



Assessment Committee

Harold Washington College



Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst),

Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

Minutes for 1-27-2021

3:00 PM to 4:00 PM Zoom

Members Attending:

Ukaisha Al-Amin—English, Speech, Theater
 Samar Ayeshe—Physical Science
 Ellen Goldberg—Transfer Center
 Todd Heldt—Library
 Mick Laymon—Humanities and Music
 Chao Lu—Mathematics
 Bridgette Mahan—Business
 Erica McCormack—Humanities and Music
 Carrie Nepstad—Social & Applied Science
 Elena Rakochy—Art & Architecture
 Ingrid Riedle—Social & Applied Science
 Amy Rosenquist—English, Speech, Theater
 Bara Sarraj—Biology
 Hamed Sarwar—Biology
 Tetiana Seely—SGA
 Jeffrey Swigart—Mathematics
 Phil Vargas—Physical Science
 Loretta Visomirskis—English, Speech, Theater
 Jack Whalen—Social & Applied Science
 Matthew Williams—World Languages/ELL
 Paul Wandless—Art & Architecture
 Veronica Villanueva—Advising
 Vicky Alexandersson—Wright College
 Assessment Committee Chair

Guests

Kristin Bivens—Rockstar
 Gustav Wiberg—Rockstar

Agenda for 1/27

- I. Introductions
- II. Administrative Updates
- III. Review of Query Project Recommendations
- IV. Homework: Wash hands, wear mask, take care of yourself and each other.

Intro: Erica called the meeting to order 03:02pm

Review of minutes: N/A

Introductions

Attending members discussed their roles within the committee and broader HWC community. Erica provided an overview of committee work. Specifically, she explained how assessment of student learning allows for better construction of student supports within the classroom and across HWC's community. HWCAC is a faculty-led committee and includes members representing administration, staff, and students. Erica stressed that our findings are recommendations rather than rules, that we drive conversations that positively influence student learning. Assessment is a six-stage process:

Stage One: Formulation and approval of specific student learning outcomes (SLOs)

Stage Two: Research/develop tools to address the specific SLOs [and with a utility towards 2-year institutions]

Stage Three: Pilot the assessment as means to refine for larger assessment

Stage Four: Administering of full-scale assessment

Stage Five: Data analysis of data into usable information

Stage Six: Recommendations for evidence-based change, aka "closing the loop"

Erica also emphasized that assessment is a continuous process, it never ends. The continuous nature of assessment allows the committee to keep pace with the changing nature of education.

Current Assessment Projects

The committee is continuing to review and edit how assessment is conducted at the General Education level. While the process is working well at smaller units—as evidenced by the different liaison projects—results were mixed at the larger Gen Ed level. Ukaisha discussed the importance of incorporating Fall 2020's Query Project results within the outcomes the committee is developing. Also, she suggested the end of Spring 2021 as a deadline so that the committee can present our findings during Faculty Development Week (FDW) Fall 2021.

Reflections on Query Project

Committee members reflected on how the Query Project has influenced course design for Spring 2021 and how information from the project could be implemented in the future. Tetiana discussed making use of the chat option to show participation during classes. This option would afford students without video capabilities to participate meaningfully in class discussion. Paul and Matt discussed being cognizant of student time, something many students expressed as a point of concern in the Query Project. Matt also suggested being mindful of own biases, providing the example of adding transcripts for students. Erica suggested the social annotation tool Hypothesis, being piloted in HWC brightspace courses this semester and offered to share information about that application with committee members--email to come soon!

Homework

Wash hands, wear mask, and take care of each other.

Adjournment and Approval of These Minutes: The meeting adjourned at 4:00 pm.

These minutes were approved by _____ and seconded by _____



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Minutes for 2-03-2021

3:00 PM to 4:00 PM Zoom

<p>Members Attending: <i>Ukaisha Al-Amin—English, Speech, Theater</i> <i>Samar Ayesh—Physical Science</i> <i>Yolanda Chapman--</i> <i>Ellen Goldberg—Transfer Center</i> <i>Todd Heldt—Library</i> <i>Yev Lapik—Biology</i> <i>Mick Laymon—Humanities and Music</i> <i>Chao Lu—Mathematics</i> <i>Bridgette Mahan—Business</i> <i>Erica McCormack—Humanities and Music</i> <i>Carrie Nepstad—Social & Applied Science</i> <i>Amy Rosenquist—English, Speech, Theater</i> <i>Bara Sarraj—Biology</i> <i>Tetiana Seely—SGA</i> <i>Jeffrey Swigart—Mathematics</i> <i>Phil Vargas—Physical Science</i> <i>Loretta Visomirskis—English, Speech, Theater</i> <i>Jack Whalen—Social & Applied Science</i> <i>Matthew Williams—World Languages/ELL</i> <i>Paul Wandless—Art & Architecture</i> <i>Veronica Villineuva—Academic Support</i> <i>Viggy Alexandersson--Wright College</i> <i>Assessment Committee Chair</i></p>	<p>Agenda for 2/3 I. Review and approve minutes (1/27 Minutes and 12/2 minutes--for those of you who were in attendance at our last meeting of Fall 2020) II. Yev: Faculty Council updates III. Tetiana: Student Government Association updates IV. Carrie: District Assessment updates V. Review of Spring 2021 Calendar VI. Review of General Education Outcomes--revised/in-progress version VII. Homework: Add comments to the "Communicate" Objective and associated outcomes on the GenEd objectives and outcomes draft. Wash hands, wear mask, take care of yourself and each other</p>
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Intro: Erica called the meeting to order 03:02pm

Review of minutes: Minutes for December 2, 2020 were approved by Paul W. and seconded by Amy R. Minutes for January 27, 2020 were approved by Paul W. and seconded by Amy R.

Administrative Updates

Faculty Council Updates: Yev

Yev reminded members about the Faculty Wellness Initiative on February 19 at 1:30pm. The event is a collaboration between Faculty Council, the Wellness Center, and Human Resources. Yev also discussed

updated Covid guidelines allow for certain labs associated with certain class to continue through Fall 2021. Lastly, FC4 elections are upcoming and district is looking for volunteers to be on ballots.

Online Council Updates: Bridgette, Yev, Phil, and Todd

Bridgette explained that the Online Council is currently establishing strategies for online learning development, including enrollment and retention. Yev highlighted discrepancies among Online Council members' definitions for certain terms like "assessment" and "evaluation" to caution committee members about the fluid nature of terms when working across departments. Both Phil and Todd reiterated the importance of clarity.

Erica explicated various terms commonly used in the committee to solidify definitions for new and old committee members alike. Committee members discussed that Assessment of Student Learning Outcomes is conducted in aggregate. That is, the committee does not seek to understand student learning on an individual basis, but rather either across multiple sections of a course, within a specific program, or across the college as a whole. Todd mentioned that one goal of assessment is to make recommendations to fine-tune pedagogy, but Erica reiterated that the main goal is improving student learning, which isn't only tied to instructional methods. He and Erica also highlighted that assessment is tied to accreditation. as Information gathered from assessment projects is used to make recommendations across HWC. Erica also explained that students don't just learn from faculty and that the assessment has nothing to do with evaluating faculty. Viggy asked about the difference between assessment and program review. Carrie responded that in addition to assessing, program review looks at program level outcomes and completion rates, metrics of the program. In short, program reviews are not just about student learning. Erica closed the conversation stating that asking for clarity is a best practice.

Student Government Association: Tetiana

Tetiana discussed student concerns about not having a platform to express feedback about courses taken. While there is a page on the HWC website for student feedback, it is not easy to locate. Moreover, Tetiana explained that students are not informed about administrative responses once feedback is submitted. She also discussed creating a survey to explore student experience with remote learning now that a full semester has been completed using that mode. She differentiated this potential survey from the Query Project in that SGA wants to assist individual students, rather than looking at aggregate numbers. Erica is interested in learning how students seek assistance, and further encouraging the development of processes to amplify student voices.

Carrie: District Assessment updates

Carrie outlined the Assessment Certificate Program, a collaborative workshop series initiated by DePaul University and Loyola University, Chicago, that is designed to train faculty and administration on various elements of assessment such as rubric construction. DePaul and Loyola invited CCC to participate in the workshops. Each institution conducts an introductory workshop specific to their university/college. Subsequent workshops are more integrated across institutions as the broader, shared concepts of assessment are explored. Committee members expressed interest investigating similarities and differences of assessment between 2-year and 4-year institutions.

Review of Spring 2021 Calendar

Erica elected to email committee members the Spring 2021 calendar in an effort to give more time to discussing progress of revising General Education outcomes.

Review of General Education Outcomes--revised/in-progress version

Ukaisha reminded committee members where we left off with outcomes last semester, highlighting the goal of streamlining and simplifying verbiage. She then briefly presented slides of outcomes. Ukaisha suggested beginning with the outcome "Communicate" because of the dialogue it creating during earlier committee meetings. As a result, Ukaisha sees "Communicate" being the outcome with the most work still to be done. Another concern was that foundations were not represented within the outcomes. Ukaisha asked members to consider whether to place foundational learning within a separate outcome or to incorporate it within each outcome. She also posed questions about incorporating social justice objectives within the outcomes. Erica reiterated the purpose of looking at the Gen Ed outcomes and why revising. Essentially, the committee is looking to reorient these outcomes toward broader, more general, college-level assessment. Another goal is to provide clarity of expectations for students.

Other Business:

N/A

Homework

Add comments to the "Communicate" Objective and associated outcomes on the [GenEd objectives and outcomes draft](#). Wash hands, wear a mask, take care of yourself and each other.

Adjournment and Approval of These Minutes: The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by



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Minutes for 2-10-2021

3:00 PM to 4:00 PM Zoom

Members Attending:

Ukaisha Al-Amin—English, Speech, Theater
 Samar Ayesb—Physical Science
 Yolanda Chapman--
 Ellen Goldberg—Transfer Center
 Todd Heldt—Library
 Yev Lapik—Biology
 Mick Laymon—Humanities and Music
 Chao Lu—Mathematics
 Bridgette Mahan—Business
 Erica McCormack—Humanities and Music
 Carrie Nepstad—Social & Applied Science
 Amy Rosenquist—English, Speech, Theater
 Bara Sarraj—Biology
 Tetiana Seely—SGA
 Jeffrey Swigart—Mathematics
 Phil Vargas—Physical Science
 Loretta Visomirskis—English, Speech, Theater
 Jack Whalen—Social & Applied Science
 Matthew Williams—World Languages/ELL
 Paul Wandless—Art & Architecture
 Veronica Villanueva—Academic Support
 Loretta Visomirskis—English, Speech, Theater
 Viggv Alexandersson--Wright College
 Assessment Committee Chair

Special Guests

VP Wang
Dean Asif Wilson

Agenda for 2/10

- I. Review and approve [minutes from 2/3](#)
- II. Admin updates (maybe also from Sandy?)--including special assignments for Fall 2021
- III. Review [Calendar](#)
- IV. Review of General Education Outcomes--([GenEd objectives and outcomes draft](#))
- V. Narrow down possible Student Learning Outcomes to pilot as GenEd assessment
- VI. Homework: TBD. Wash hands, wear mask, take care of yourself and each other

Intro: Erica called the meeting to order 03:03pm

Review of minutes: Minutes for February 3, 2021 were approved by Phil V. and seconded by Amy R.

Administrative Updates

VP Wang announced that Sandy Vue has moved on to another institution. She also mentioned that she will do her best to attend HWCAC meetings regularly to continue the fruitful dialogue between the committee and administration. Erica said she would send out the Zoom link for an event held by Maria Delgado to say goodbye to Sandy. She also reiterated staying in communication with administration to alleviate overlapping agendas like surveys.

Commented [1]: I would've but I never got one. :(I will send the link I just got for Bern's though.

VP Wang also discussed preparing for the HLC Assurance review that is upcoming November 7, 2022. Theresa Carlton and Carrie Nepstad will be co-chairing the initiative and will begin reviewing a timeline and activities. Once an agenda is constructed, VP Wang will send information to Curriculum and Assessment committees. Lastly, VP Wang announced that Emily Jurgens has taken on the Curriculum Facilitator role for the college, following in the footsteps of Ivanhoe Tejada.

Sub-committee meeting with Ukaisha, Carrie, Erica and Viggy

Erica discussed a meeting with Ukaisha, Carrie, and Viggy—Chair of Assessment at Wright College—earlier in the week. Erica emphasized the continuing benefit of collaborating with colleagues across district and how this particular meeting focused on Gen Ed outcomes as well as institutional outcomes. Ukaisha found the meeting useful in shaping objectives and organization of outcomes. Erica emphasized that Assessment is an ongoing process with a main goal of better understanding and improving student learning. Viggy found semantics played an important role in next steps for Wright College. They stated that the meeting helped frame a proposal that was eventually approved for a conference presentation. Viggy also emphasized that while local conversations are vital, spreading community-college Assessment to broader audiences is important too. Viggy reminded members the value of shaping Assessment from a student-centric orientation, allowing the “healthy marriage of book-and street-smarts.” They urged members to keep the conversations going. Lastly, Erica highlighted how Wright built flexibility in their ILOs in terms of modes of expression through which students could demonstrate learning. She connected that idea to the diverse ways students communicate learning and, specifically to the “Communicate” learning outcome. VP Wang echoed Erica’s statement that emphasized the importance of the general nature of General Education outcomes.

Review of Spring 2021 Calendar

The committee reviewed the Spring 2021 calendar outlining deadlines and deliverables for the term. make comments on doc to make recommendations.

Review of General Education Outcomes--revised/in-progress version

Ukaisha discussed minor changes she made to the Gen Ed outcomes, including adding the charge of the committee. She also focused on the outcome “Communicate” as well as the foundational literacies that were not prevalent in earlier drafts. Ukaisha created a revised draft of “Communicate” that blended the oral and written objectives within the outcome. She also suggested shortening definitions of outcomes for clarity. Ukaisha emphasized the importance of including broader concepts of communication that are applicable not only within disciplines, but also within co-curricular activities. Ukaisha then opened the conversation to the committee:

Carrie liked taking a broader focus and suggested using more accessible language. She encouraged members to consider how our students might be able to demonstrate these outcomes, suggesting looking at verbs to conceptualize if students could demonstrate competency in specific outcomes. Carrie also suggested approaching objectives through the framework of asking: “What are the three things we would be mortified if our student could not do once they left HWC?”

Tetiana explained that because communication is a two-way street, listening should be considered within the objectives of this outcome. Committee members agreed and explored how considering audience is a skill that students sometimes struggle with, though it is an important element

within communication. Amy suggested incorporating expressive and receptive language. She explained that receptive language involves one's ability to understand what is said or read equal to one's ability to write or speak in a specific language. Carrie added that within child development children learn receptive language before they can speak it. Matthew and Erica both expressed keeping wording accessible to a broader range of audiences that include faculty and students. Thus, they did a great job exhibiting the objective within the conversation about said objective. Ukaisha explained that we will develop a forward-facing document that could be used by HWC's general community, and a handbook version that employs more technical language. Erica mentioned that the objective "Exhibits control of syntax, diction, and mechanics" may need to be broadened to be applicable to more modes of communication or shift towards being reassigned as a discipline or program-level outcome.

Ukaisha also discussed defining foundational literacies. She mentioned that Global Learning is where much of the cultural diversity objectives fall. Yet, like "Problem Solving" and "Ethical Reasoning," Global Learning was placed in the appendix. Members pondered the difference between an outcome and a foundation, highlighting that students need to achieve both objectives. Ukaisha added Quantitative Literacy and Statistical Literacy to the conversation about literacies.

Other Business

Carrie mentioned a webinar/professional development opportunity via ILCCO. The series discusses online learning planning for kindness and caring. There is also one talk that is specifically on Assessment.

Homework

Please contribute to the "[What Three Things Would You Be Mortified If](#)" document. Wash hands, wear mask, take care of yourself and each other

Adjournment and Approval of These Minutes: The meeting adjourned at 4:00 pm.

These minutes were approved by _____ and seconded by _____



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Minutes for 02-17-2021

3:00 PM to 4:00 PM Zoom

<p>Members Attending: <i>Ukaisha Al-Amin—English, Speech, Theater</i> <i>Samar Ayesh—Physical Science</i> <i>Ellen Goldberg—Transfer Center</i> <i>Ignatius Gomes—Biology</i> <i>Todd Heldt—Library</i> <i>Yev Lapik—Biology</i> <i>Mick Laymon—Humanities and Music</i> <i>Chao Lu—Mathematics</i> <i>Bridgette Mahan—Business</i> <i>Carrie Nepstad—Social & Applied Science</i> <i>Amy Rosenquist—English, Speech, Theater</i> <i>Bara Sarraj—Biology</i> <i>Jeffrey Swigart—Mathematics</i> <i>Phil Vargas—Physical Science</i> <i>Loretta Visomirskis—English, Speech, Theater</i> <i>Jack Whalen—Social & Applied Science</i> <i>Matthew Williams—World Languages/ELL</i> <i>Paul Wandless—Art & Architecture</i> <i>Veronica Villanueva—Academic Support</i> <i>Loretta Visomirskis—English, Speech, Theater</i></p>	<p>Agenda for 2/17 I. Review and approve minutes from 2/10 II. Admin updates--including special assignments for Fall 2021 (<i>for real this time!</i>) III. Narrow down possible Student Learning Outcomes to pilot as GenEd assessment IV. Revision of General Education Outcomes--(GenEd objectives and outcomes draft) V. Homework: <i>If you have a special assignment, sign your paperwork and return it to Jeff Swigart asap. Wash hands, wear mask, take care of yourself and each other</i></p>
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Intro: Carrie called the meeting to order 03:01pm. Erica sends her apologies.

Review of minutes: Minutes for February 10, 2021 were approved by Loretta V. and seconded by Phil V.

Administrative Updates

Jeff said special assignments paperwork will be sent out today. Please sign immediately as the deadline is this Friday, February 19th.

Narrow down possible Student Learning Outcomes to pilot as GenEd assessment

Ukaisha proposed reviewing “Create” and “Participate” as possible Gen Ed outcomes to pilot. She also recommended connecting the piloted outcome to the Query Project. One concern that come up was that while “Participate” aligns well with the Query Project, piloting that specific outcome might be problematic with remote learning. Todd raised a question about what tools might be ideal for accurately

measuring said outcome. Ukaisha suggested first figuring out which outcome to pilot, review its objectives, and then consider whether a past tool would be applicable or if creating a new tool would be beneficial. Ukaisha also wondered whether piloting all the objectives under a specific outcome or piloting specific objectives would suffice. Carrie said piloting just a couple outcomes and building from there.

Initiate

In reviewing “Initiate” Ukaisha liked the objective “Recruits Allies and Assistance.” She also proposed partnering with SGA for distribution of tool. Carrie added Students Services is another avenue of partnership. She also suggested the committee first consider which tool would be used before reaching out to the HWC community for assistance. Todd reminded members of the Humanities Survey involved self-reporting. He also cautioned that some objectives within “Initiate” have some assumptions built into the outcome. He gave the example of “Wonders Broadly.” Carrie responded that within child development “Wonders Broadly” is linked to inquiry.

Create

In reviewing “Create” Carrie suggested looking at “Solves Problems” with respect to accessibility of measurement. Ukaisha added that “Problem Solving” is a foundational literacy available as well. Jeff mentioned in 2011 Social Science posed a specific cultural problem to students and asked them to write from different perspectives (historical v. economic). He expressed that it was difficult to grade but that the project seems relevant with respect to the difficulty of the times, and thinking expansively.

Participate

Carrie suggested that “Participate” might be the best outcome to pilot because of the uniqueness of the time due to the pandemic. She added that looking into how our perspective of what participation means could be interesting, especially as a return to normalcy might not be imminent. Veronica discussed that students are self-advocating more often within the remote environment. She sees resilience as more prevalent. Ukaisha suggested absorbing “Problem Solving” into other outcomes. Carrie also likes the objectives in that they are accessible and can easily be seen. Amy likes “Participate” to view the unique experience of remote learning during the pandemic. Carrie is interested in a parallel survey with faculty to better understand how institutionally HWC dealt with the pandemic. Jeff expressed the benefit of simple questions posed to investigate how students worked in groups and teams during pandemic. One possible question was “What have you learned during your college career that has helped you?” Veronica posed “What was your original plan and did you stick to it?” Carrie added that we have had to change our definition of what is impossible, now “If it was possible...?” Ukaisha inquired what groups to survey. Members believed everyone—faculty, staff, and students—should be included within the survey. Jeff suggested creating a sub-committee to develop the project. Ukaisha agreed that a sub-committee would be beneficial to keep this term’s schedule on track. Ukaisha also suggested shifting from “General Education Outcomes” to “Institutional Outcomes.” Jeff suggested those participating in the sub-committee could discuss and present next week. The sub-committee will consist of Carrie, Matt, Amy, and Todd. Lastly, Jeff suggested not to obsess too much on the document and that “perfection is the enemy of progress.”

Other Business

N/A

Homework

If you have a special assignment, sign your paperwork and return it to Jeff Swigart asap. Wash hands, wear mask, take care of yourself and each other

Adjournment and Approval of These Minutes: The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by

Assessment Committee

Harold Washington College



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Minutes for 02-24-2021

3:00 PM to 4:00 PM Zoom

<p>Members Attending: <i>Ukaisha Al-Amin—English, Speech, Theater</i> <i>Viggy Alexandersson—Wright College</i> <i>Assessment Committee Chair</i> <i>Samar Ayesh—Physical Science</i> <i>Todd Heldt—Library</i> <i>Yev Lapik—Biology</i> <i>Mick Laymon—Humanities and Music</i> <i>Chao Lu—Mathematics</i> <i>Carrie Nepstad—Social & Applied Science</i> <i>Amy Rosenquist—English, Speech, Theater</i> <i>Jeff Swigart—Mathematics</i> <i>Phil Vargas—Physical Science</i> <i>Loretta Visomirskis—English, Speech, Theater</i> <i>Jack Whalen—Social & Applied Science</i> <i>Matthew Williams—World Languages/ELL</i> <i>Paul Wandless—Art & Architecture</i> <i>Veronica Villanueva—Academic Support</i> <i>Loretta Visomirskis—English, Speech, Theater</i></p>	<p>Agenda for 2/24 I. Review and approve minutes from 2/17 II. Review and continue progress toward pilot as GenEd (or Institutional?) assessment III. Homework: <i>TBD</i>. Wash hands, wear mask, take care of yourself and each other</p> <p>Please reach out to me with any questions about our assessment work.</p>
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Intro: Erica called the meeting to order at 03:02pm.

Review of minutes: Minutes for February 17, 2021 were approved by Amy R. and seconded by Carrie N.

Administrative Updates

No administrative updates were discussed during the meeting.

[Review and continue progress toward pilot](#) as GenEd (or Institutional?) assessment

Erica expressed the consensus of the committee was to use the outcome “Participate” for our upcoming pilot. She explained that we are now looking into what to ask and what format the survey should take. Rather than creating open-ended questions like the Query Project, this pilot will implement simple, straightforward Likert scale inquiries that are conducive to efficient coding. Erica stated we still have lots of questions to work out such as what aspects of student participation do we want to assess? Similarly, what about student learning do we want to know with participation? Erica also addressed the difficulty working between creating a pilot but also still working on Gen Education (Institutional?) outcomes in

general. She also conveyed the importance of incorporating equity within the pilot stating that questions should be oriented to student learning in social justice and equity in addition to participation.

Ukaisha posed a few questions to the committee. First, she asked what questions do we want to ask? And, how many questions should we ask? She provided an example of one question per objective and one question about cultural diversity and social justice. She then discussed that the committee could review the Pulse Survey questions from Fall 2020. These questions were the pre-Query Project pool of inquiries that the committee created and then voted on which to use for the QP. The committee was reminded that the voting was faulty because members did not have a shared criterion for voting. She also reminded members that because we are still working on the outcomes, information from the FA20 questions could be incorporated into objectives.

Members reviewed the questions to discuss which questions and that would be suitable to a Likert Scale survey. Vicky asked whether “unfairness” would fall within the scope of the pilot. Erica said she thought that it would. She further explained that she noticed some positive biases within pre-QP questions and wants the survey to afford students the opportunity to express experiences that have not been positive. Amy also cautioned members to be aware of the assumptions about what students might understand and of the importance of having students respond to questions holistically. Erica mentioned that during the QP questions used the phrasing, “in your entire experience at HWC...”

Ukaisha brought up that earlier intrigue in using “Participate” was to get at student experiences over the last year with respect to remote learning. She posed how best to direct students in that regard. Erica suggested creating parallel pathways within the survey so that students could first state whether their experience at HWC included in-person AND remote or online components, or just remote, and then lead to further questions. This would allow the committee to make some claims about remote learning.

Todd suggested using the dashboard on Brightspace to look at participation by students. While Ukaisha explained how Brightspace might be used to collect data, Erica thought that the data might be faulty as a result of students using various means to access information. In short, the student might participate in a way that Brightspace would not capture. Phil said he could pull when students create or reply to a discussion post, attempt a quiz, etc. though data could be faulty based on faculty assigning discussion boards, quizzes, and other assignments to varying degrees (some students may only be in courses where those things are just not assigned).

Carrie suggested asking students how they define participate. One option that would fit within the Likert scale format would be to create categories and have the students choose best fits. Erica liked the idea of having direct and indirect components to the pilot and to also look into how students advocate for themselves cocurricularly. Ukaisha considered using a rubric to double check direct measures, though questioned who would then check the faculty filling out the rubric. Erica discussed using rubrics in the past. In those cases (such as Oral Communication), though rare, we relied on instructors to fill out the rubric that we provided. Carrie suggested using a simplified rubric that would be applicable across departments. Such a rubric would be distributed in addition to the student survey.

Amy was interested in understanding student perseverance, offering the question “what makes this possible?” Ukaisha added “what makes your participation possible at this time?” Carrie suggested thinking about the complexity of participation, that student participation is individualized. She also advocated for quality over quantity, and saw the words from the goals could be useful resource. Erica added asking if students have felt that their learning needs have been accommodated. Another question posed was “What forms of participation are most comfortable to participate?” and “What factors enable/interfere with your participation?”

Other Business

Thank you to Carrie, Jeff, for leading last week! Thank you to the sub-committee for doing extra work with the pilot.

Homework

Develop possible pilot questions. Wash hands, wear mask, take care of yourself and each other.

Adjournment and Approval of These Minutes: The meeting adjourned at 4:00 pm.

These minutes were approved by _____ and seconded by _____