

Assessment Committee

*Report to College Council
June 5, 2020*



Education That Works



Academic assessment happens at course, program, and college levels

In the same way that faculty members **individually** engage in a cycle of assessing teaching and learning in their own courses, so also faculty members as a group engage in this process **collectively** to reflect on and review their curriculum as a whole.

Program-level learning outcomes and general education learning outcomes (AAOT and Related Instruction)

Committee Membership

Faculty-led

The chair is a faculty member

Nine faculty members: seven FTF, two PTF

Four administrators

Members include assessment coordinator and assessment coaches and representation from different areas of the college

Some work is done by whole committee other work by subgroup

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

Analyzed results of 2019 program reports and plans

Example:

In the last two years (2017-18 and/or 2018-19),

92% of academic programs learned something from program assessment that informed decisions designed to improve student learning

60% of programs revised an existing course assignment, exam, or other method to better assess a Program Learning Outcome (*better alignment between coursework and learning outcomes helps improve student learning*)

Gave feedback directly to each program

Commented on how the reports and plans reflect a team's development toward the goal of meaningful, useful, and sustainable assessment.

Suggested ways to further good work or to address a challenge or specific question that the program raised

Revised the report and plan templates

And requested a later reporting due date this year

Same central questions; added a Q about pandemic impact

Streamlined in some places, added more flexibility in others

Added a statement to better communicate the audience and purpose of the report

New fillable PDF format

Reviewed CCC's System and Supports

Reviewed feedback from our accreditors

Developed a description of what a college with effective assessment, teaching & learning would be like for students, faculty, and the college as a whole

Reviewed our current institutional structures, processes communication, and campus practices for what exists and ways to strengthen

Feedback from NWCCU evaluators, Spring, 2019:

significant progress in developing systematic assessment of instructional program outcomes

building an assessment system that is faculty-driven and that **faculty as a whole are meaningfully engaged in assessment work**

Our assessment system fosters a culture of inquiry and that we are beginning to use assessment data to improve teaching and curriculum.

We should continue to refine and systematize procedures to ensure that all program outcomes, related instruction outcomes, and general education outcomes are regularly assessed and that assessment results inform decision-making.

Summary from CCC Mid-Cycle Evaluation Peer Evaluation Report 2019

What does an effective learning institution look like?

EXAMPLES:

Students...

see the coherence of the curriculum in terms of their own learning.

are able to bring their diverse experiences to the learning process and engage in learning and assessment in an equitable way.

Faculty...

integrate the assessment process into their regular teaching and learning work.

find that assessment is feasible to carry out given program resources and the amount of time faculty members are able and willing to invest in assessment activities.

The College:

demonstrates, through leadership communication and decisions, that the college values high quality teaching & learning and evidence-informed decision making.

Reviewed evidence of commitment to assessment at the college

Kind of Commitment	Evidence of Commitment	Ways to Deepen or Strengthen
Institutional Structures (such as committees, faculty support, and governance structures)		
Channels of Communication (decision and planning bodies, wider public, faculty and staff)		

Worksheet adapted from Maki, P. (2010) Assessing for learning: Building a sustainable commitment across the institution (2nd ed.). Sterling, VA: Stylus Pub.

Reporting is not the only/best indicator of engagement, but...

	2017-18	2018-19
Assessment Report Submitted	92% (44/48)	69% (33/48)
Assessment Plan Submitted	94% (45/48)	71% (34/48)

Committee Observations and Concerns:

While the overall culture of assessment has improved since 2016, we see some systemic challenges that could undermine its continued development:

Multiple initiatives, overwork, confusion

Lack of clarity around the relationship between initiatives and shared understanding of intended outcomes (assessment, Guided Pathways curriculum development, DEI)

Need for better integration and communication of assessment happening in different college areas, groups, and functions

Moving Forward

Action Item	Purpose
Continue to advocate for the supports, planning, and integration that faculty need to be able to do assessment meaningfully and sustainably	Students benefit when faculty have the time and resources to reflect on student learning at the course, program, and college levels, and to collaboratively improve curriculum Help with “Multiple initiatives, overwork, confusion” (see slide 13)
Connect with other committees, perhaps through the collaborative planning process	Ensure that we have a shared understanding of goals and how we each connect and contribute (see slide 13 “lack of clarity...”)
Invite Tim to meet with our committee to share what we do	Support the goal that “the college, demonstrates, through leadership communication and decisions, that the college values high quality teaching & learning and evidence-informed decision making.” (see slide 10)

Thank you!

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