

HWCAC Six Stages

The HWC Assessment Committee uses a 6-stage assessment process:

Stage 1 – Outcome Definition: Committee members formulate and approve specific student learning outcomes. This is often done in consultation with key faculty in the discipline area. The student learning outcomes form the foundation of our assessment work. These remain fixed for a full cycle of the assessment process and then are open for change as we restart assessment on specific outcomes in the light of our learning.

Stage 2 – Assessment Research and Design: The Assessment Committee uses a sub-committee structure to maximize our expertise in researching and designing a specific methodology for each student learning outcome. In this stage we find, create or review appropriate tools and processes for our specific outcomes and diverse urban context. Recent Assessments have involved use of national assessment tools, customizing existing tools and creating from scratch our own innovative assessment tools.

Stage 3 - Pilot Assessment Tools and Processes: Faculty and a small number of student sections are used to pilot any assessment tool and process, so that when the full assessment is used we have minimized potential errors and anticipated logistical and methodological challenges.

Stage 4 – Administer Specific Assessment: A successful assessment requires buy-in and active contributions from many stakeholders. We are conscious of achieving a significant sample size and one which mirrors the diversity of our student body. Committee members recruit faculty and sections, ensure sample size, and conduct the assessment process in formats that are accessible to all our students.

Stage 5 – Data Analysis: Assessment data is codified and input, reliability and validity checks are undertaken, and the committee produces analyzed and usable data. This data analysis process also includes a review of our methodology. Discussions among all the stakeholders and interested parties take place regarding the findings and potential recommendations of the assessment.

Stage 6 – Supporting Evidence-Based Change: Committee members partner with other stakeholders to present findings and to recommend change. A broad range of techniques are used to disseminate findings and encourage dialogue about improving student learning. This stage also includes a review of the specific student learning outcomes under investigation and the restarting of the assessment process by returning to Stage One.