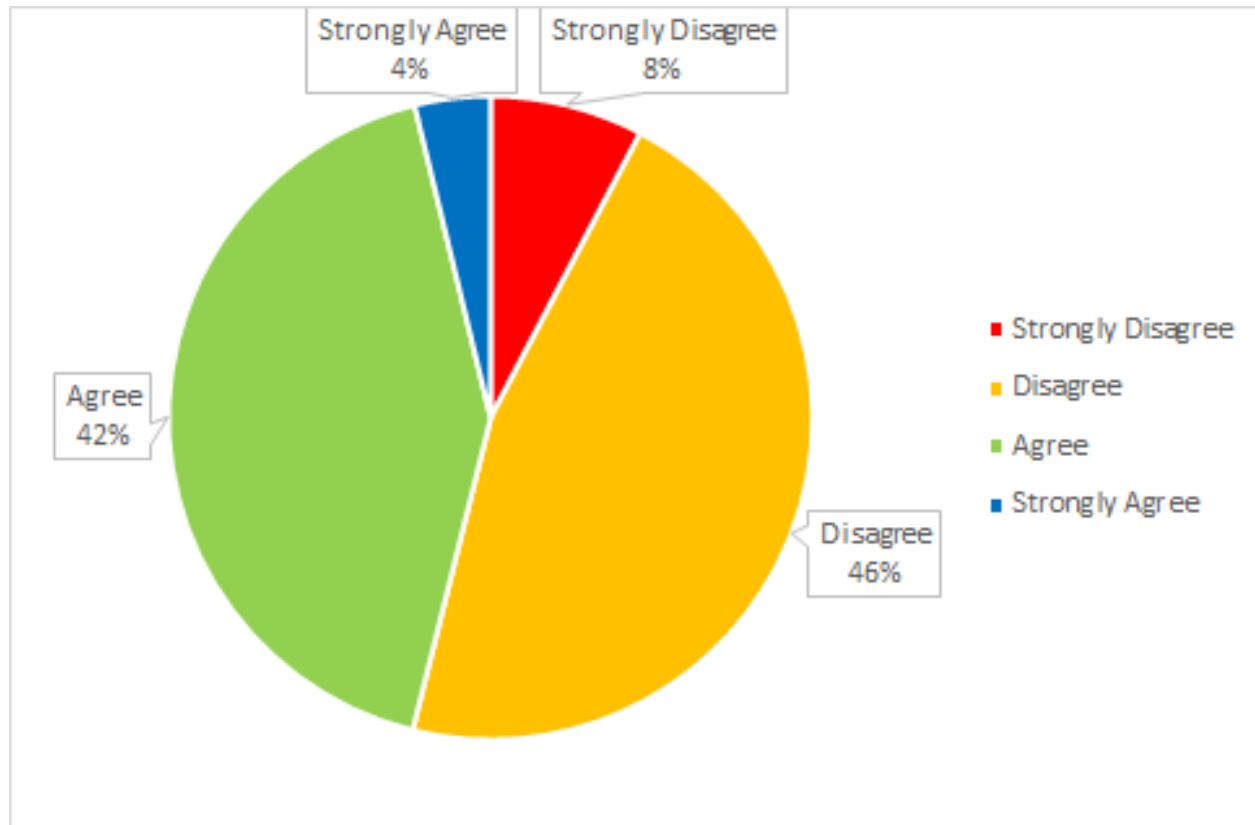
- Used results of 2020 annual program assessment reports and plans to inform committee agenda/focus and for accreditation report (below).
- Contributed to writing/editing ad hoc report to NWCCU about related instruction assessment.
- Surveyed faculty about their experience of assessment work in 2020; used results to inform program support and accreditation.
- Revised 2021 report/plan templates based on feedback.

“During the last academic year (Fall 2019-Spring 2020), my program was able to carry out the plans we had for assessment work.”



Survey administered: Sept. 29-Oct. 9, 2020; Response Rate: 26 out of 45 assessment team leads responded to the survey (58%)

“I feel confident that our program can carry out assessment work that we have planned for this term (Fall 2020)”



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Barriers, beginning Spring 2020

- Student work was unavailable or compromised:
 - Classes were cancelled
 - Student enrollment and participation decreased
 - Some significant end-of-program activities, such as Cooperative Work Experience (CWE) and other field work, were cancelled
- Faculty had to prioritize adapting to teaching remotely in an emergency. For many, this left less time, or no time, for program assessment projects.

Despite these Barriers...

75% of programs submitted a program assessment report in 2020

70% of programs submitted an assessment plan in 2020

Common Types of Program Assessment Measures (2017-2020)

Direct	Indirect
<ul style="list-style-type: none">• Course project or performance that is aligned with Program Learning Outcome(s) and occurs near the end of the degree/certificate• External exam, such as for professional certification	<ul style="list-style-type: none">• Student surveys about their learning experiences• Employment data

Common Types of Change Resulting from Assessment (2017-2020)

- Revise assignments to better target and support intended program learning outcomes
- Add or improve opportunities for targeted practice and feedback
- Add a course or change the course sequence
- Revise Program Learning Outcomes to more accurately reflect what students need for success after the program

Looking ahead...

- Ongoing: annual report and plan review
- Ongoing: working with Curriculum Committee on projects
- New: DEI training; review of assessment system and supports considering DEI goals and strategic plan
- New: Think about how program assessment relates to program review and how we can best support programs

Questions?

Thank you!

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