From the AC Charge: The HWC Assessment Committee is committed to maintaining a campus culture focused on learning in which faculty, students, and the administration share a common understanding of the meaning, purpose, and utility of assessment. It recognizes that for the faculty to be successful in this endeavor there must be meaningful input from students and strong support from the administration. The HWC Assessment Committee characterizes assessment of student learning as a comprehensive process that is ongoing, systematic, structured, and sustainable.
Assessment Committee
Harold Washington College

Committee Chair – Michael Heathfield, Applied Science
Committee Vice Chair – Jen Asimow, Applied Science
Committee Secretary – Jeffrey Swigart, Mathematics

Minutes for 3/16/2011 (Approved)
3:00 PM to 4:00 PM in Room 1046

Members Attending
Jennifer Asimow – Applied Science
Margarita Chavez – World Languages
LaRhue Finney – English
Michael Heathfield – Applied Sciences
John Kieraldo – Library
Chao Lu – Mathematics
Charles McSweeney – Advising
Jaime Millan – Physical Sciences
Willard Moody – English
Jeffrey Swigart – Mathematics
Loretta Visomirskis – English
Matthew Williams – ELL WL

Apologies
Jacqueline Cunningham – ELL WL
Lynnel Kiely – Social Sciences (Reinvention)

Absent
Dave Richardson – Humanities
Vincent Wiggins – OIT

Opening:
• Call to Order: Michael called the meeting to order at 3:05 PM.
• Approval of Last Meeting’s Minutes: The 3/9/2011 minutes were approved by committee vote after being motioned by Jen and seconded by John.

Effective Writing Grading Rubric Approval: Jennifer asked that we table this topic until next week.

Effective Writing Pilot Procedures and Reminder to Volunteers: Jennifer discussed the need for graders of the pilot to know the context/purpose of the specific writing assignment in order to grade it appropriately. She also discussed the possibility of including in the pilot questions about how often students write in various subjects, such as English classes, humanities classes, math classes, etc.

Quantitative Reasoning Draft Findings: Jeff presented on further findings from the Quantitative Reasoning Assessment from 2009. Here are a few of the key results:
• In self-reporting their comfort with five different subjects, students reported the highest level of comfort with reading and the lowest level of comfort with math.
• On the quantitative reasoning competency part of the assessment, students did best on questions regarding graphs and worst on questions regarding percents.
• The participants of the assessment were divided into three cohorts as follows: Cohort 1 including FS Math 3001-3002 and Math 098,099, Cohort 2 including Math 118, 121, 122, 125, 140, and Cohort 3 including Math 141,144, 146, 204, 207, 208, 209, 210, 212. On the quantitative reasoning competency part of the assessment, Cohort 2 had the highest mean score, statistically significantly higher than either Cohort 1 or Cohort 3.
• Students who reported as not having repeated a math class at HWC did statistically significantly better on quantitative reasoning competency than students who reported as having repeated a math class at HWC.
• With each rise in self-reported level of comfort in math, students did statistically significantly better on quantitative reasoning competency.
• Students were also asked a series of questions measuring their appreciation of the complexity of mathematics. In comparing the measures of appreciation and quantitative reasoning competency, there was sufficient evidence to conclude a correlation between appreciation and competency.

Subcommittee Time: Work in subcommittees began at 3:45 PM and lasted until the end of the meeting.

• **Dissemination (Led by Michael) (QR Fall 2009, CCSSE 2005&2009, Times, Blackboard, Website):**
  o Attendance: John, Michael.
  o Discussion: The subcommittee discussed the dissemination of the Quantitative Reasoning results. Jeff, with the help of the rest of the rest of the committee, will produce a blurb for the Assessment Times very soon, in a miniature report of about four pages within about the next two weeks, and a full report within about the next month.

• **Effective Writing (Led by Jen) (Pilot in Spring 2011, Assessment in Fall 2011):**
  o Attendance: Jen, LaRhue, Loretta, Willard.
  o Discussion: The subcommittee completed the rubric for the Effective Writing Pilot for this semester.

• **Social Sciences (Led by Jeff) (Grading and Analyzing the Fall 2010 Assessment):**
  o Attendance: Charles, Jaime, Jeff, Margarita, Matthew.
  o Discussion: The subcommittee discussed the training materials and timeline for the graders of the assessment.

Closing:
• **Adjournment:** Michael adjourned the meeting at 4:05 PM.
• **Approval of This Meeting’s Minutes:** These 3/16/2011 minutes were approved at the 3/23/2011 meeting by committee vote after being motioned by Jen and seconded by John.