Harold Washington College,
One of the City Colleges of Chicago

PROGRESS REPORT

Assessment of Student Learning Outcomes for General Education Objectives

November 30, 2006
The Higher Learning Commission
a Commission of the
North Central Association of Colleges and Schools

Prepared by The Harold Washington College Assessment Committee

Contact:
Carrie Nepstad, Assessment Committee Chair
(312) 553-6095 cnepstad@ccc.edu

Table of Contents

Executive Summary

Harold Washington College (HWC) is committed to improving student learning, development, and achievement by utilizing an assessment process that is systematic, structured, ongoing, and faculty owned and led. The Vice President Academic & Student Affairs assumed leadership of the Assessment Committee and of the assessment process from spring 2003 until summer 2004. By fall 2004, substantial progress had been achieved, allowing the smooth transition from an administratively led process to one that is chaired and controlled by an interdisciplinary group of full-time tenured and non-tenured faculty and supported by administration.

From fall 2004 until spring 2006, Jennifer G. Asimow chaired the Assessment Committee and Glenn Weller functioned as it's Vice Chair. Starting fall 2006, the Committee has been under the leadership of Carrie Nepstad as Chair and Anita Kelley as Vice Chair. All are full-time faculty. The duties and responsibilities of the officers and members of the Assessment Committee are codified in its faculty-written and approved charge. Members of the Assessment Committee meet weekly, the only faculty committee on campus that does so. Members from each one of the nine departments within the College have an effective voice in assessment policies, procedures, practices, and activities that affect the College, their departments, and, of course, our students. The non-voting members of the

Assessment Committee members include a student representative and two administrators.

This Progress Report is in response to the concerns raised by the North Central Association in 1998 and by Dr. John Taylor in 2001, regarding the assessment of the College's general education goals. It documents the work of the Harold Washington College's Assessment Committee in developing and implementing an assessment infrastructure and assessment process and in assessing the student learning outcomes associated with HWC's goals for its general education core curriculum.

Communication (Reading, Writing, Speech)

Prior to 2003 and continuing to the present, the Department of English/Speech/Theatre has successfully assessed one HWC's goals for general education: "To communicate effectively, orally and in writing." For example,

Reading

Embedded in the assumption of effective oral and written communication skills, is the ability to read college-level text. Faculty members who teach Reading 99 and Reading 125 have utilized the ACT's *COMPASS* test every semester since fall 2004. The *COMPASS* is used as a placement test (pre-test) to determine initial reading course placement into Pre-Credit Reading, Reading 099, Reading

125, or exemption from taking a reading course. The *COMPASS* is also used as a post-test, and thus functions as a gateway exit test into English 100.

Writing: English 98, 100, 101

Assessment of writing communication skills has been in existence since academic year 1995-96 in the form of a faculty-developed and mandated written pre-test for placement and post-test exit exam required of all students enrolled in English 98, 100, and 101. HWC faculty developed the Exit Exam Scoring Rubric, which is now utilized by faculty in all Departments of English in the City Colleges of Chicago.

Writing: English 102

The faculty members from the Department of English/Speech/Theatre who teach English 102 utilize a final research paper, which is required of all students in order for them to pass English 102. All faculty members who teach English 102 grade the final research paper using a standard HWC faculty-developed scoring rubric.

Electronic Grading of Pre- and Post-Test Writing

For fall 2006, several faculty members from HWC and three of our sister colleges have volunteered to conduct a pilot of ACT's new COMPASS e-Write. COMPASS e-Write is a "computer-scored direct writing system." Faculty will pilot the e-Write assessment tool as both a placement test and as a post-test.

Speech

Faculty who teach Speech 101 conduct post-tests to determine effective oral skills. The "Persuasive Speech" is the required post-test assessment tool.

Since academic year 1999-2000, departmental faculty members have utilized Monroe's *Motivation Sequence* as the standard scoring rubric to grade the persuasive speech. Assessment of this culminating speech or capstone activity has proven valuable to faculty in determining the oral competency of their students.

Assessment of Critical Thinking, Information Literacy, Human Diversity, and Student Engagement

In addition to the ongoing assessment of students' reading, writing, and speech skills, between spring 2003 and fall 2006, HWC's Assessment Committee has assessed three of its seven goals for its general education curriculum. To date, the Assessment Committee has assessed students' skill sets and competencies in the following general education goals:

- To **think critically** and to analyze and solve problems;
- To use **information resources** and technology competently;
- To understand and respect **human diversity** in regard to race, ethnicity, gender, and other issues pertinent to improving human relations.

Although not an explicitly stated general education goal, the Assessment Committee also assessed "Student Engagement," a construct developed by Indiana University, Bloomington based on extensive research on classroom and institutional practices that promote and facilitate student learning.

Critical Thinking

The critical thinking skills of a representative sample of HWC's students have been assessed twice, utilizing the *California Critical Thinking Skills Test* (CCTST), a standardized measure. The first administration of the *CCTST* occurred in fall 2003 during HWC's first Assessment Week. The *CCTST* was again administered in spring 2006 during HWC's fifth (fall 2003, spring 2004, fall 2004, fall 2005) Assessment Week. The scores from the first administration of the *CCTST* were widely distributed and discussed and resulted in the faculty conducting several workshops on critical thinking, including one led by a national expert, Dr. Peter Facione. Assessment Committee members have received the scores from the second administration of the *CCTST* and are in the process of interpreting the data and providing feedback to students, faculty, and administration.

Information Literacy

During Assessment Week, fall 2004, The Assessment Committee and its Sub-Committee on Communication approved the pilot administration of the *Standardized Assessment of Information Literacy Skills* (SAILS). *SAILS*, developed by Kent State University**,** is a direct measure of one of HWC's goals for general education, information literacy. The *SAILS* tool measures five standards, involving twelve skill sets.

Human Diversity

During Assessment Week in fall 2005, the Assessment Committee administered HWC's *Human Diversity Survey*. The *Human Diversity Survey* is an indirect measure of students' perceptions about their experiences, internally (in the classroom and at the college) as well as externally (in the community). The eighteen-question measure is inclusive of all the varied forms diversity takes in a highly diverse urban population such as that found at HWC.

Student Engagement

While not a part of HWC's seven general education goals/objectives, the Assessment Committee approved assessing "student engagement." The Assessment Committee used the University of Texas, Austin's (UTA) definition of student engagement and administered UTA's indirect measure of student learning, the *Community College Survey of Student Engagement* (CCSSE). The Assessment Committee also administered the *Community College Faculty Survey of Student Engagement* (CCFSSE), which was completed by 41 full-time and 27 part-time faculty volunteers. Both were determined to provide valuable information to the faculty and administration about students' and faculty's perceptions of their Harold Washington College experience.

Additional Assessment Accomplishments

In addition to assessing student learning in critical thinking, information literacy, student engagement, and human diversity within a three-year span, the Assessment Committee also developed and approved:

- a statement on the "Philosophy of General Education;
- a statement on the "Definition and Philosophy of the Assessment of Student Learning";
- a revised assessment plan (See Attachment);
- an Assessment Week process and set of activities, including the dissemination of assessment data/information;
- a formal charge for the Assessment Committee, approved April 14, 2004 (Appendix I);
- Cross-disciplinary Groups that worked to create definitions and student learning outcomes (SLOs) for four of the General Education Goals. Group leaders (starting October 2003) were Laura Chambers, John Hader, Mike Davis, and Amanda Loos.
- a conceptual framework that depicts the assessment process as implemented by the Assessment Committee (Appendix II) ;
- a newsletter entitled, the *Assessment Times*, which was first distributed fall 2004. A number of faculty members have written articles for the *Assessment Times*. Copies of *Assessment Times* are on CD#1.
- an assessment website and site on Blackboard;
- use of the large plasma computer monitor on the first floor to announce Assessment Week and the measure to be administered;
- a formal relationship with the Faculty Council and the Teaching, Learning, and Technology Center in order to facilitate faculty development workshops focused on assessment results;
- Professional development activities on campus for faculty and administrators:

- ✓ April 24-25, 2003: "Assessing Student Learning Outcomes in the Community College," Gail Mee, Andrea Greene, Gayla Preisser, Mesa Community College.

- ✓ April 23, 2003: "Diversity, Critical Thinking, and Learning" Sylvia Hurtado, University of Michigan.

- ✓ May 1, 2003: "Use of Library Electronic Resources," Library Staff.

- ✓ August 26, 2004: "Critical Thinking: An Overview," Jennifer Asimow; "Critical Thinking and the Brain," Carrie Nepstad; "Writing to Support Critical Thinking," John Hader; "Curriculum Mapping," Dr. Cecilia López. (42 F/T and 10 P/T faculty attended.)

- ✓ November 18, 2004: "Incorporating Critical Thinking Strategies: Practical Applications," Jennifer Asimow, Chair, Assessment Committee. (49 faculty attended and provided positive feedback.)

- ✓ January 25-26, 2005: Workshops on Student Engagement in preparation for the administration of the C.C.S.S.E., conducted by Jennifer Asimow.

- ✓ 2005, November 4, 2005: "Service Learning," a day-long in-service by Dr. Robert Ranco, Kapiolani Community College (HI)

- ✓ 2006, August 17: "Service Learning Breakfast. Meet our partner organizations."

- ✓ 2006, August 17: Breakout Sessions I: "Creating new programs on Global Poverty" (Paul Buchheit); and "Learning Communities (Donyel Hobbs-Williams, Will Kelley, Floyd Bednarz). Breakout Sessions II: "Undergraduate Faculty/Student Research in the Sciences" (Tom Higgins); and "Curriculum and Pedagogy Reading Group" (Margaret Stubbs and Tim Donahue).

- Professional development conferences with a focus on assessment attended by and/or presented by faculty and administrators:

  - ✓ 2003, June 22-24: American Association of Higher Education (AAHE) Assessment Conference, Seattle, WA.

  - ✓ 2003, July 26-29: Council of the North Central two-Year College (CNCTYC) Summer Assessment Academy, Denver, CO.

  - ✓ 2003, November 3-4: IUPUI Assessment Institute, Indianapolis.

- ✓ 2004, March 3: Assessment Fair, Oakton Community College, IL.
- ✓ 2004, March 27-30: HLC/NCA Annual Meeting, Chicago.
- ✓ 2004, June 12-15: "Connecting Public Audiences to our Work, AAHE Assessment Conference, Denver, CO.
- ✓ 2004, August 26: "Assessment Day: Critical Thinking and Curriculum Mapping."
- ✓ 2004, November: IUPUI Assessment Institute, Indianapolis.
- ✓ 2004, November: Diversity and Learning Conference, Nashville, TN (Attended by Amanda Loos and Ellen Eason-Montgomery, who provided a presentation of what they had learned as well as conference materials.)
- ✓ 2005, February 17-19: General Education and Assessment, Atlanta, GA.
- ✓ 2005, March 1: "Affecting Change: Using Assessment Data to Inform Practice," presentation by Jennifer Asimow at the *19th Annual Assessment Fair for Community Colleges*, College of Lake County, Grayslake, IL.
- ✓ 2005, March 17: "Assessment: Tales From the Trenches," a presentation by Jennifer Asimow, Carrie Nepstad, and Cecilia López at the HLC/NCA Annual Conference, Chicago.
- ✓ 2005, August 17, 2005. "Service Learning Overview," Faculty Development Week.
- ✓ 2005, September 23: "Using Portfolios for Assessment," Spoon River Community College, IL.
- ✓ 2005, October 23-25: IUPUI Assessment Institute, Indianapolis.
- ✓ 2006, May 19: "Collegiate Assessment of Academic Proficiency, West Side Technical Institute, Chicago.
- ✓ 2006, November: IUPUI Assessment Institute, Indianapolis. Presentation on HWC's Human Diversity Survey by Keenan Andrews, Dr. Sammie Dortch, Anita Kelley, Dr. Cecilia López, and Carrie Nepstad.

President Wozniak invited three representatives from Mesa Community College to introduce faculty members and the administration to good practice in assessment. This interactive and highly successful workshop was conducted on April 24-25, 2003 by MCC's Dean of Instruction, Director of Research & Planning, and its Professor of Psychology. It not only "jump started" HWC's efforts to develop and implement a useful assessment process, but also helped faculty to:

- recognize the purpose and value of student outcomes assessment,
- understand and use the language of assessment,
- distinguish among the various level of assessment,
- recognize and apply elements of good assessment practice.

While the Assessment Committee has accomplished much in the three years between 2003 and 2006, the College is still in the early stages of assessing the remainder of its goals for general education:

- To use mathematics for computation, reasoning, and problem solving (**Quantitative Reasoning**);
- To understand cultures, institutions, and patterns of human behavior and the application of the scientific method to their study (**Social Sciences**);
- To understand the major principles of the natural sciences and the application of the scientific method to biological, physical, and environmental systems (**Scientific Inquiry**);

- To understand and appreciate the arts, literature, history, and philosophical systems of major world cultures (**Humanities and the Arts**).

For each of the above four goals/objectives, Assessment Committee members and/or departmental faculty have developed a definition of the construct involved. Faculty members working on the Quantitative Reasoning and Scientific Inquiry goals have developed student learning outcomes and are awaiting Assessment Committee approval of each. Faculty members working on the cultural, historical, and psychological awareness dimensions (Social Sciences) goal have developed draft forms of the student learning outcomes they wish to assess. The Assessment Committee has approved the student learning outcomes for the Humanities and Arts goal, and the faculty members from that Sub-Committee have submitted to the Assessment Committee a faculty-developed direct measure, which they will pilot in fall 2006.

The Assessment Committee has approved an Assessment Calendar or timetable. Strong faculty and administrative support and a solid assessment infrastructure and assessment process are in place. Combined, they will ensure that the assessment of the rest of HWC's assessment goals (Quantitative Literacy, Scientific Reasoning, Humanities and Arts, and the Social Sciences) will be completed by fall 2009.

Since fall 2003, the College has consistently engaged in the following assessment activities as part of the assessment process:

1. Determined which one of our seven general education goals for student learning will be assessed for the following semester.

2. Developed and approved a definition of the construct involved in the goal/objective (e.g. critical thinking).

3. Crafted and approved student learning outcomes based on the approved definition.

4. Identified available assessment tools, then selected and piloted the one measure that appears most aligned with the approved student learning outcomes.

5. Requested volunteers from the full-time and adjunct faculty to use class time to administer the assessment instrument.

6. Broadly advertised to the campus community information about Assessment Week and the purpose of the specific assessment tool.

7. Administered the assessment instrument during Assessment Week to a representative sample of the student population.

8. Collected, interpreted, and discussed the resulting data.

9. Reported the resulting assessment data/information to students, faculty, college administration, and to the Faculty Council.

10. Collaborated with the Teaching, Learning, & Technology Center (TLTC) to design professional development workshops for faculty based on assessment data/information.

Summary Overview

Table 1, which follows, provides a summary overview of the seven goals for HWC's general education core curriculum and identifies which of the student learning outcomes associated with each of those goals have been assessed. Table 1 also provides information on the four goals that are in process. Table 2 is a summary of HWC's feedback loop (i.e., the process by which assessment results have been disseminated) and the resulting workshops that have focused on assessment data and information.

Table 1. Summary of 2003 – 2006 Assessment of General Education Student Learning Outcomes

General Education Goal / Objective	Student Learning Outcomes	Assessment Tool	Direct or Indirect	Date Administered
Critical Thinking To think critically and to analyze and solve problems	The student will demonstrate analysis, interpretation, evaluation and inference skills	CCTST *California Critical Thinking Skills Test*	Direct measure	Fall 2003 and Spring 2006

General Education Goal / Objective	Student Learning Outcomes	Assessment Tool	Direct or Indirect	Date Administered
Communication To communicate effectively, orally and in writing, and use information resources and technology competently	The student will: 1) Define the research topic & information need; 2) Develop & implement an effective search strategy; appropriate for an information need; 3) Locate & retrieve information; 4) Evaluated the information and the search strategy; 5) Organize & synthesize information.	SAILS *Standardized Assessment of Information Literacy* COMPASS Reading Test for Reading 099 & 125 HWC's Exit Exam for English 098, 100, and 101 HWC Research Paper for English 102 ACT's COMPASS e-Write	Direct measure Direct measure Direct measure Direct measure	Fall 2004 Ongoing Ongoing Piloted Fall 2006

General Education Goal / Objective	Student Learning Outcomes	Assessment Tool	Direct or Indirect	Date Administered
Quantitative Reasoning To use mathematics for computation, reasoning, and problem solving	Under development			Scheduled to be piloted Spring 2007
Social Sciences To understand cultures, institutions, & patterns of human behavior and the application of the scientific method to their study,	Under development			Scheduled to be piloted Fall 2008
Scientific Inquiry To understand the major principles of the natural sciences & the application of the scientific method of biological, physical, and environmental systems.	Under development			Pilot scheduled for Spring 2007.

General Education Goal / Objective	Student Learning Outcomes	Assessment Tool	Direct or Indirect	Date Administered
Humanities & the Arts To understand and appreciate the arts, literature, history, and philosophical systems of the major world cultures	The student will demonstrate: 1) Analysis skills by identifying historical periods, major movements, and theories related to the evolution of a particular discipline; 2) Evaluation skills by establishing criteria to assess the major characteristics, and to draw inferences from a work (e.g., a painting, novel, play); 3) Interpretation skills by responding through the "self" to the synthesis and integration of analyzed and evaluated information; 4) Application skills by using techniques relative to the discipline to construct a physical manifestation as a vehicle for communication; 5) Communication skills by articulating ideas, emotions, or interpretations through dialogue, reading, writing, and visual imagery (e.g., an essay, an oral presentation, a painting).	Humanities and Arts Survey and Short Answer Response Faculty-designed	Indirect and Direct measure	Pilot scheduled for Fall 2006. Full implementation scheduled for Spring 2007

General Education Goal / Objective	Student Learning Outcomes	Assessment Tool	Direct or Indirect	Date Administered
Human Diversity To understand and respect human diversity in regard to race, ethnicity, gender and other issues pertinent to improving the human condition	The student will: 1) Analyze and discuss contemporary multicultural, global, and international questions in a diverse setting; 2) Identify and respect that there are various ways of thinking, communicating, and interacting, for example, by working with culturally diverse groups towards a larger goal; 3) Evaluate diverse moral and intellectual perspectives, principles, systems, and structures; 4) Articulate the value of cross cultural campus and community activities and their impact on the lives of others.	HWC's *Human Diversity Survey* Faculty-designed	Indirect measure	Fall 2005

General Education Goal / Objective	Student Learning Outcomes	Assessment Tool	Direct or Indirect	Date Administered
Student Engagement 1) To evaluate student engagement with college programs, services, faculty and other students; 2) To use results from data to improve existing programs and services and to develop new ones; 3) To engage faculty and staff in a dialogue about student engagement in order to improve the quality of performance and interactions; 4) To improve classroom instruction and student services.		*Community College Survey of Student Engagement* (CCSSE) Assessment Committee also administered to a group of faculty volunteers, the Community College *Faculty Survey of Student Engagement* (CCFSSE).	Indirect measure Indirect measure	Spring 2004 Spring 2004

Table 2: HWC's Feedback Loop: Dissemination of Assessment Data/Information

Assessment Goals	Dissemination of Results	Feedback Loop
Critical Thinking	Results brochure *Assessment Times* Newsletter Students could contact CCTST for individual results	Informational Workshop hosted by the Assessment Committee Guest Lecture: Dr. Peter Faccione, author of the CCTST
Information Literacy	Results brochure *Assessment Times* Newsletter	Department Chairs Individualized information sessions in the library for faculty, classes, and/or individual students
Quantitative Reasoning	Scheduled to be piloted Spring 2007	
Scientific inquiry	Scheduled to be piloted Fall 2007	
Humanities and the Arts	Pilot scheduled Fall 2006, Full implementation scheduled Spring 2007	
Human Diversity	Results brochure *Assessment Times* Newsletter NCA/HLC Self Study newsletter, *Karat*	Diversity Task Force Department Chairs Diversity Committee Professional Development Week (Dr. Sammie Dortch) Guest Speaker (Dr. Sammie Dortch)
Student Engagement	Results brochure *Assessment Times* Newsletter	Administrative Council Assessment Committee Department Chairs Registration Committee

Response to Concerns from the 1998 NCA Team Report and the Commission's 2001 Response to HWC's Monitoring Report

NCA's Concerns: 1998 Team Report

The October 11-14, 1998 comprehensive Team visit to Harold Washington College (HWC) recommended a *Monitoring Report* "focused on (1) the full implementation of the assessment plan for student academic achievement, and (2) the development and implementation of the college technology master plan." Dr. John Taylor accepted the *Monitoring Report*, which was due and submitted October 1, 2001, of the College's technology master plan.

In his November 29, 2001 response to the monitoring report, Dr. Taylor recommended to the Commission:

> "A progress report focused on student academic achievement of the seven learning objectives identified for the general education curriculum of the college's service populations…."

Dr. Taylor found it necessary to recommend a Progress Report because the College had not addressed "the full implementation of the assessment plan for student academic achievement" and had not responded fully to the following two questions:

> Is the assessment of student learning "being assessed in relationship to the College's overall philosophy of general education and its attendant general education objectives? Another question to be answered is, to what extent does the faculty, as a whole, know what students have learned overall as a result of the *Harold Washington College experience*?"

The progress report was "due on or before November 30, 2004." On May 2, 2003, former President Nancy DeSombre requested extension of the due date

for the *Progress Report* from November 30, 2004 to November 30, 2006, because of two factors:

> "(1) a two-year vacancy in the chief academic officer's position, due to complex circumstances, that just recently was filled, and (2) the beginning of a major renovation project …that is scheduled to last for two years…."

Based on this information, Dr. Taylor recommended to the Commission that it give its approval "of a two-year extension of the due date for the Progress Report on assessment, from November 30, 2004 to November 30, 2006." He reminded the College, however, to "remain committed to developing and implementing a comprehensive and viable assessment program," and to develop "a culture of assessment" that would "be evident throughout the institution."

The faculty and administration of Harold Washington College have responded to the Commission's and Dr. Taylor's concerns and questions in this *Progress Report*. In addition to addressing the assessment of HWC's general education goals/objectives, this *Progress Report* also contains a review of the accomplishments associated with the assessment process and the various assessment activities that have occurred since March 2003.

Philosophy of General Education

The 1998 HLC/NCA Team Report made it clear that the College lacked a useful statement of its philosophy of general education:

> "#7 The college needs to develop a statement of philosophy of general education which denotes the centrality of general education courses and/or skills, and review the appropriateness of courses selected for the occupational programs;"

HWC has developed a statement of philosophy of general education. During academic year, 2003-04, The Vice President Academic & Student Affairs worked with members of the Assessment Committee to craft and approve a statement that would truly reflect the vision of a learning college committed to providing an outstanding liberal arts education through our general education core courses and activities. To this end, the following statement of HWC's Philosophy of General Education was approved and now appears prominently on page 128 of the Harold Washington College *2005-2007 Catalog*.

> "The general education program offered at Harold Washington College (HWC) provides a breadth of study from which students may obtain a body of common knowledge and intellectual concepts as well as the cognitive skills that the College's faculty members believe every educated person should possess.
>
> General Education at HWC is intended to impart an appreciation of diverse cultures, a mastery of fundamental modes of inquiry, the ability to analyze and communicate information effectively, and an awareness of the importance of creativity to the human spirit. HWC's General Education program is also intended to help students gain competence in the exercise of independent inquiry and to encourage the development of leadership and individual responsibility, and to supports students participation in the aesthetic, cultural, and civic life of the Community. The HWC faculty believes these attributes to be essential to living a principled life and for the informed exercise of local, national, and international citizenship."

The second part of the 1998 Team's concern is addressed through an ongoing cycle of review as mandated by both the Illinois Community College Board (ICCB) and the CCC District. Concern #7 on page 86 of the 1998 Team Report also stated that:

> "The College needs to…review the appropriateness of courses selected for the occupational programs."

The ICCB requires submission of evidence of program review for all occupational programs that it approves, once every five years. The ICCB program review involves the analysis of the 15 credit hours required for all A.A.S. programs, as well as enrollment and marketing data, evaluation of the effectiveness of the program, and assessment of student learning. The ICCB review also includes a section on the strengths and weaknesses of the program and a statement of any outstanding achievements.

The CCC Board of Trustees mandated in 2004-05 that all credit programs would undergo an annual APSA review. APSA is the acronym for Annual Program and Services Analysis. The APSA review is closely linked with the ICCB program review requirements in all respects except for two. ICCB's review occurs once every five years; APSA's review occurs annually. ICCB is only concerned with degree programs; APSA's review considers both degree programs and certificate programs.

In sum, two program review processes, ICCB and APSA, evaluate "the appropriateness of courses selected for the occupational programs." A copy of the 2005-06 APSA review is provided as a supplement to this *Progress Report*. The 1998 Team also noted that missing from HWC's assessment plan was:

> "A process by which the identified outcomes are linked with the College's mission, general education statement and program specific objectives or goals" (*1998 NCA Team Report*, p. 37.).

As previously stated, HWC's statement of Philosophy of General Education directly and publicly articulates the "body of common knowledge and intellectual concepts as well as the cognitive skills" (HWC *2005-07 Catalog*, p. 128), which all students should possess upon successful completion of a program of study.

HWC has also linked its Philosophy of General Education with the College's Mission Statement. The Mission Statement states, in part, that:

> Harold Washington College is a learning-centered urban institution of higher education that offers accessible and affordable opportunities for academic advancement, career development, and personal enrichment. The College is committed to upholding high institutional and academic standards and to understanding and improving student learning (HWC *2005-07 Catalog*, p. 5).

The College has further linked both its Mission Statement and its Philosophy of General Education with its assessment process by creating and approving a Definition and Philosophy of the Assessment of Student Learning.

Definition and Philosophy of the Assessment of Student Learning

The statement of how HWC's Assessment Committee defines assessment is important, but it is the Committee's Philosophy of the Assessment of Student Learning that provides the principles that undergird and guide all assessment activities. The statement of the Definition and Philosophy of the Assessment of Student Learning is publicly stated on the Assessment Committee's website at

http://faculty.ccc.edu/colleges/hwashington/assessment/ and on p. 129 of the *HWC 2005-07 Catalog*. It states:

> "HWC is committed to maintaining a campus culture focused on learning in which faculty, students, and 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. HWC characterizes 'assessment of student learning' as a comprehensive process that is ongoing, systematic, structured and sustainable." To be effective, the assessment process involves:
>
> 1. Establishing faculty expectations for student learning and attainment that are explicitly and publicly stated and that set standards for the quality of the learning experience as well as its outcomes
>
> 2. Aligning assessment activities, methods, and instruments with the learning outcomes expected by the faculty
>
> 3. Gathering, analyzing and interpreting evidence of student development and attainment to determine how well student performance aligns with faculty's stated expectations and standards
>
> 4. Using assessment information from both direct and indirect measures:
>
>   a. To examine assumptions about learning
>
>   b. To understand how, when, and where learning takes place
>
>   c. To identify in what areas and for which students learning needs to be improved
>
>   d. To encourage efforts to make changes in modes of instruction, program curricula, learning resources, and support services designed to improve student learning
>
>   e. To create and sustain an institutional culture in which it is the College's priority to assure and improve the quality of education each academic program promises and offers."

In sum, the outstanding efforts of the members of the Assessment Committee to implement a useful assessment process for HWC's faculty and students are informed and guided by HWC's Mission Statement, its Philosophy of General Education, and its Definition and Philosophy of the Assessment of Student Learning. Adherence to all three statements ensures that the assessment process at HWC is about:

- ► Improving student learning
- ► Demonstrating academic responsibility
- ► Commitment to standards
- ► Promoting continuous quality improvement
- ► Being accountable
- ► Celebrating the success of program and academic achievements
- ► Encouraging the use of assessment results in the decision-making process.

As the rest of this *Progress Report* will demonstrate, HWC faculty and administration believe in and support the assessment of HWC's general education goals/objectives. They understand the relationship of the assessment process to the College's mission, values, and strategic direction. The assessment process at HWC directly relates to and drives one of the major College's values: "sustaining an environment that promotes optimal learning for all students" (HWC *2005-2007 Catalog*, p. 5).

Assessment of HWC's General Education Goals

The following section responds to concerns contained in the 1998 NCA report to Harold Washington College and to Dr. Taylor's 2001 response to HWC's Monitoring Report, both of which specifically targeted the assessment of student learning outcomes. On page 37 of the NCA Team Report, the Team made it clear that an assessment process was not evident and that the College had not provided evidence its general education goals and related student learning outcomes were being assessed. The Team's major concern was that:

> "#8 The college has not made adequate progress in the area of assessment of student academic achievement, and needs to move forward with clarity and dispatch to fulfill the assessment plan approved by NCA. This activity must focus on the concise measurement of specific instructional outcomes within courses, and provide evidence that the information derived from the data is used to further improve the effectiveness of the learning experience."

Assessment of HWC's General Education Goals/Objectives

The following section describes: each general education objective with corresponding student learning outcomes (SLO); an analysis of the selection process for an assessment tool and the administration of that tool, as well as the results; and follow-up activities for each SLO that has been assessed from spring 2003 to fall 2006. For four of the seven general education objectives, the Assessment Committee, has: approved definitions for each of the General Education Goals/Objectives; written and approved student learning outcomes, developed and/or chosen assessment tools; administered the approved

assessment measures; gathered and interpreted the assessment data; and disseminated assessment information. The remaining three general education objectives are in progress and include drafts of student learning outcomes. The Assessment Committee plans to have approved definitions and student learning outcomes for the three general education goals/objectives by the end of the spring 2007 semester.

Critical Thinking

General Education Objective #1 –
To think critically and to analyze and solve problems

Context

Critical thinking is a general education goal, which has been in place at HWC since the initial assessment committee was formed in 1994 (Historical Context, Appendix X); however, it had not been assessed. In spring 2003, the Assessment Committee approved the definition of critical thinking as:

> "the ability to reason which results in the interpretation, analysis, evaluation and inference of the argument or the problem situation on which the judgment or solution is based."

The Committee then approved the following student learning outcomes (SLOs) for the critical thinking general education goal/objective: Students will demonstrate:

1. Analysis skills by
    a. Identifying an argument
    b. Distinguishing between direct and indirect persuasion
    c. Determining if an argument rests on biased assumptions

   d. Evaluating statistical information used as evidence to support an argument
   e. Assessing how well an argument anticipates possible objections or alternate positions
   f. Determining how new data might confirm or question a conclusion
   g. Determining if an argument makes sense

2. Interpretation skills by
   a. Formulating categories and classifying and grouping data
   b. Making comparisons
   c. Clarifying findings/opinions

3. Evaluation skills by
   a. Assessing the importance of an argument
   b. Evaluating the reasonableness of an argument
   c. Evaluating the credibility and reliability of sources of information
   d. Assessing bias and contradictions in a person's point of view
   e. Assessing clear and consistent use of language
   f. Determining the appropriateness of stated or unstated values or standards upheld in an argument
   g. Judging the consistency of supporting reasons
   h. Determining and judging the strength of an argument

4. Inference skills by
   a. Collecting and questioning evidence
   b. Developing alternate hypotheses
   c. Drawing conclusions

Process

Once the student learning outcomes were designed and approved, the committee began to search for an appropriate standardized test. Nine tests were reviewed. The committee narrowed its search by determining which of the instruments most closely aligned with the Committee's approved student learning outcomes. This process further narrowed the search to three measures: the *California Critical Thinking Skills Test* (*CCTST)*, *the Cornell Critical Thinking Test* (*CCTT*), and the *Watson-Glacier Critical Thinking Appraisal* (*WGCTA*). At this point, the committee members piloted each of the three tests with volunteer

faculty within the departments. Based on input and a vote from all committee members, the *California Critical Thinking Skills Test* (*CCTST*) was chosen and approved to be administered during the fall 2003 semester. October 20th-25th 2003 was then coined, "Assessment Week" by members of the Assessment Committee.

The Assessment Committee determined that it was critical to the success of the assessment process at HWC to communicate effectively to the College community the importance of Assessment Week and to describe the *CCTST*. Committee members designed a logo, the mathematical symbol for infinity (∞), as well as the slogan: "Measure Your Mind." Both the symbol and the logo became part of an informational brochure describing critical thinking, the *CCTST*, and Assessment Week. The logo and slogan were also printed on posters and flyers that were distributed throughout the campus. The brochure, which was distributed to all faculty, students and administration, described the rationale and the importance of taking the *CCTST*, and defined the two main cognitive skills that comprise critical thinking (i.e., inductive and deductive reasoning). The brochure states:

- Harold Washington faculty and administration believe that critical thinking is a foundational skill that every educated adult should possess.
- The results of the *CCTST* will help faculty and administration determine how instruction methods can be improved to achieve effectively the critical thinking component of the General Education Objectives.

- HWC's Assessment Committee defines critical thinking "as the ability of students to reason which results in the interpretation, analysis, evaluation, and inference of the argument or the problem situation on which the judgment or solution is based."

- Although the *CCTST* Test involves the assessment of several cognitive skills (e.g., analysis, inference, and evaluation), the Assessment Committee found it useful to categorize these three skills into two main skill areas: induction and deduction.

- Induction, or inductive reasoning, may be defined as arriving at a general conclusion from a set of instances or facts.

- Deduction, or deductive reasoning, may be defined as arriving at a set of instances or facts from a general conclusion or statement.

The Assessment Committee administered the *CCTST* in fall 2003 and again in spring 2006. The methods and test results for both administrations follow.

Methodology: 2003 CCTST Administration

Over 68 faculty members (47 F/T & 21 P/T) volunteered 119 sections across the entire credit curriculum to approximately 1,800 students enrolled in credit courses. The Assessment Committee carefully selected sections to represent all time slots offered on campus. For example, sections were chosen from morning, afternoon, and evening and Saturday sections. A total of 1,688 students provided useable demographic information and answers for the *CCTST*. There was no statistically significant difference between the sample tested and the total student population of 7,522 credit students registered during fall 2003. The Committee determined through further analysis that the sample's gender, age, racial, and ethnic data were also consistent with HWC's fall 2003 population.

Methodology: 2006 CCTST Administration

Prior to the administration of both the 2003 and 2006 *CCTST*, all faculty volunteering their sections, received an informational packet including the Scranton sheets, number two pencils, and a completion coupon which they would sign and give to students so that they would be excused from taking the test in any other section in which they were enrolled. Students were also told that although the test was not linked to their grades and faculty was not privy to individual student results, the students themselves would have an opportunity to receive their individual results.

Results: 2003 CCTST Administration

- The aggregated sample of 729 students was from community colleges in five states: California, Florida, New York, South Dakota, and Tennessee.
- A total of 1,694 students completed the *CCTST*. There was no statistically significant difference between the sample tested and the total student population of 7,500 credit students registered for fall 2003.
- There was no correlation between the age of the student and how well the student did on the test.
- The gender and race and ethnicity of the sample were consistent with the population registered for fall 2003. For example, the sample consisted of 1,107 (66%) females and 581 (34%) males. The race and ethnicity breakdown was Asian/Pacific Islander (10%), American Indian (1%), African- American (48%), Hispanic (22%), white (16%), and Mix/Other (3%).
- Out of a possible score of 34, HWC students scored on average 12.99. This mean score placed our students at the 43rd percentile compared to an aggregated sample of two-year college students.

Results: 2003 CCTST Total Scores

- HWC students' overall mean score was 12.99 (SD=4.71) as compared with a mean score of 14.75 (SD= 4.92) for the two-year national sample was not statistically significant.

Results: 2003 CCTST Inductive and Deductive Sub-Scores

- For the inductive reasoning section of the *CCTST*, the mean score for the aggregated sample of two-year college students was 8.60 (50.6%) out of a possible score of 17. This compares with HWC students' inductive reasoning mean score of 7.60 (44.7%).

- For the deductive reasoning section of the *CCTST*, the mean score for the aggregated sample of two-year college students was 6.14 (36.1%) out of a possible score of 17. This compares with HWC students' deductive reasoning mean score of 5.38 (31.6%).

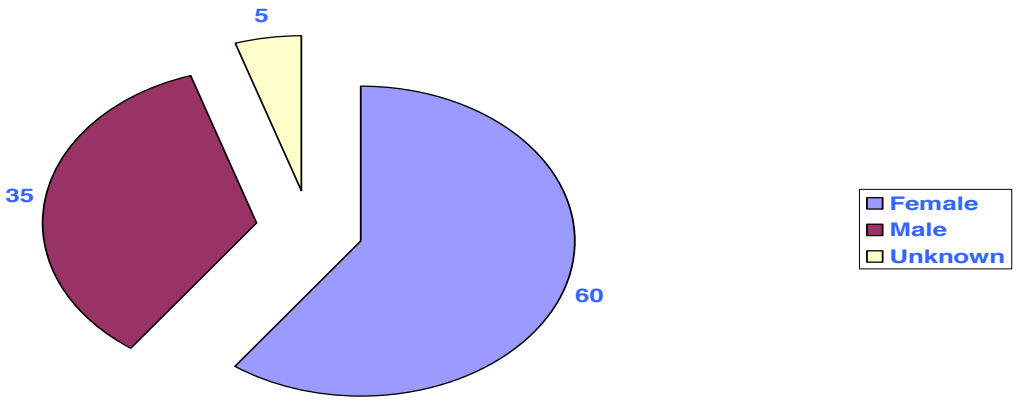
Although the means and percentages are low, HWC students were statistically only slightly lower when compared to the average aggregated scores of the national sample of two-year students.

Results: 2006 CCTST Total Scores

The spring 2006 administration of the *CCTST* sampled 719 students across 29 sections that were volunteered by faculty.

- As can be determined from Figure 1, the 2006 sample consisted of 434 (60%) females, 252 (35%) males, and 33 (5%) students who did not identify their gender.

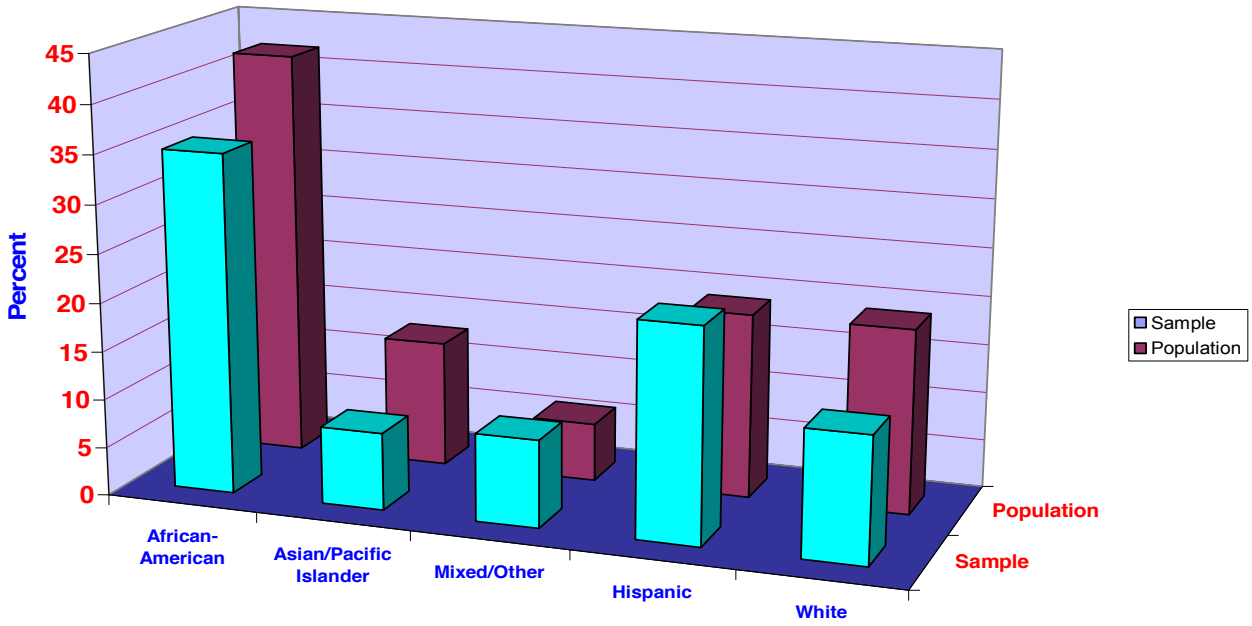
Figure 1. Percent of Sample's Gender



- The racial/ethnic distribution of the sample of the 719 respondents who participated in the 2006 administration of the *CCTST* is statistically comparable at the .76 level with the racial and ethnic distribution of the total population of students enrolled during spring 2006.

- As Figure 2 reveals, 35% of the respondents in the sample self-identified as African-Americans as compared with 42% in the student population; 8% were Asian/Pacific Islander as compared with 13% in the population; and 9% of the sample identified themselves as Mixed/Other, while 7.3% of the population did so. Additionally, Hispanics accounted for 22% of the sample, and 19.2% of the population, while 13% of the sample identified

Figure 2. Percent of Participants' Race / Ethnicity by 2006 Sample vs. Population



Overall 2006 CCTST Results

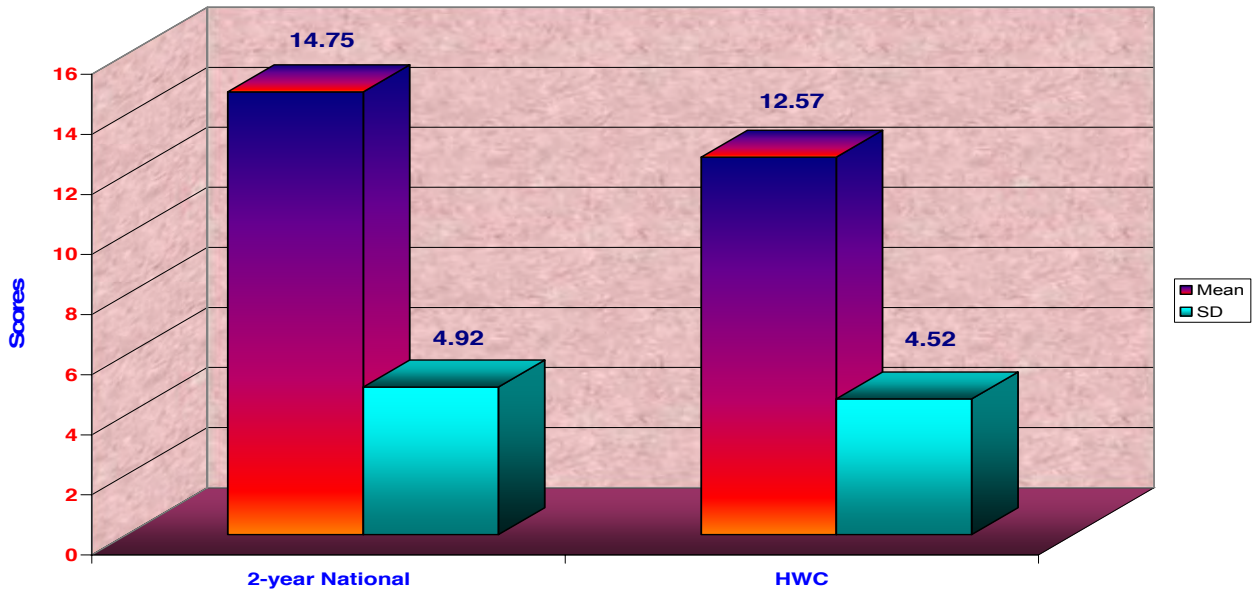
- A total of 719 students completed the *CCTST* in spring 2006.

- Out of a possible score of 34, HWC students scored on average 12.57. This mean score places our students at the 43rd percentile compared to an aggregated sample of two-year college students.

- As in the 2003 administration of the *CCTST*, the comparison, aggregated national sample of 729 students was from community colleges in five states: California, Florida, New York, South Dakota, and Tennessee.

As depicted in **Figure 3**, HWC 2006 students' overall mean score was 12.57 as compared with a mean score of 14.75 for the two-year national sample.

Figure 3. Total Mean & SD Scores for a National Sample of 2-yr. &. HWC Students

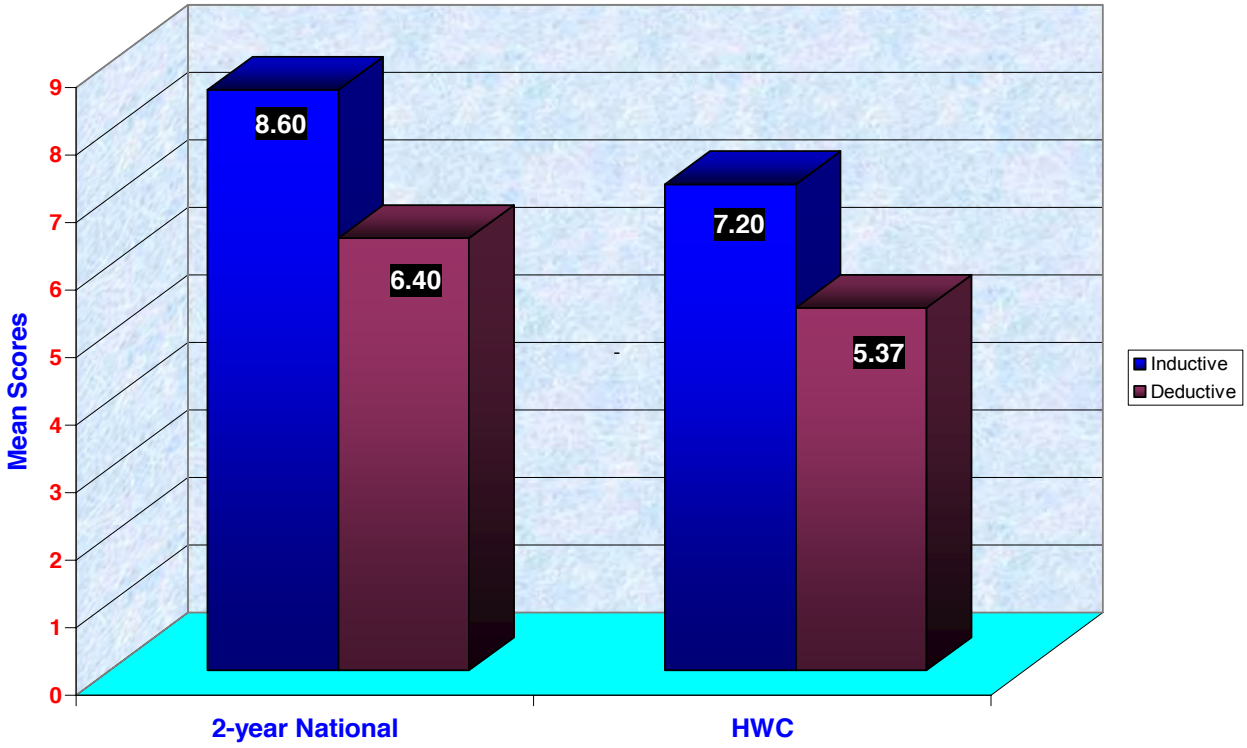


Results: 2006 CCTST Inductive and Deductive Sub-Scores

- Figure 4 shows that the mean score for the aggregated sample of two-year college students was 8.60 out of a possible score of 17 for inductive reasoning. This compares with HWC students' inductive reasoning mean score of 7.20 (42.3%).

- The mean score for the aggregated sample of two-year college students was 6.14 (36.1%) out of a possible score of 17 for deductive reasoning. This compares with HWC students' deductive reasoning mean score of 5.37 (31.5%).

Figure 4. Inductive and Deductive Scores for a National Sample of 2-yr. &. HWC Students

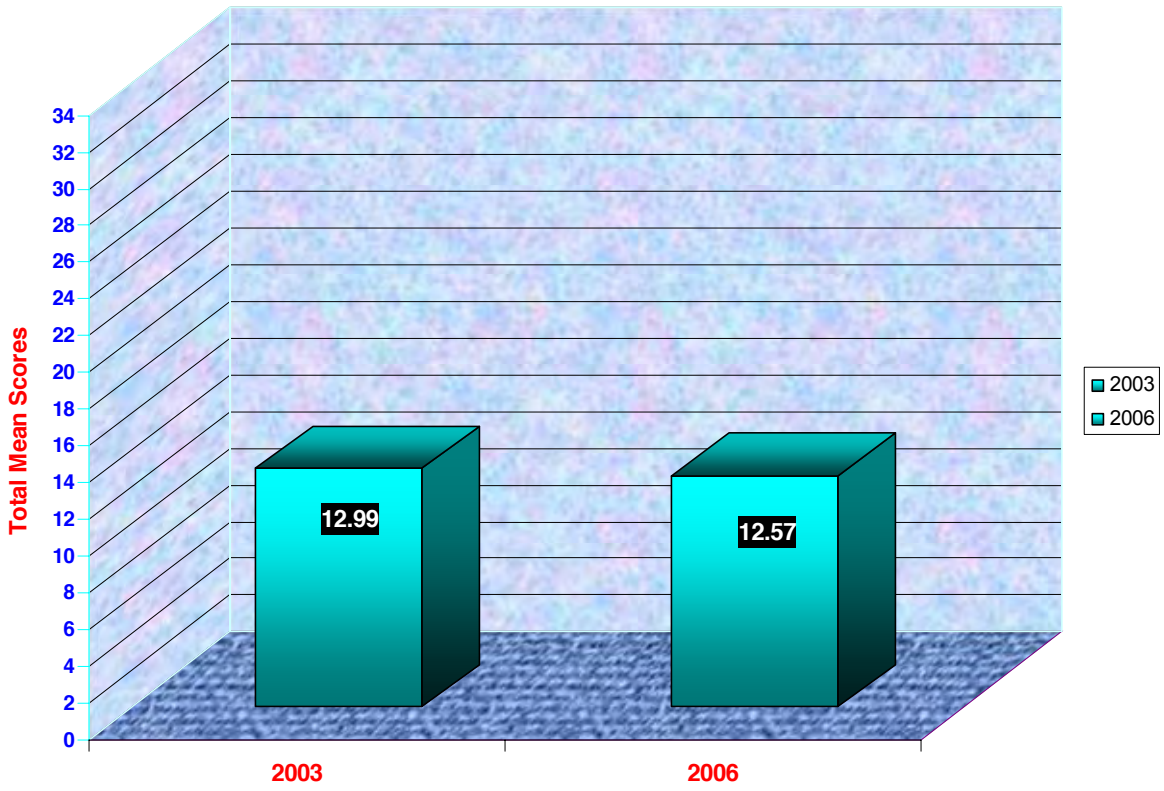


Results: Comparison of 2003 and 2006 *CCTST* Scores for HWC Students

- Figure 5 shows that in 2003 the overall *CCTST* mean score for HWC students was 12.99 (38.2%) out of a possible score of 34 and in 2006 the overall mean score for HWC students was 12.57 (36.9%).

- The differences in mean scores for HWC students between the 2003 and 2006 administration of the *CCTST* were not statistically significant. This means that students did no better or no worse in 2003 as compared with 2006 in their overall critical thinking skills.

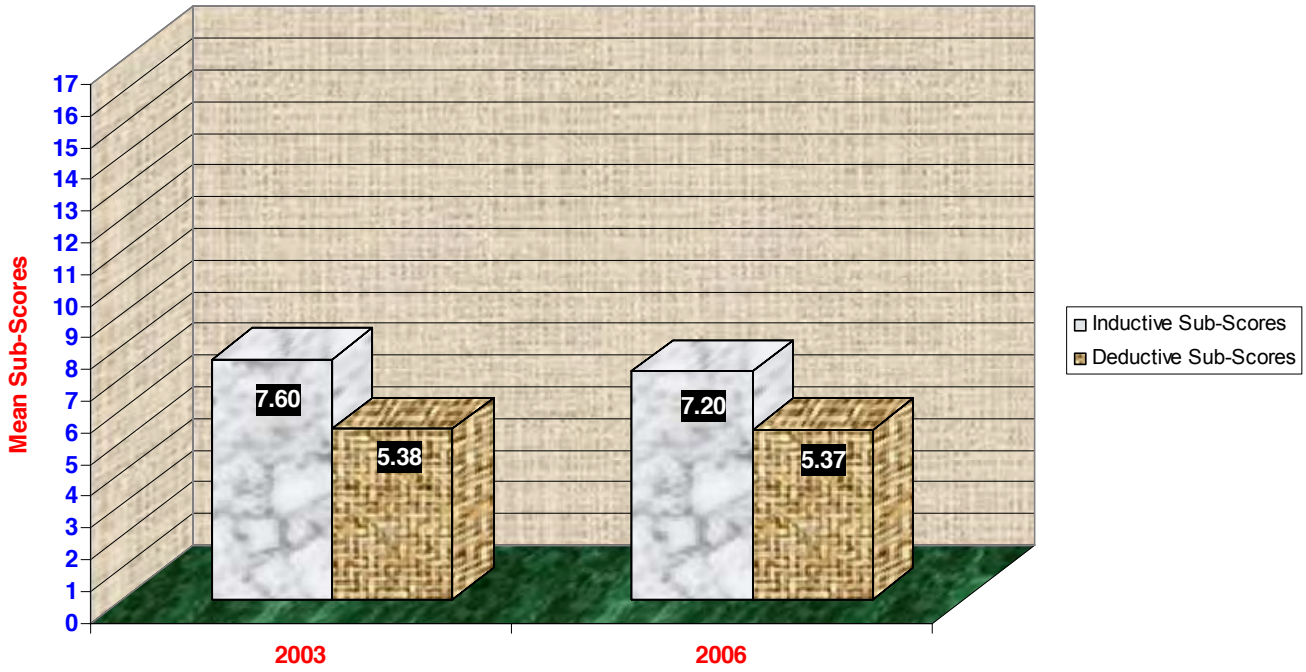
Figure 5. Total CCTST Mean Scores by Year of Administration



- Figure 6 reveals that in 2003 the mean score for HWC students' inductive reasoning was 7.60 (44.7%) out of a possible score of 17, and in 2006 the mean score for the same category was 7.20 (42.3%).

- Figure 6 also shows that in 2003 the mean score for HWC students' deductive reasoning was 5.38 (31.6%) out of a possible score of 17 and in 2006 the mean score for the same category was 5.37 (31.5%).

Figure 6. CCTST Mean Sub-Scores for Inductive and Deductive Reasoning by Year of Administration



- Figure 6 demonstrates that there has been only a slight and non-significant statistical decrease in inductive and deductive scores between the 2003 and the 2006 administration of the CCTST.

Although the percentages are low for both groups, HWC students are statistically only slightly lower when compared to the national sample of two-year college students. However, these results are disappointing, given the heavier emphasis since 2003 faculty have placed on critical thinking skills and faculty development workshops focused on critical thinking. These comparison data suggest that HWC faculty will need to reemphasize the importance of both inductive and deductive reasoning and actively participate in professional development

workshops on useful strategies they can use to incorporate more effectively the instruction of critical thinking into their lectures and instructional activities.

Feedback Loop

During the spring 2004 semester, the Assessment Committee distributed to the College community (students [Phi Theta Kappa and Student Government Association], individuals, faculty, and the administration) a brochure describing the *CCTST* and the results obtained. The results brochure included an announcement box stating:

> "Critical Thinking: Everything you wanted to know but were afraid to ask…. Please join us for an interactive workshop during Registration, fall 2004 to learn more about Critical Thinking and its applicability to the classroom. All faculty are welcome. More information to come during summer 2004. Good assessment informs good teaching practice. Workshop sponsored by the Assessment Committee."

Assessment Workshops on Critical Thinking

On August 26, 2004, as part of faculty development week, the Assessment Committee sponsored its first workshop on critical thinking. This workshop was led by Jennifer Asimow and was attended by approximately 50 faculty.

The Assessment Committee, with support from Administration, sponsored a half-day workshop November 18, 2004, on critical thinking as a direct consequence of the data and information derived from the 2003 administration of the *CCTST*.

The guest speaker, Dr. Peter Facione, was at that time the Provost of Loyola University, Chicago; he was also the author of the *CCTST*. Dr. Facione's Workshop provided insight into the challenge of defining precisely and measuring accurately critical thinking as a normative learning outcome. He provided scoring rubrics, a definition of critical thinking, characteristics of individuals who are disposed toward critical thinking, four cognitive heuristics, and three basic options for measuring critical thinking learning outcomes. His suggestions for evaluating the quality of the data HWC had gathered was well received, as was his advice to "make assessment worth the effort."

Dr. Facione's presentation was videotaped and is available in the library for all faculty. He shared with the faculty his "Holistic CT Scoring Rubric Exercise" and his 1998 article entitled, *Critical Thinking: What It Is and Why It Counts*. The fall 2004 workshop was attended by 47% (43 of 91) of the full-time faculty and included faculty from three of our sister colleges.

The members of the Assessment Committee are currently interpreting the 2006 *CCTST* data. What is clear is that the critical thinking skills of our students need to be improved. Determining how best to do this will consume the attention and efforts of members of the Teaching, Learning, and Technology Center, which will collaborate and cooperate with members of the Assessment Committee to develop workshops to explore effective teaching techniques and strategies, as

well as good practice, in the teaching of critical thinking skills (i.e., inductive and deductive reasoning) across HWC's credit curriculum.

In the meantime, one very important and tangible outcome of faculty discussions about students' critical thinking skills is a project conducted by Laura Chambers (Social Sciences) and Michael Davis (Chemistry). Concerned by the relatively low critical thinking scores of HWC students, they designed and conducted a pilot of "An Integrative Interdisciplinary Course Model for Community Colleges (IICM)."

The first IICM pilot, offered in fall 2005, combined a non-lab Physical Science course with a Social Science course. Both courses meet general education requirements for degree seeking students. The combined course, known as *Society Under the Microscope*, sought to enhance students' general knowledge in science related issues such as the scientific method of thought, nutrition, energy conservation, and the action of certain medicinal drugs. All of these areas have both physical and social aspects to them, which the students were able to explore with content experts from both fields.

The IICM model requires that the combined courses meet simultaneously, aligning course syllabi and course content. Unlike a learning community, however, the IICM model aligns the course content to such an extent that the two faculty members "alternate between the classes on a weekly basis presenting and discussing information from their respective points of view… Every other

week, both classes meet together in one large 'Synthesis Session'," which features student panel discussions and debates in the presence of both instructors.

The critical thinking skills of the students who enrolled in the second IICM class in fall 2006 were assessed using the *California Critical Thinking Skills Test* as well as a pre- and post- attitude SALG survey (Student Assessment of Learning Gains). The SALG data demonstrated a 19% increase in the number of students who were extremely interested in reading about science in journals, magazines or on the Internet. The faculty also collected SALG data to gather reflective input from students regarding the service-learning component of the IICM courses. By the end of the semester, Chambers and Davis also saw a 24% increase in the number of students who were extremely interested in discussing science with family or friends. Critical thinking skills data from the *CCTST* are currently being processed.

The research literature on the utilization of the team teaching and service learning components suggests the importance of both strategies to enhance critical thinking. Both components are integral to the IICM model. Consequently, the power of the IICM, as a "low-barrier-to-entry" model that can increase student's critical thinking skills, has caught on. During the summer 2006, Chambers and Davis held a cross-campus training seminar to guide interested faculty pairs through the IICM development process. As a consequence of their

success, faculty from Harold Washington College and other campuses in the City Colleges of Chicago are currently developing similar IICM courses.

Evaluation of the Process

Feedback from the faculty survey regarding the first Assessment Week and the administration of the *CCTST* was overwhelmingly positive. Faculty commented on feeling prepared due to the informational documents provided ahead of time by the Assessment Committee. Some comments regarding preparation for the administration of the *CCTST* included:

- "It was well-planned, well-organized, and well-supported by the assessment committee."
- "The packets arrived in a prompt fashion. The test was well-organized, and the students seemed to understand everything they were asked to do."

The survey respondents also provided information about how to improve the process for the following semester. Many of the faculty mentioned that there were no accommodations in place for students with special needs. They also recommended that the test not be administered during the midterm period of the semester.

In response to these suggestions as well as their own observations, the Assessment Committee members made logistical changes to the planning process for future Assessment Week activities. For example, the Committee now sends a letter to each faculty member who volunteers his/her section prior to

Assessment Week, explaining the assessment tool so that she/he is better able to prepare the students prior to its administration. The letter also requests that faculty report to the Assessment Committee Chair any student with special needs and to request appropriate accommodations in advance. These changes have proved to encourage and support a more inclusive administration of the assessment measure.

The first Assessment Week during the fall 2003 semester set the stage for future assessment activities at HWC. Although each tool has had its own methodology (e.g., computer-based vs. paper-pencil, etc.), the committee has developed a process with includes:

1. information about the tool distributed to faculty and students;
2. the distribution of flyers and posters: in classrooms; on the north wall in eight different floors; on bulleting boards in the alcoves on the 4th, 7th, and 10th floors; and finally on the lower level Student Union. The flyers and posters serve as public relations advertising during the weeks preceding Assessment Week.
3. letters to volunteers explaining the process;
4. packets to volunteers with important materials, such as number two pencils;
5. requests for faculty to inform the committee of students with special needs so that appropriate accommodations can be arranged in advance.

Communication

General Education Objective #2 –
To communicate effectively, orally and in writing,
and use information resources and technology competently

The second of HWC's goals for student learning across its general education core courses is "To communicate effectively, orally and in writing…." Communication involves the ability to read, write, and speak.

Reading

Embedded in the assumption of effective oral and written communication skills, is the ability to read college-level text. Faculty members who teach Reading 099 and Reading 125 have utilized the ACT's *COMPASS* test every semester since fall 2004. The *COMPASS* is used as a placement test (pre-test) to determine initial reading course placement into Pre-Credit Reading, Reading 099, Reading 125, or exempt from taking a reading course. The *COMPASS* is also used as a post-test, functioning as a gateway exit test into English 100.

***Results*:**

Spring 2005 and Spring 2006 Performance on the COMPASS Reading Test

All Reading Classes

For spring 2005: 18 sections (90%) of 20 total reported; 246 students assessed.

For spring 2006: 19 sections (95%) of 20 total reported; 284 students assessed.

All Reading Classes: Class Levels	**Spring 2005 Number & Percent of Students**	**Spring 2006 Number & Percent of Students**
1. Above class level:	90 (37%)	111 (39%)
2. At class level:	92 (37%)	114 (40%)
3. Below class level:	64 (26%)	59 (21%)
Totals	246 (100%)	284 (100%)

Reading 099 Classes

For Spring 2005: 5 sections [83%] reported of 6 total; 58 students assessed.

For Spring 2006: 6 section (100%) reported of 6 total; 78 students assessed.

Reading 099: Levels and Range of Students' Percentile Scores	**Spring 2005 Number & Percent of Students**	**Spring 2006 Number & Percent of Students**
1. Above 099 (92-65)	32 (55%)	37 (39%)
2. At 099 (64-50)	16 (28%)	30(40%)
3. Below 099 (49-28)	10 (17%)	11(21%)
Totals	58 (100%)	78 (100%)

Reading 125 Classes

Spring 2005: 13 sections (83%) reported of 14 total; 188 students assessed.

Spring 2006: 13 sections (93%) reported of 14 total; 206 students assessed.

Reading 125: Levels and Range of Students' Percentile Scores	**Spring 2005 Number & Percent of Students**	**Spring 2006 Number & Percent of Students**
1. Above 125 (99-80)	58 (31%)	74 (36%)
2. At 125 (79-65)	76 (40%)	84 (41%)
3. Below 125 (64-22)	54 (29%)	48 (23%)
Totals	188 (100%)	206 (100%)

Writing: English 98, 100, 101

Assessment of writing communication skills has been in existence since academic year 1995-96 in the form of a faculty-developed and mandated, written pre-test for placement and post-test exit exam required of all students enrolled in English 098, 100, and 101. Every full-time faculty member attends an annual "Scoring Meeting" in order to gain training as an exit exam rater. Faculty members are taught to use the Exit Exam Scoring Rubric, using mutually agreed upon anchor papers to determine levels of competency. HWC faculty developed the Exit Exam Scoring Rubric, which is now utilized by faculty in all Departments of English district-wide.

Results:

Following are data from the administration of the spring 2005 and spring 2006 Performance on the English composition Exit Essay.

ALL COMPOSITION CLASSES

Spring 2005: 56 sections (93%) reported of 60 total; 865 students assessed.
Spring 2006: 55 sections (89%) reported of 62 total; 909 students assessed.

All Composition Classes: Levels & Exit Scores	**Spring 2005** **Number & Percent of Students**	**Spring 2006** **Number & Percent of Students**
1. Above class level:	580 (67%)	600 (66%)
2. At class level:	269 (31%)	272 (30%)
3. Below class level:	16 (2%)	37 (4%)
Totals	865 (100%)	909 (100%)

ENGLISH 098 CLASSES

Spring 2005: 7 sections (100%) reported of 7 total; 79 students assessed.
Spring 2006: 7 sections (100%) reported of 7 total; 99 students assessed.

English 098 Classes: Levels & Exit Scores	**Spring 2005** **Number & Percent of Students**	**Spring 2006** **Number & Percent of Students**
1. Above 098 (score = 5 or 4)	62 (78%)	75 (76%)
2. At 098 (score = 3)	17 (22%)	18 (18%)
3. Below 098 (score = 2)	0 (0%)	6 (6%)
Totals	79 (100%)	99 (100%)

ENGLISH 100 CLASSES

Spring 2005: 20 sections (100%) reported of 20 total; 324 students assessed.
Spring 2006: 20 sections (100%) reported of 20 total; 308 students assessed.

English 100 Classes: Levels & Exit Scores	**Spring 2005** **Number & Percent of Students**	**Spring 2006** **Number & Percent of Students**
1. Above 100 (score = 6 or 5)	218 (67%)	203 (66%)
2. At 100 (score = 4)	97 (30%)	88 (28.5%)
3. Below 100 (score = 3)	9 (3%)	17 (5.5%)
Totals	324 (100%)	308 (100%)

ENGLISH 101 CLASSES

Spring 2005: 29 sections (88%) reported of 33 total; 462 students assessed.
Spring 2006: 28 sections (80%) reported of 35 total; 502 students assessed.

English 101 Classes: Levels & Exit Scores	**Spring 2005** **Number & Percent of Students**	**Spring 2006** **Number & Percent of Students**
1. Above 101 (score = 7 or 6)	300 (65%)	322 (64%)
2. At 101 (score = 5)	155 (33.5%)	166 (33%)
3. Below 101 (score = 4)	7 (1.5%)	14 (3%)
Totals	462 (100%)	502(100%)

Writing: English 102

The faculty members in the Department of English/Speech/Theatre, who teach English 102, utilize a final research paper, which is required of all students in order to pass English 102. All faculty members who teach English 102 grade the final research paper using a standard HWC faculty-developed, scoring rubric.

ENGLISH 102 CLASSES

Spring 2005: 22 sections (96%) reported of 23 total; 329 students assessed.

Spring 2006: 23 sections (100%) reported of 23 total; 317 students assessed.

English 102 Classes: **Ratings of research papers and range of scores on Research Paper Assignment**	**Spring 2005** **Number & Percent of Students**	**Spring 2006** **Number & Percent of Students**
1. Excellent to Fair (score = 100-70)	267 (81%)	269 (85%)
2. Poor (score = 69-60)	43 (13%)	29 (9%)
3. Unsatisfactory (score = 59-41)	19 (6%)	19 (6%)
Totals	329 (100%)	317(100%)

According to the Chair of the Department of English/Speech, faculty members who teach written communication use the results of the exit exams to assess

student learning and to evaluate the effectiveness of pedagogy, classroom instruction, and the curriculum.

For fall 2006, several faculty members who teach the writing sequence in three of the seven City Colleges of Chicago, including HWC, have volunteered to pilot ACT's new COMPASS e-Write. COMPASS e-Write is a "computer-scored direct writing system." Faculty will pilot the e-Write assessment tool as both a placement test and as a post-test.

Speech

Context:

Faculty who teach Speech 101 conduct post-tests to determine effective oral skills.

Process

The faculty utilize the "Persuasive Speech" as a post-test assessment measure. Since 1999-2000, departmental faculty members have utilized Monroe's *Motivation Sequence* as the scoring rubric to assess the oral competency of their students in six "steps." The "steps" and point totals of each step are:

- ✓ Attention (worth a total of 20 points),
- ✓ Need (worth a total of 15 points),
- ✓ Satisfaction (worth a total of 10 points),

- ✓ Visualization (worth a total of 10 points),
- ✓ Action (worth a total of 10 points),
- ✓ Overall Evaluation (worth a total of 35 points).

Speech faculty members have developed a scoring schema for each of the five steps, which are based on the sum of the points available for each step as noted above. The total number of points is 100 points.

Results

The faculty members in the Department of English, Speech, and Theatre, who teach speech, have collected assessment data based on results of the "Persuasive Speech" as the assessment tool. The data, which are collected at the end of each semester, reveal a fairly consistent pattern of mean scores across for semesters (spring 2006, fall 2005, spring 2005, and spring 2004) for each of the six steps.

Chart 3. SPEECH 101 ASSESSMENT
MEAN FOR EACH UNIT OF ASSESSMENT TOOL

	SPRING 2006	FALL 2005	SPRING 2005	SPRING 2004
# OF STUDENTS	**113**	**77**	**59**	**62**
ATTENTION STEP	**16.01**	**17.18**	**17.96**	**16.91**
NEED STEP	**12.09**	**12.23**	**12.76**	**12.12**
SATISFACTION STEP	**7.23**	**7.58**	**7.50**	**7.46**
VISUALIZATION STEP	**6.64**	**6.98**	**6.84**	**7.01**
ACTION STEP	**7.63**	**8.24**	**8.49**	**8.48**
OVERALL	**28.10**	**29.01**	**27.88**	**27.88**

At the end of each semester, the faculty who teach Speech 101 discuss the data. They typically devise strategies to focus on the steps in the process of delivering a speech for which the data reveal students struggle or are not doing as well as expected.

INFORMATION LITERACY

Context

During the spring 2003 semester, the Assessment Committee began to explore developing a general education objective for information literacy. By fall 2003 the Committee had approved incorporating the language about information literacy as part of General Education Objective #2. The embedded language, "to use information resources competently," became the third component of General Education Objective #2.

In spring 2004, the Assessment Committee approved the following definition of information literacy: "enables individuals to recognize when information is needed and to locate, evaluate, and effectively use the needed information." Using this definition, the Assessment Committee, in collaboration with the HWC librarians, designed and approved the following student learning outcomes as they relate to information literacy:

The student will use a cross-disciplinary approach to:

1. Define the research topic and the information needed
2. Develop and implement an effective search strategy appropriate for an information need
3. Locate and retrieve information
4. Evaluate the information and the search strategy
5. Organize and synthesize information.

Process

The Cross-disciplinary Communications Group working on this general education objective recommended that HWC participate in Project SAILS (Standardized Assessment of Information Literacy Skills), a research-based tool being piloted nationally by Kent State University. The test items are based on the Association of College & Research Libraries, a division of the American Library Association, Information Literacy Competency Standards for Higher Education. ACRL's standards and information about this tool are available at: (https://www.projectsails.org/sails/aboutSAILS.php?page=aboutSAILS).

Kent State University's web site describes the components of the *SAILS* test as:

> "Focusing on both basic and advanced information literacy skills and concepts, the test asks students questions about research strategies; selecting sources; understanding and using finding tools; developing and revising search strategies; evaluating results; retrieving materials; documenting sources; and legal and social issues related to ethical and effective use of information."

(https://www.projectsails.org/pubs/2006_ALA_Brochure.pdf?page=aboutSAILS).

The *SAILS* test consists of twelve skills sets that reflect the four standards. The Kent State University Project SAILS team developed the four standards based on ACRL's five standards for information literacy. The four *SAILS* Standards are:

> Standard I: The information literate student determines the nature and extent of the information needed.
>
> Standard II: The information literate student accesses needed information effectively and efficiently.
>
> Standard III: The information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system.
>
> Standard IV: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Methodology

Members of the Assessment Committee piloted the web-based *SAILS* measure first before approving its administration. Faculty members were asked to volunteer one course section to participate in this web-based test during Assessment Week, October 4-9, 2004. The test was comprised of 45 multiple choice test questions drawn from a bank of 155 questions. Items were in multiple choice format. The distribution of items on the test was reported by difficulty level, ranging from zero to 1 (easy to difficult).

Students were tested in a controlled and highly monitored setting (the computer lab). In all, 88 sections and 1,076 students took the *SAILS* test; 777 of the respondents provided useful data.

Results

Results for the 777 useable responses were "reported at two levels of specificity, by four standards and by twelve skill sets." Analyses of the test data were obtained using the Rasch dichotomous model. The following assessment data and information are from an excellent report submitted to the Assessment Committee by Jashed Fakhrid-Deen and David Richardson, both of whom provided a detailed summary of the data from *SAILS* ("Beyond the Doldrums: An Understanding of HWC's *SAILS* Performance," Appendix V),

- "The data received includes a benchmark based on the average score across all of the 43 participating institutions thus far. Of those institutions, only two others are community colleges and neither of those is urban or statistically comparable."

- The average student at HWC performed on all standards at about the same level as the average student from all 43 institutions combined.

- The average student at HWC performed on all skill sets at about the same level as the average student from all 43 institutions combined.

- There were no statistical differences between the total scores of the sample of HWC students and the aggregate national sample of students who participated in the *SAILS* pilot.

- Of the twelve skill sets embedded in the *SAILS* on four Standards, HWC students slightly outperformed the average scores for the national sample on three separate skill sets. (The range distribution was zero to 1.)

Table 4. SAILS 2004 Mean Scores for Three Skill Sets

Skill Set	HWC Mean	National Mean
Documenting Sources	.49	.41
Selecting Search Terms	.51	.45
Scholarly Communication and Discipline Structure	.56	.54

- However, none of the differences for the above three skill sets was statistically significant.
- HWC students performed slightly below the average of the mean scores of the national sample on nine of the twelve skills sets.
- Assessment Committee members noted that the skill sets that our students had trouble with were the same skills that students from other participating colleges struggled with.
- The Assessment Committee has determined that it needs to consider focusing on one or two of the four standards, on an annual basis. Committee members also are considering how best to assist faculty in incorporating critical thinking strategies in the curriculum.

Feedback Loop

A summary of results from the administration of the *SAILS* measure was made public through a two-fold brochure. The brochure was presented to all faculty, staff, administrators and students at HWC approximately three months after the completion of the assessment measure. A follow-up workshop was held during the registration week of fall 2005 and was conducted by the HWC librarians.

Evaluation of SAILS

In its pilot stage, members of the Assessment Committee have acknowledged that the *SAILS* test may not be an appropriate measure for community college

students. The results, to date, have provided limited value. Discussions are underway with Kent State University to determine their interest in developing a companion test more suitable for community college students. The assessment calendar has scheduled administration of the *SAILS* measure for the spring 2009 Assessment Week. The Assessment Committee may reconsider using this tool if Kent State University fails to develop a tool more appropriate for first and second-year students. The Committee has discussed an alternative option, which is to have HWC librarians work with the Assessment Committee to develop a new tool.

Quantitative Reasoning

General Education Objective #3 –
To use mathematics for computation, reasoning, and problem solving

Context

After the first Learning Outcomes meeting, The Assessment Committee merged the Cross-disciplinary Outcomes Group on Quantitative Reasoning with the Cross-disciplinary Outcomes Group focusing on scientific inquiry. The combined interdisciplinary group began to draft student learning outcomes that include both math and science principles. The Group was interested in exploring ways in which students use both quantitative reasoning and scientific inquiry to solve problems and think critically about unstructured problems.

Process

After meeting for about one semester, the group designed the following student learning outcomes and began to research possible assessment tools that would be appropriate in determining student achievement in quantitative reasoning and scientific inquiry. The Group submitted the following student learning outcomes for both quantitative reasoning and scientific inquiry to the Assessment Committee:

The student should be able to use a cross-disciplinary approach to:

- Apply measurement and percentage skills
- Analyze data and note possible errors
- Interpret data and draw logical conclusions
- Use written communication to explain a systematic approach to a problem
- Describe the ways mathematics and science relate to other disciplines.

The Cross-disciplinary Group decided that it would be more efficient to find a standardized instrument that aligned with the above student learning outcomes rather than design an assessment tool. The Group explored several different options, but could not find a useful instrument. The Group subsequently recommended to the Assessment Committee that it would be more effective to separate quantitative reasoning and scientific inquiry, as they are in HWC's General Education Goals/Objectives. Currently, the search for suitable measures for both quantitative reasoning and scientific inquiry is in process.

During the 2004-2005 academic year, mathematics professor Art DiVito worked on a report describing general quantitative literacy as it relates to three levels of adult learners: "all adult citizens, high school graduates or earners of a Graduate Equivalency Diploma (GED), and associate or baccalaureate degree recipients" (2005, memo). In this report, DiVito identified the four following areas "for which it can be said there is a *very great likelihood* that *all* successful completers of the pathway courses should hold strong competencies":

The notion of a real-valued function of a real variable

- Identify the domain and range of a function whose domain and range are sets of real numbers having small finite cardinality;
- Evaluate functions whose representations are algebraic expressions;
- Graph a reasonably simple real-valued function of a real variable.

Chance and averages

- Distinguish among the three elementary notions of average for a small data collection: mean, median, and mode;
- Demonstrate that the probability p of an event has a range in the interval [0,1] and that p=1 implies certainty;
- Identify an impossible event for reasonably simple experiments.

Graphical displays and tabular data

- Interpret the meaning of, and infer certain conjectures from, histograms, bar graphs, dot plots, line graphs, and pie (or circle) graphs.

Calculator skills

- Evaluate relatively complex numerical expressions involving real numbers;
- Use the memory and parenthesis features of a calculator;

- Use the calculator to determine the mean of a finite collection of real numbers;
- Access calculator features or functions that are called via its secondary or tertiary keys. (DiVito, Memo to Dr. Lòpez 2005)

Methodology

In collaboration with the Department of Mathematics, the Assessment Committee plans to revise the above student learning outcomes, if appropriate, and then approve these outcomes for quantitative reasoning. The Committee plans to choose an assessment instrument during the spring 2007 semester and administer the instrument during the fall 2007 Assessment Week (Institutional Assessment Calendar, Appendix VII).

Evaluation of the Process

Quantitative Reasoning, as one of HWC's general education goals/objectives, is closely aligned with the goals and objectives of the Department of Mathematics. Through this process of reviewing work accomplished through the Cross-disciplinary Learning Outcomes Group as well as by a content expert, the Assessment Committee was able to determine that input from a content expert is critical to the process of developing student learning outcomes and measures. Working as an interdisciplinary team is advantageous particularly when considering general education objectives. Many of the non-mathematics and non-science faculty on the Assessment Committee had expressed a desire to seek the advice of mathematics and science colleagues as resources for

content-specific tasks. Consequently, during the fall 2006 semester, the Assessment Committee worked with Humanities and Arts colleagues as the new Humanities assessment tool was developed.

Social Sciences

General Education Objective #4 – To understand cultures, institutions, and patterns of human behavior and the application of the scientific method to their study

Context

The Cross-disciplinary Learning Outcomes Group working on General Education Objective #4 defined human behavior as "being human within a group and group expressions of human experience." The group drafted the following student learning outcomes, which have not yet been approved by the Assessment Committee:

The student will

- Communicate within a group or between groups;
- Use questions as patterns of inquiry;
- Explore other cultures through immersion experiences.

The above three student learning outcomes for this general education objective are scheduled to be assessed during the fall 2008 semester. The Assessment Committee plans to work with the Department of Social Science in a similar partnership with the Department of Humanities, to rewrite the above stated definition and develop more useful student learning outcomes. After that process

has been accomplished, the Assessment Committee, with support from content-experts in Social Science, will research, choose, and pilot an appropriate assessment tool, which will be administered during the fall 2008 Assessment Week.

Natural and Physical Sciences

General Education Objective #5 –
To understand the major principles of the natural sciences and the application of the scientific method to biological, physical, and environmental systems

Context

The Cross-disciplinary Learning Outcomes Group members who worked on General Education Objective #5 initially struggled to write a definition that would incorporate the disparate disciplines that are incorporated within the sciences (e.g., astronomy, biology, botany, chemistry, microbiology, physics). As stated in the quantitative reasoning section above, this Group had originally been combined with the mathematics-focused Group in an attempt to examine quantitative reasoning in tandem with scientific inquiry.

During the fall 2006 semester, the Assessment Committee requested that the Department of Biology and the Department of Physical Sciences assist the Committee to define appropriately the sciences and to craft student learning outcomes suitable for both the biological sciences and physical sciences. The following definition and student learning outcomes written by faculty in the

Department of Physical Science and Assessment Committee members, Dana Perry and Liliana Marin, were submitted to the Assessment Committee on November 29 2006. Approval is pending for both the following definition and student learning outcomes:

> The Natural Sciences encompass the life sciences (Biology, Zoology, and Botany) and the physical sciences (Physics, Chemistry, and Earth Sciences - Geology, Meteorology, Oceanography, and Astronomy). The Scientific Method is the classic tool used to explore nature, and it is based on observations, predictions, experimental investigations, and theoretical explanations of natural phenomena. Application of the scientific method reveals patterns in the observed phenomena, which leads to the fundamental concepts, theories, and laws of the life and physical sciences.
>
> The student will be able to:
>
> 1. Summarize the fundamental concepts and theories of one of the physical or life sciences;
> 2. Develop explanations and/or questions about observed natural phenomena;
> 3. Conduct scientific investigations using laboratory equipment;
> 4. Articulate conclusions and inferences from experimental results;
> 5. Evaluate the validity of scientific resources;
> 6. Interpret and present the results of scientific information and experimentation in verbal, graphic, or tabular form, and relate science to their daily lives.

The goal of the Assessment Committee is to work with both science departments to refine the definition and the student learning outcomes and to research appropriate assessment tools. The student learning outcomes for Scientific

Inquiry were submitted to the Physical Science Department as well as the Assessment Committee during the fall 2006 semester. After the approval process is complete, the Assessment Committee will search for or design an appropriate assessment tool. The Assessment Committee has scheduled administration of the Scientific Inquiry measure for fall 2007 Assessment Week.

Humanities and the Arts

General Education Objective #6 – To understand and appreciate the arts, literature, history, and philosophical systems of major world cultures

Context

Working since October 2003, the Humanities and Arts Cross-disciplinary Group submitted the student learning outcomes they had crafted to the Assessment Committee for its approval. The Assessment Committee unanimously approved on April 14, 2004, the student learning outcomes submitted by the Humanities and Arts Cross-disciplinary Group.

Process

The Humanities and Arts Cross Disciplinary Group working on this objective defined the Humanities and the Arts as "the study of the evolution and development of ideas, beliefs, and philosophies in the context of various forms of cultural expression to broaden the human experience." The group then crafted the following student learning outcomes based on this definition:

Students will demonstrate:

1. Analysis skills by identifying historical periods, major movements, and theories related to the evolution of a particular discipline.

2. Evaluation skills by establishing criteria to assess the major characteristics, and to draw inferences from a work (e.g., a painting, novel, play)

3. Interpretation skills by responding through the "self" to the synthesis and integration of analyzed and evaluated information.

4. Application skills by using techniques relative to the discipline to construct a physical manifestation as a vehicle for communication.

5. Communication skills by articulating ideas, emotions, or interpretations through dialogue, reading, writing, and visual imagery (e.g., an essay, an oral presentation, a painting).

During the summer of 2006, the Assessment Committee requested that the HWC Administration provide a stipend to support Amanda Loos, Assistant Professor of Humanities, to research and then design the first draft of an assessment tool for HWC. The assessment tool was to align with the five student learning outcomes listed above. Ms. Loos researched several tools, but found one from Mesa Community College to be particularly compelling. This tool consisted of a presentation of multiple artifacts, allowing students to choose one before responding to questions about it (interpretive, analytical, etc.). With this model in mind, she designed a similar instrument but added a survey section as an indirect measure. The survey section focuses on student attitudes toward and

behaviors associated with appreciation of the arts. In the survey section, students are given the choice of responding to one of three artifacts: (1) a poem, (2) a visual work of art, or (3) a piece of music. The response questions remain the same regardless of which artifact the student chooses. At the end of the summer term, 2006, Loos submitted her work to the Assessment Committee.

During the fall 2006 semester, the Assessment Committee began conducting its weekly work in subcommittee groups. One subcommittee group was dedicated to refining Loos' draft assessment tool and setting goals for administering the tool during the spring 2007 Assessment Week. It took the sub-committee approximately four weeks of discussion and reflection to fully comprehend (and agree upon) an understanding of the measure and of the Assessment Committee's goal and purpose in assessing the objective and its related student learning outcomes.

Throughout the discussion, a number of logistical concerns, such as tying the demographic data to the "exam" score, arose and were resolved. There was some debate within the sub-committee and the larger group about whether the scope of the measure was too comprehensive to be completed effectively, but it was eventually agreed that Committee members would work to try to resolve these and other issues in the pilot, and if that proved unworkable, split the measure into two separate assessments measures later.

The Humanities and Arts sub-committee has turned its attention to the survey section of the measure. It hopes to refine the survey—both content and format—in order to capture the data the Assessment Committee believes will be useful to faculty, while paying strict attention to efficiency. Knowing as they did that students would be required to do an exam-like activity after the survey, they had to drastically reduce the length of the original draft and re-engineer its format as to be minimally taxing to students. Doing so took approximately four weeks. Subsequently, the sub-committee sought and received the Assessment Committee's approval of the survey portion of the Humanities and Arts assessment tool. The sub-committee then completed the exam portion of the assessment tool and submitted it to the Assessment Committee; it was approved November 15, 2006.

Methodology

As of the writing of this report, the Assessment Committee members plan to pilot the Humanities and Arts assessment tool with three to five select classes (most likely those of sub-committee members) during the two weeks following the 2006 Thanksgiving holidays.

When the students complete the Humanities and Arts assessment measure, the Assessment Committee will hold a focus group with those participants, asking them for feedback on specific items of interest to the Committee (timing, wording, clarity, ease of use, etc.) and any problems not anticipated by the sub-committee.

Assessment Committee members also plan to take the assessment measure themselves during one of its weekly meetings and compare their experiences with those of students. The sub-committee will then revise the survey and exam and begin working on refinement of the grading process and rubric. Finally, the Assessment Committee plans to administer the revised Humanities and Arts Assessment Measure during Assessment Week spring 2007 (Assessment Calendar, Appendix VII).

Feedback Loop

An e-mail assessment update was sent to the HWC community explaining that the committee had decided to use the fall 2006 semester to refine and pilot the Humanities and Arts tool with the goal of scheduling implementation of the tool during the spring 2007 semester. Fall 2006 is the first semester since fall of 2003 that the Assessment Committee has not hosted a formal Assessment Week, and the Committee felt it was important to explain to the College community the rationale for the decision to postpone the assessment of student learning outcomes in the Humanities and Arts until spring 2007. This decision was based on the further work that was needed to revise the assessment tool to the Committee's satisfaction while it was working on other assessment projects, including the comparative analysis of critical thinking data from the second 2006 administration of the CCTST, new marketing strategies, and the writing of this *Progress Report*.

Evaluation of the Process

The Assessment Committee learned that as it explores the general education objectives, which closely relate to a particular discipline or field, like Humanities and the Arts, faculty content-experts are a good source of information in terms of researching and/or developing appropriate assessment tools. In this case, a partnership was formed with faculty members external to the Assessment Committee. A major advantage of partnering with discipline specific experts is that data and information from the administration of the Humanities and Arts assessment measure will provide the Department of Humanities and the Department of Art with useful information. This type of partnership will also provide data and information vital to the work of the Assessment Committee as it seeks to assess the general education objectives required of an educated person for the 21st century workforce. This is an effective system, which will serve as a model for the assessment process at the institutional level, while still informing classroom practice at the departmental level.

The Assessment Committee has also learned that assessing multiple domains—in this case cognitive, affective and behavioral—of a single General Education objective efficiently and effectively is, while possible, a decidedly complex undertaking. Finally, it is important to consider that items of departmental interest (regarding skills, knowledge, experiences, and attitudes), although related, are likely to differ in perspective from the institutional focus. Departments are likely to be interested in a level of specificity that would be inappropriate to seek from

an institutional, general education assessment, and, while content expertise is important, so too is a steady, balanced perspective on what is being measured and for what purpose. The Assessment Committee feels successful in striking that balance with the Humanities and Arts assessment measure, and committee members look forward to data results from this customized and faculty developed assessment tool.

Human Diversity

General Education Objective #7 –
To understand and respect human diversity in regard to race, ethnicity, gender, and other issues pertinent to improving human relations

Context

The Assessment Committee worked diligently to ensure that the definition of human diversity would include all aspects of the diversity the college represents. The Committee developed and approved the following definition:

> "Human Diversity" describes variations within the full range of cognitive, behavioral and psycho-social practices through which human beings share life in common spaces. Experiences of diversity include race, ethnicity, gender, religion, socio-economic status, sexual orientation, physical attributes and disabilities, age, health, language, education, political beliefs and other differences in cultural expression and tradition.

This definition led to the Assessment Committee developing and approving the following program objectives for human diversity. They are:

Human Diversity Objectives: Faculty will

1) Facilitate the development of a broad perspective of diversity.

2) Foster responsible citizenship as a member of a diverse world.
3) Encourage the understanding of commonality and differences.
4) Provide direct and indirect experiences with various cultures.

Process

The Assessment Committee Members reviewed five diversity surveys: University of Maryland *Campus Climate Survey,* Mesa Community College *Assessment of Diversity,* Foothill-DeAnza Community College *Diversity Climate Survey*, Gavilan Community College *Diversity Climate Survey*, and the *Intercultural Survey*. After examining all five surveys, the Assessment Committee Members eliminated three surveys. The Committee then focused on the University of Maryland's (UM) *Campus Climate Survey*, and Mesa Community College's (MCC) *Assessment of Diversity*.

After much debate over many months, Assessment Committee members integrated and modified a number of items from UM's survey and MCC's survey. Since neither survey precisely matched the intended objectives or student learning outcomes, faculty created a "hybrid" survey, adding items that were specific to HWC and Chicago.

As a consequence of intense discussions, the Assessment Committee approved the following student learning outcomes.

Students will:

1. Analyze and discuss contemporary multicultural, global, and international questions in a diverse setting.

2. Identify and respect that there are various ways of thinking, communicating, and interacting, for example, by working with culturally diverse groups towards a larger goal.

3. Evaluate diverse moral and intellectual perspectives, principles, systems, and structures.

4. Articulate the value of cross cultural campus and community activities and their impact on the lives of others.

Lynell Kiely, Chair of the Department of Social Sciences and a member of the Assessment Committee, piloted with her students the survey's terminology. Student feedback confirmed that it was important for the survey questions to be direct, consistent, and simple to understand. Assessment Committee members piloted on-line the *Human Diversity Survey* September 28, 2005. A number of last minute vocabulary changes were made in response to faculty and student input.

Methodology

HWC's *Human Diversity Survey* consists of 25 multiple choice questions. Of the 25 questions, all contain multiple options. Take for example item #5,

#5. Since coming to Harold Washington College, how often have you encountered discrimination based on your:

a. Race and/ or ethnicity	e. Religious affiliation
b. Gender	f. Age
c. Sexual orientation	g. Primary language spoken
d. Economic background	

The Assessment Committee administered the HWC *Human Diversity Survey* on-line using *Survey Monkey* during Assessment Week, fall 2005. The faculty volunteered 38 sections, enrolling 1600 students. However, since one-third of faculty who had volunteered failed to bring their students to the computer lab to take the *Human Diversity Survey* and because 31 students started, but did not complete the survey, the final number of useable surveys available for scoring was 887, a representative sample that accounted for 15% of the total credit population.

Results

The Assistant Dean for Institutional Research created a detailed report that provides the data for each of the 25 questions on HWC's Human Diversity Survey. The report, containing frequency distributions for each question, is a attached as Appendix VII**.**

- Of the 887 respondents, 60.9% were female and 39.1% male. The majority (84.2%) self-identified as members of a minority group (i.e., 43.1% African-American; 24.4% Hispanic; .5% Arab; 8.7% Asian; 15.8% white; .5% American Indian; and 7.2% Multi-racial/multi-ethnic). Also, 88.8% identified themselves as heterosexual, with the majority (68.8%) between the ages of 18-25.

- 71% described the *neighborhood* (**#2a**) were they grew up as 75% to 100% representative of their own race and/or ethnicity; however, since coming to HWC, only 49% of their *friends* (**#2c**) come from 75% to 100% of their own race and/or ethnicity.

- Although 37% of the respondents perceived their "knowledge about the cultural background of others" (**#1j**) as *average*, 62% acknowledged that they daily "studied or worked with someone from a different racial and/or ethnic group" (**#3e**). This finding is consistent with questions **#6 a-h** in which respondents stated that 70% of the time they *Often* "interact with people" similar to themselves across all racial and/or ethnic groups about

- Data for question **#10** suggests that HWC needs to place an even greater emphasis on a curriculum that is focused on issues of culture and diversity. A clear majority of respondent *Strongly Agree* or *Agree* that HWC should:

  "**#10a.** Incorporate writing and research about different racial and/or ethnic groups and women into all courses" (61%).

  "**#10c.** Offer courses to help student develop an appropriate appreciation for their own and other cultures" (77%). However, only 54% of the respondents indicated in item **#16c** that they *Strongly Agree* or *Agree* that "HWC should require at least one course on the role of diversity in our society." This discrepancy should be further explored.

  "**#10e**. Offer opportunities to intensive discussion between students with different backgrounds and beliefs" (72%).

- The students' responses to **#10** a, c, and e, are consistent with their responses to other items such as question **#13e** in which 70% *Disagreed* or *Strongly Disagreed* that they "do **not** enjoy studying the contributions that members of different cultures have made to our society." However, the response of Asian students to item **#13e** (25% were *Neutral*) may need to be further examined, perhaps through the use of focus groups.

- However, students' response to item **#10c** is disappointing. Members of the Teaching, Learning, and Technology Center, the Student Resource Center, together with the Assessment Committee, have conducted a variety of workshops on Service Learning, and a number of faculty have incorporated such service learning into their curriculum. Yet on this item, less than half (49%) *Strongly Agreed* or *Agreed* that HWC "require students to complete a community-based experience with diverse populations."

- Students' responses appear to correlate highly and positively with their actions. For example, on items **#15a, 15b, 15d, 15g, 15h**, and **15i**, 70% of the respondents, on average *Often* and *Sometimes* "attended events sponsored by other racial/ethnic groups," "dined or shared a meal," "shared personal feeling and problems," "studied or prepared for class," "socialized or partied," and "had intellectual discussions outside of class with students of a racial and/or ethnic group OTHER than their own."

- Although 69% of participants perceived discrimination based on diversity is still a problem in the City of Chicago (Item **#16h**), the majority of respondents indicated for question **16, 16c, 16f, and 16g** that Harold Washington College:

> **#16a**. "does a good job in providing programs and activities that promote an understanding of diversity (54%);
>
> **#16d.** "does promote respect for diversity (59%)

These responses suggest that faculty efforts to sponsor cultural events, such as "Hispanic/Latino Heritage Month," "African-American Heritage Month," "Asian-American Heritage Month," have had a positive effect on over half of the respondents. However, another possible explanation is found in the students' response to and relationship with their teachers. For example, a significant number of students *Strongly Agree* or *Agree* that:

> **#16f.** "I am comfortable with teachers from diverse backgrounds" (78%); and
>
> **#16g.** "At HWC, I have had classes taught by faculty of diverse backgrounds from myself" (78%).

The students' responses to some of the items in question **#17**, however, have generated a lot of discussion, but no clear answers, since the majority of students marked *Neutral* to half of the items for that question (6 of 12).

Feedback Loop

Data from the *Human Diversity Survey* have been shared with faculty, students, administration, and staff. These results have identified where the College needs to focus its attention to ensure that the student learning outcomes the Committee has identified are integral to the curriculum HWC affords its students and to the values it espouses.

Additionally, several diversity training workshops were developed and held for faculty, administration, and staff to increase awareness and understanding of diversity. During fall 2005, Faculty Development Week, a number of workshops focused on some aspects of human diversity were conducted. Titles from these workshops included:

- "Strategies for Managing an Intellectually and Culturally Diverse Classroom"
- "Interdisciplinary Team Teaching: Mentoring in an Academically Diverse Culture"
- "Service Learning: Civic Engagement and Social Justice"
- "Creating & Sustaining a Learning Community"

During fall 2006 Faculty Development Week, The Assessment Committee, in collaboration with Faculty Council and the Teaching, Learning, and Technology Center, also offered another series of workshops. They were:

- "Sexual Harassment: Interpretation & the Law"
- "Facilitating an Effective Learning Environment: The Learner Friendly Classroom"
- "Service Learning"
- "Global Poverty"
- "Learning Community: The Asthma Program"
- "Undergraduate Research in the Sciences"

The Assessment Committee, in collaboration with Faculty Council and the Teaching, Learning, and Technology Center, are planning another series of workshops for Spring 2007 to continue diversity awareness and training. Planned titles include:

- "Global Diversity"
- "Grant Writing"
- "Service Learning"
- "Learning Communities"
- "NSF & Undergraduate Research for Minority Students."

To ensure that diversity awareness and understanding continues at HWC, several faculty and administrators have attended and will continue to attend annually the American Association of Colleges and Universities (AAC&U) Conference on Diversity and Learning.

The students' responses to the *Human Diversity Survey* suggest that HWC has incorporated issues of human diversity throughout the credit curriculum, as well as its administrative policies and practices. To ensure good practice continues:

- The Vice President Academic & Students Affairs appointed a Diversity Task Force to share the results of the *Human Diversity Survey* and make recommendations based on the data. This task force has become the Human Diversity Committee, reporting to the Strategic Planning Committee as a means of demonstrating the importance of diversity at HWC.

- The Teaching, Learning, & Technology Center is working to offer workshops about the retention of students of color in STEM (science,

technology, engineering, and mathematics) disciplines and the ethical implications of a multicultural environment.

Lastly, but not least, members of the Assessment Committee have presented data and information about the *Human Diversity Survey* at three national conferences. The conferences were as follows:

- 2005, March 1: "Affecting Change: Using Assessment Data to Inform Practice," presentation by Jennifer Asimow at the *19th Annual Assessment Fair for Community Colleges*, College of Lake County, Grayslake, IL.
- 2005, March 17: "Assessment: Tales From the Trenches," a presentation by Jennifer Asimow, Carrie Nepstad, and Cecilia López at the HLC/NCA Annual Conference, Chicago.
- 2006, November: IUPUI Assessment Institute, Indianapolis. Presentation on HWC's Human Diversity Survey by Keenan Andrews, Sammie Dortch, Anita Kelley, Cecilia López, and Carrie Nepstad.

Evaluation of the Process

As a direct consequence of the data and information derived from HWC's Human Diversity Survey, the Vice President Academic and Student Affairs appointed a Diversity Task Force to work with the Assessment Committee in suggesting best practices and ways to encourage diversity awareness strategies into all HWC's courses. Because of the growing importance of the issues surrounding globalization and diversity, the Diversity Task Force has become a standing committee of the Strategic Planning Committee and is now called the Human Diversity Committee.

Student Engagement

Context

Although student engagement is not one of the seven general education objectives for HWC, the Assessment Committee faculty members, along with the Office for Institutional Research, the Dean of Instruction, and the Vice President of Academic Affairs, understand that student engagement is an essential key to student persistence and student success.

Process

During the fall 2004 semester, due to HWC's partnership with a teaching project at Loyola University, the Community College Learning and Teaching (CCLT) program, the University afforded HWC's Assessment Committee the opportunity to administer the *Community College Survey of Student Engagement* (*CCSSE*). The Fund for the Improvement of Secondary Education (FIPSE) funded the Loyola CCLT projected which paid for HWC's administration of this tool. The funders requested an over sampling of the HWC instructor's who were participants in the CCLT group. The HWC Assessment Committee agreed to these terms and administered the survey during the spring 2005 Assessment Week. Additionally, the Assessment Committee approved over sampling for Child Development Students and for students enrolled in Art classes (12/8/04).

The *CCSSE* is a 45-item, indirect measure of student learning, which asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; and how the college supports their learning.

All faculty, staff, and administrators were invited to attend workshops focusing on student engagement on January 25th and 26th 2005. This workshop took place prior to the administration of the *CCSSE* in an effort to get information to the College community regarding the importance of student engagement to the learning process.

Methodology

During the spring 2005 Assessment Week, 100 students were randomly selected by the *CCSSE* administrators to participate in this 45-minute survey. HWC also chose to over-sample three separate student populations: art students, child

development students, and students in courses taught by instructors who had participated in or were presently enrolled in Loyola University's *Community College Learning and Teaching* program.

The University of Texas at Austin reported the *CCSSE* data for HWC students and comparison data for two 2005 Consortia: ten Illinois Community Colleges and fifteen HIS/HACU colleges. The ten Illinois community Colleges were Black Hawk College, College of Lake County, Kankakee CC, Lincoln Land CC, Moraine Valley CC, Parkland College, Rend Lake College, South Suburban College, and Wilbur Wright College. Assessment Committee members and administration, felt that comparisons with Illinois community colleges were more meaningful than with the other consortium since HWC is not a H.I.S. (Hispanic Serving) institution, although the College does hold membership in HACU (Hispanic Association of Colleges and Universities).

According to the *CCSSE*, the "items listed are significant at p <.001 with an effect size greater than or equal to .2", with the effect size representing the magnitude of the discrepancy between HWC and the Illinois comparison group in the student and institutional behavior represented by the item.

Results of the CCSSE

The University of Texas at Austin randomly chose 100 HWC students to participate in the 2005 administration of the *CCSSE*. The overall data indicate

eleven areas in which HWC students rated their experiences at HWC significantly *above* the mean and seven areas which they rated as significantly *below* the mean in comparison to the Illinois Community College Consortium (n=10) and the total number of community colleges (n=257) that participated in the Spring 2005 administration of the *CCSSE*.

According to *CCSSE* data, HWC students rated their satisfaction with academic activities and resources and student services as significantly *above* the mean, as compared to the colleges in the Illinois Consortium in six areas that covered twenty-six items. The numbers and letters for each item refer to topical areas for that item. The asterisk (*) after each item indicates practical and statistical significance (p<.001) for full-time students, part-time students, or both:

HWC Student Scores Significantly ***ABOVE*** the Mean in Comparison with Students Enrolled in Ten Illinois Community Colleges		
College Activities:	**Part-Time**	**Full-Time**
4k. Used email to communicate with an instructor	*	*
4r. Discussed ideas from your reading or classes with others outside of class.	*	
4s. Had serious conversations with students of a different race or ethnicity than your own.	*	*
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	*	
5c. Synthesizing and organizing ideas, information, or experiences in new ways.	*	
5d. Making judgments about the value or soundness of information, arguments, or methods.	*	
5e. Applying theories or concepts to practical problems or in new situations.	*	

6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.	*	*
Opinions About Your School:		
9c. Encouraging contact among students from different economic, social, and racial or ethnic background.	*	
Weekly Activities:		
10e. Commuting to and from classes	*	*
Educational and Personal Growth:		
12j. Understanding yourself		*
12k. Understanding people of other racial and ethnic backgrounds.	*	*
12l. Developing a personal code of values and ethics.		*
Student Services:	**Part-Time**	**Full-Time**
13d1. Frequency: Peer or other tutoring		*
13e1. Frequency: Skill labs (writing, math, etc.)		*
13f1. Frequency: Child Care		*
13g1. Frequency: Financial aid advising		*
13h1. Frequency: Computer lab		*
13k1. Frequency: Services to students with disabilities		*
13c3. Importance: Job placement assistance		*
13d3. Importance: Peer or other tutoring		*
13e3. Importance: Skill labs (writing, math, etc.)		*
13g3. Importance: Financial Aid advising		*
13d3. Importance: Computer lab		*
13d3. Importance: Student organizations		*
College Experiences:		
14e. Transfer to a 4-year college or university	*	

Data from HWC's *Human Diversity Survey* corroborates the significant finding from the *CCSSE* regarding items (4s, 9c, 12k) dealing with race and ethnicity. Although the College does have a significant number of students, faculty, and

administrators of color, faculty work hard to incorporate issues of culture and diversity as appropriate in their course materials, lectures, assignments, and activities. Since faculty stress critical thinking skills across the entire credit curriculum, they were pleased that student perceptions of that construct (as suggested by items 5c, 5d, and 5e) were positive and significant.

Of concern are the responses from part-time students for the items under "Student Services." Full-time students rated the student services that are cited on the previous page as significant in their "Frequency" and "Importance" in comparison to those services offered at ten Illinois Community Colleges. However part-time students did not. The Vice President has requested administration to consider those data and determine what services need to be made more accessible to part-time students and what strategies could assist part-time students in being more aware of the services that are available to them.

Four of the seven areas rated as below the mean for participating colleges are of particular interest since all four deal with areas mentioned by students who participated in the Customer Satisfaction focus groups and subsequent on-line survey that had been commissioned by the President**.** According to *CCSSE* results, HWC students rated their experiences at Harold Washington College as significantly *below* the mean in four topical areas, which accounted for eight items. The topical areas and items are listed below:

HWC Student Scores Significantly ***BELOW*** the Mean in Comparison with Students Enrolled in Ten Illinois Community Colleges	**Part-Time**	**Full-Time**
Weekly Activities:		
10b. Working for pay		*
11c. Relationships with administrative personnel and offices	*	*
Educational and Personal Growth:		
12b. Acquiring job or work-related knowledge and skills		*
Student Services:		
13a2. Satisfaction: Academic advising / planning	*	*
13b2. Satisfaction: Career counseling		*
13j2. Satisfaction: Transfer credit assistance		*
College Experiences:		
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	*	*
27. How would you evaluate your entire experience at this college?	*	*

Student dissatisfaction with “Student Services” (Items 13a) is a misnomer since at HWC “Academic advising/planning” is a service performed by Academic Advisors as part of their job and by faculty as part of their contractual obligations for registration week and office hours. In response, administration and faculty instituted for fall 2006 a half-day training workshops on academic advising that were mandated for all faculty and Academic Advisors. The workshops were led by the Dean of Student Services, her staff, and faculty who have been acknowledged as being particularly successful in advising students. The College plans to continue offering training workshops on academic advising online and

prior to each semester's registration. Items 13a and 13b have received the focused attention of administration and Student Services staff. In order to determine why students rated their entire HWC experience less positively than the comparison consortium (item #27), administration conducted an on-line survey and a series of focus groups with students. The results of these efforts are still being determined.

Feedback Loop

During the fall 2005 Professional Development Week in August, *CCSSE* data were presented to full-time and adjunct HWC faculty. The *CCSSE* results were made available to all students, faculty, and administrators through UTA's website at www.ccsse.org. The entire set of *CCSSE* results are found on the CD that accompanies this *Progress Report*.

The data from the *CCSSE* were compared with the results from a subsequent in-house survey, which was prompted by a student's complaint in the student paper, *The Herald*, about problems with the registration process and customer service. President Wozniak called on the campus community to focus on retention efforts, especially as they related to customer service. He commissioned a series of focus groups conducted with students to get at the reasons for their dissatisfaction with student services, such as registration and learning resources such as tutoring services. A full report on in-house efforts to address the concerns raised by the CCSSE and the College survey on services and customer service will be available within two months.

After the administration of the *CCSSE*, faculty members were encouraged to complete on line the *CCSSE*'s companion survey, the *Community College Faculty Survey of Student Engagement* (CCFSSE). Of the 99 full-time faculty employed spring 2005, 68 (67%) completed the *CCFSSE*. Of the 68, 27 were part-time and 41 were full-time.

Results of the CCFSSE

The Assessment Committee examined faculty's responses to those CCFSSE questions that have the most influence on student learning. The frequency distribution for a select number of questions follows:

CCFSSE Question	Range	Count	%
How much do you incorporate the use of academic advising into your selected course section?	Sometimes Often	36	48%
How much do you incorporate peer or other tutoring into your course section?	Sometimes Often	51	75%
How much do you incorporate the use of skills labs (writing, math, etc.) into your course section?	Sometimes Often	39	57%
How much do you incorporate the use of computer labs into your course section?	Sometimes Often	52	77%
About how many hours to you spend in a typical 7-day week advising students?	1 to 4 5 to 8	45 11	66% 16%
About how many hours do you spend in a typical 7-day week involved in other interactions with students outside the classroom?	1 to 4 5 to 8	32 12	47% 18%
During the current academic year, is **team teaching** part of your teaching role at this college?	No Yes	60 8	88% 12%
During the current academic year, are **linked courses** part of your teaching role at this college?	No Yes	60 8	88% 12%
During the current academic year, are **learning communities** part of your teaching role at this college?	No Yes	59 9	87% 13%

During the current academic year, are **capstone courses** part of your teaching role at this college?	No Yes	62 6	91% 9%
During the current academic year, is **academic advising** part of your teaching role at this college?	No Yes	37 31	54% 46%
During the current academic year, are **distance learning courses** part of your teaching role at this college?	No Yes	59 9	87% 13%
During the current academic year, is **service learning** part of your teaching role at this college?	No Yes	63 5	93% 7%

The above frequency distributions suggest that in addition to the training of faculty to advise students, more work needs to be accomplished, with both our Academic Advisors and the faculty on issues dealing with academic advising during the semester and during registration. The entire set of *CCFSSE* data are contained in the CD that accompanies this *Progress Report*.

Evaluation of the Process

During fall 2005 workshops on *CCSSE* data and information, faculty also received and discussed data from the *CCFSSE*. A useful discussion ensued about the comparison of the *CCSSE* data with those of the *CCFSSE*, with most seeking to find solutions to how the entire HWC community can improve customer service, student services, and academic advising rather than trying to ascribe blame.

The Assessment Committee members as well as the faculty present at the workshops expressed surprise at the variance in answers between faculty perceptions and student perceptions on engagement. For example, in answer to

the question “How often do students ask questions or contribute to class discussions,” 65% of the faculty respondents chose “very often” as compared to 33% of students reporting “very often”. In answer to another question, “How often do students in your class skip class,” only 1% of faculty reported “never” compared to 55% of students reporting “never.” These differences of perception provided rich material for discussion among faculty during professional development week.

Strengths and Challenges

HWC has a well-established assessment process. General education student learning outcomes for Critical Thinking, Communication, Information Literacy, Human Diversity and Student Engagement have been assessed. Student learning outcomes for Humanities and the Arts will be piloted fall 2006. HWC’s general education goals/objectives and their student learning outcomes are linked with the College’s mission, Philosophy of General Education, and Philosophy of Assessment of Student Learning. Assessment tools are closely aligned with their corresponding student learning outcomes. The Assessment Committee members have collected data during Assessment Week, and assessment information is widely disseminated to students, faculty, and administration.

Our challenges, however, are evident. We must develop and assess the student leaning outcomes for Quantitative Reasoning, Social Sciences, and Scientific

Inquiry. The College also needs to document that assessment data and information are being used by faculty to inform classroom practice.

The Chair of the Assessment Committee conducted a survey of members of the Committee regarding their perception of the strengths and weaknesses of the assessment process. The responses of thirteen Assessment Committee members and one administrator were frank and revealing. Most of the respondents stated that faculty are aware of the assessment process, but are less aware of how data are utilized. Nine respondents cited specific curricular changes that they attributed directly to assessment data. The range of changes that they attributed to assessment activities included:

- ✓ Changes to syllabi and assignments
- ✓ Personal awareness of assessment
- ✓ Changing perception of student learning
- ✓ Including explicit statement about critical thinking in their classes
- ✓ Program-wide changes to master course syllabi that now include explicit student learning outcomes
- ✓ A greater awareness of HWC's General Education Goals/Objectives and student learning outcomes.

The majority of the respondents described the weekly meetings, the hardworking, dedicated Committee members, and the Committee members' commitment to assessment as major strengths. Other strengths mentioned were the "well-

established" and "consistent" weekly meetings and assessment activities, especially Assessment Week.

In sum, we are aware of our challenges, but we acknowledge our strengths and our accomplishments. Given what the Assessment Committee has achieved in three short years, there can be no doubt that faculty and administration will continue in their commitment to improving student learning.

Appendices

Harold Washington College
PROGRESS REPORT

Assessment of Student Learning Outcomes for
General Education Objectives

Table of Contents

APPENDIX I

Harold Washington College Assessment Committee Charge

Abstract
The Assessment Committee at Harold Washington College is an interdisciplinary group composed of faculty, professional and clerical staff, students, and administrators who collect, review, analyze, and disseminate data on the educational experiences of the college community in an effort to maintain high standards for learning quality and, ultimately, improve student learning.

The Harold Washington College (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.

To be effective, the assessment process involves:

1) Establishing faculty expectations for student learning and attainment that are explicitly and publicly stated and that set standards for the quality of the learning experience as well as the quality of learning outcomes.
2) Aligning assessment activities, methods, and instruments with the learning outcomes expected by the faculty.
3) Gathering, analyzing, and interpreting evidence of student development and attainment to determine how well their performance aligns with faculty's stated expectations and standards.
4) Using assessment information from both direct and indirect measures:
   a) To examine assumptions about learning
   b) To understand how, when, and where learning takes place
   c) To identify in what areas and for which students learning needs to be improved
   d) To encourage efforts to make changes in modes of instruction, program curricula, learning resources, and support services designed to improve student learning
   e) To create and sustain an institutional culture in which it is the College's priority to assure and improve the quality of education each academic program promises and offers

Membership Composition:
The assessment Committee is a joint student, interdisciplinary faculty, professional staff, clerical staff, and administration standing committee of the Faculty Council.

Directive
The HWC Assessment Committee is dedicated to the improvement of student learning through the meaningful utilization of assessment data in an effort to support the HWC community towards the evolution of college curriculum. As outlined in this charge, the HWC Assessment Committee is committed to defining assessment at Harold Washington College, as well as establishing and ensuring that appropriate assessment procedures and practices are followed in collecting, reviewing, analyzing and disseminating information/data on assessment. Finally, the HWC Assessment Committee is responsible for providing a forum for dialogue regarding assessment issues to support a college culture, which includes the assessment process.

I. HWC Assessment Committee Membership
   A. Voting Members
      1. At least one and not more than two full-time faculty members from each department appointed by the respective Department Chair.
      2. One representative from the Office of Student Affairs
      3. One student member, who has at least a 2.5 GPA, is recommended by the faculty, approved by Student Government, and selected by the Dean of Student Services
      4. One member of the Faculty Council, appointed by the Faculty Council
      5. One representative from the 1708 Clerical Union
      6. One representative from the 1600 Professional Union
   B. *Ex Officio*
      1. One representative from the Center for Distance Learning (CDL) chosen by the dean of CDL
      2. Vice President of Academic and Student Affairs

II. Relationship to the Faculty Council
   A. The Assessment Committee is a standing committee of the Faculty Council. As such, the Faculty Council will maintain oversight and approval of Assessment Committee policy.
   B. The purpose of the Faculty Council's presence on the Assessment Committee is to ensure open communication regarding the accomplishments and concerns of the faculty
      1. Design assessment strategies/plans
      2. Collect and analyze assessment data

3. Interpret assessment data with the overall purpose of improving student learning

C. The Assessment Committee and Faculty Council will collaboratively nurture a college culture, which honors assessment and together will monitor the general effect of assessment activities on the academic culture of the college

D. The Assessment Committee and Faculty Council will strive to provide opportunities for faculty to dialogue regarding various assessment components

1. Assessment activities
2. Assessment data and subsequent interpretation of data
3. Implementing informed, meaningful change to improve student learning

E. The Annual Assessment Report is submitted formally to the Faculty Council

III. Relationship to the Academic Departments

A. Disseminate information on current trends in assessment

B. Provide assistance, in terms of assessment, to a department or to an individual faculty member upon request

C. Review Departmental Assessment Plans for the purpose of providing suggestions

D. Collect and provide feedback on Annual Departmental Assessment Progress Reports submitted by Department Chairs

IV. Relationship to the Office of the Chief Academic Officer (CAO)

A. Make recommendations to the CAO for modification in current assessment process, procedures and policies

B. Make recommendations to the CAO for integrating assessment and academic program review into the planning and budgeting calendar at the institutional level

C. Based on the assessment data, make recommendations to the CAO regarding the improvement of student learning through pedagogy, curriculum and instructional resources

V. Relationship to the Cross-Disciplinary Work Groups

A. Cross Disciplinary dialogue is part of the group dynamic.

B. The Cross-Disciplinary Work Groups are subcommittees of the Assessment Committee and as such, the HWC Assessment Committee will maintain oversight and approval of subcommittee activities

C. Request subcommittee recommendations

1. Designing assessment strategies/plans
2. Choosing standardized tools and/or subcommittee generated tools to be administered during Assessment Week

D. Provide support and resources regarding the interpretation of assessment data generated during Assessment Week

VI. Committee Responsibilities
- A. Create and maintain a yearly Assessment Calendar
- B. Maintain a glossary of terms in support of assessment policies and procedures
- C. Develop and disseminate Assessment resources
    1. Develop an Assessment Handbook
    2. Maintain the Assessment Website
    3. Develop and maintain an Assessment Newsletter
- D. Form Interdisciplinary work groups on an ad hoc basis
- E. Assessment Week activities
    1. Include planning for Assessment Week in the yearly Assessment Calendar
    2. Administer assessment tools during Assessment Week
    3. Coordinate data collection
    4. Disseminate results
- F. Collect Annual Departmental Assessment Progress Reports
    1. Provide report format
    2. Provide feedback to the departments
- G. Compile public Annual Assessment Report and formally submit to the CAO, President and Faculty Council

VII. The Assessment Committee Chair (6 hours of release time)
- A. Must be a tenured, full-time HWC faculty member
- B. Nominated and elected by members of the Assessment Committee during the spring semester and serve for one year.
- C. Set the agenda for regularly scheduled Assessment Committee meetings
- D. Preside over Assessment committee meetings using procedures in Robert's Rules of Order
- E. Oversee the development, distribution and monitoring of an Assessment Calendar
- F. Provide oversight for persons and offices charged with collecting, analyzing and disseminating assessment data
- G. Coordinate the processes involved in acting on assessment data
- H. Coordinate and maintain lines of communication between the Assessment Committee and internal HWC constituents
- I. Act as liaison between the Assessment Committee and the HWC Administrative and Academic officers
- J. Write the public Annual Assessment Report, which describes the year's outcomes regarding the assessment of student learning at HWC

K. Formally submit the Annual Assessment Report to the CAO, President and Faculty Council

VIII. Vice-Chair (3 hours release time)

A. Must be a full-time HWC faculty member
B. Nominated and elected by members of the Assessment Committee before the end of spring semester
C. Provide direct support to subcommittee work done on an ad hoc basis
D. Coordinate the dissemination of assessment resources to the Harold Washington College community
    1. Maintain and revise the HWC Assessment Website
    2. Coordinate the creation and maintenance of a periodic Assessment Newsletter targeting faculty, administration, students and professional staff for the purpose of informing the college community of ongoing assessment activities
    3. Oversee the development of an Assessment Handbook
E. Support the Assessment Committee Chair in communicating with the Department Chairs regarding assessment activities at the departmental level

IX. Secretary

A. Nominated and elected by members of the Assessment Committee on an annual basis
B. Take minutes during the Assessment Committee meetings and disseminate to Assessment Committee members
C. Disseminate information generated at Assessment Committee meetings
D. Maintain current Assessment Committee roster

X. Election of Officers - Officers are elected in the spring semester.

APPENDIX II
Conceptual Framework

The Conceptual Framework for the HWC Assessment Committee was developed in Fall 2006, after research and discussion among assessment committee members during Spring 2006. The committee decided that the Conceptual Framework should graphically summarize the process through which the committee assesses the general education objectives with the focus always centered on student learning.

The conceptual framework subcommittee of the assessment committee was organized initially in the latter part of Fall 2005 semester, and the majority of the research and development was performed during the Spring 2006 semester. The research involved viewing several conceptual frameworks that are posted on the internet, and, ultimately, the research focused primarily on two documents: 1) An Assessment Framework for the Community College: Measuring Student Learning and Achievement as a Means of Demonstrating Institutional Effectiveness and 2) Developing a Conceptual Framework for the Early Childhood Program.

Through the research, the subcommittee was seeking to answer the following questions: what is a conceptual framework, what information should be contained in a conceptual framework, and how should one be presented. The assessment committee decided that the conceptual framework should graphically

demonstrate the process of assessment at HWC in a single page and that the framework should emphasize the focus on student learning; the process involves the steps from writing definitions and student learning outcomes for each general education objective to choosing and implementing assessment measures and, finally, to analyzing and disseminating the results.

APPENDIX III

Summary of Results of the CCTST, administered fall, 2003

Harold Washington College:
Results of the California Critical Skills Thinking Test (CCTST)
Administered Fall 2003 During Assessment Week

Context

- As a result of weekly meetings since March 2003, the Harold Washington College Assessment Committee determined that HWC's General Education Objective regarding the ability to "think critically" (2003-06 Catalog, p. 128), would be assessed during fall 2003.
- With representation from student government, each academic department, and administration, the Assessment Committee defined critical thinking, developed measurable learning outcomes, and chose the California Critical Thinking Skills Test (CCTST), a standardized measure with a reliability coefficient of .80.
- The purpose for administering the CCTST was to provide information so the College could work to improve the critical thinking skills of our students.

Sample

- A total of 1,688 students completed the CCTST. There is no statistically significant difference between the sample tested and the total student population of 7,522 credit students registered during fall 2003.
- As can be determined from Figure 1, the sample consisted of 1,107 (66%) females and 581 (34%) males. Figure 2 represents the racial/ethnic distribution of the sample, which was also similar to HWC's fall 2003 population.

Figure 1: GENDER

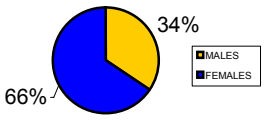
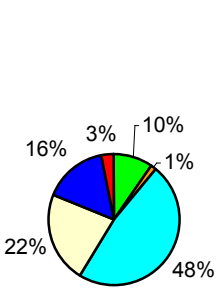


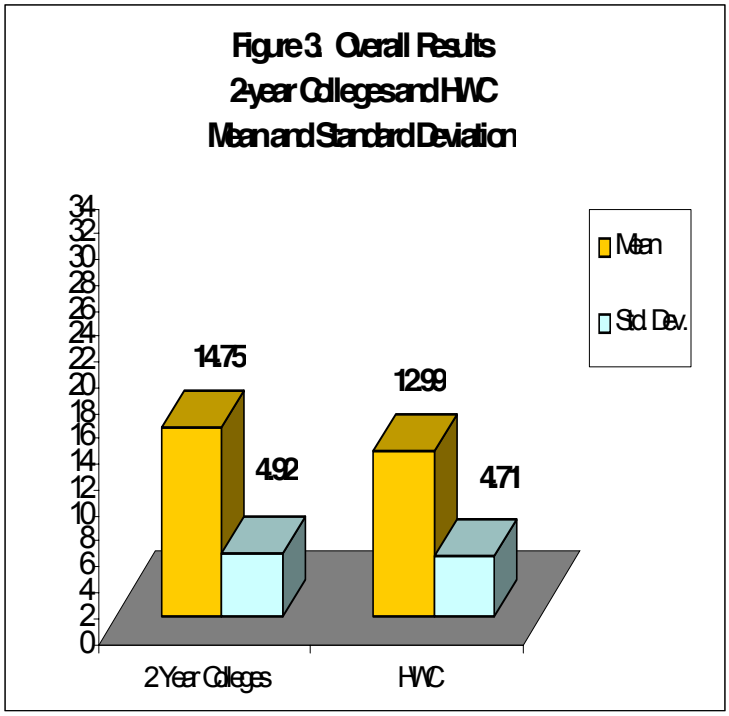
Figure 2: ETHNICITY



Asian / Pacific Islander
American Indian /Alaskian Native E
African American
Hispanic
White
Mix / Other

Overall CCTST Results

- A total of 1,694 students completed the CCTST. Out of a possible score of 34, HWC students scored on average 12.99. This mean score places our students at the 43rd percentile compared to an aggregated sample of two-year college students.
- The aggregated sample of 729 students was from community colleges in five states: California, Florida, New York, South Dakota, and Tennessee.
- As depicted in Figure 3, HWC students' overall mean average score was 12.99 as compared with a mean score of 14.75 for the two-year national sample. The standard deviation of 4.92 for two-year college students and 4.71 for HWC students was not significant.
- The results suggest both the sample of two-year students and HWC students need to improve their critical thinking skills.



Critical Thinking

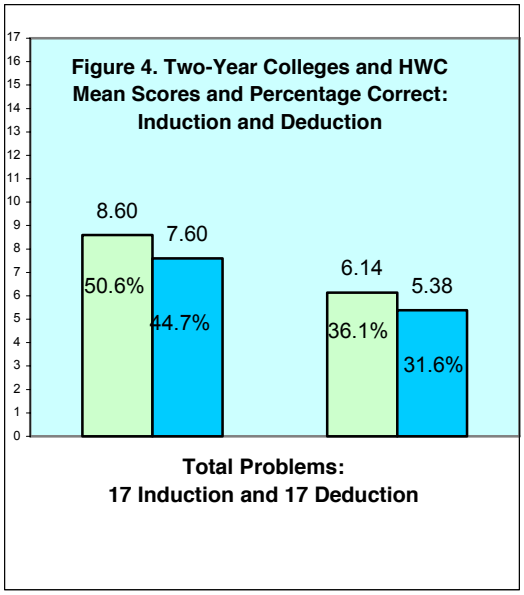
- The Assessment Committee defined critical thinking "as the ability of students to reason which result in the interpretation, analysis, evaluation, and inference of the argument or the problem situation on which the judgment or solution is based."
- Although the California Critical Thinking Skills Test (CCTST) involves the assessment of a number of cognitive skills (e.g., interpreation, anlaysis, inference, and evluation), the CCTST is easily categorized into two main skill areas, Induction and Deduction.
- **Induction**, or inductive reasoning, may be defined as arriving at a general conclusion from a set of instances or facts.
- **Deduction**, or deductive reasoning, may be defined as arriving at a set of instances or facts from a general conclusion or statement.

Comparison:

HWC and Two-Year College Students' Induction and Deduction Scores

- ***Figure 4 shows that the mean score for the aggregated sample of two-year college students was 8.60 (50.6%) out of a possible score of 17 for*** *inductive* ***reasoning. This compares with HWC students'*** *inductive* ***reasoning mean score of 7.60 (44.7%)***
- ***The mean score for the aggregated sample of two-year college students was 6.14 (36.1%) out of a possible score of 17 for*** *deductive* ***reasoning. This compares with HWC students'*** *deductive* ***reasoning mean score of 5.38(31.6%).***

- ***Although the percentages are low, HWC students are statistically only slightly lower when compared to the average two-year college student.***



APPENDIX IV

Announcement to faculty about SAILS

During the Assessment Week, beginning October 4, 2004, Harold Washington College will participate in a national pilot administration of SAILS, an ***Information Literacy*** *measure designed by Kent State University (KSU). According to KSU:*

> "The purpose of the Project for Standardized Assessment of Information Literacy Skills (SAILS) has been to develop an instrument for programmatic level assessment of information literacy skills that is valid and thus credible to college administrators and other academic personnel. We envisioned a tool to measure information literacy that:
>
> - Is standardized - Contains items not specific to a particular institution or library
> - Is easily administered
> - Has been proven valid and reliable
> - Assesses at the institutional level
> - Provides for both external and internal benchmarking
>
> With such a tool, we will be able to measure information literacy skills, gather national data, provide norms, and compare information literacy measures with other indicators of student achievement. Armed with this tool, libraries that utilize SAILS will be able to document information literacy skill levels, establish internal and peer benchmarks of performance, pinpoint areas for improvement, identify and justify resource needs, assess and demonstrate the effect of changes in their instructional programs. This tool will enable librarians to clarify for themselves and their institutions what role, if any, information literacy plays in student success and retention. "Project *SAILS*

HWC's Assessment Committee seeks volunteers (full and part-time faculty) who will be willing to participate in the administration of SAILS. Your commitment will be:

- to volunteer one section of one course during the week of October 4th.
- to accompany your class to the computer lab and supervise/monitor the students' participation. (SAILS contains X questions and typically takes Y

minutes to complete. SAILS will only be administered on-line in room 404.)

- to attend a short informational meeting prior to Assessment Week.

If you are interested, please complete and return this bottom portion to Jennifer Asimow in office 712 by September 6th, 2004.

Name/e-mail_____Ext._____

Please list courses in order of preference.

Course	Section	Day	Time

Note: We need evening and Saturday sections as well.

APPENDIX V
Report to HWC community regarding SAILS results, 2004

Beyond the Doldrums:
An Understanding of HWC's SAILS Performance

Submitted by Jashed Fakhrid-Deen and David Richardson

Doldrums: (dol´dremz) or equatorial belt of calms, area around the earth centered slightly north of the equator between the two belts of trade winds…(marked by) the rising of warm, moist air; low air pressure; cloudiness; high humidity; light, variable winds; and various forms of severe weather, such as thunderstorms and squalls. Hurricanes originate in this region. The doldrums are also noted for calms, periods when the winds disappear, trapping sailing vessels for days or weeks.

INTRODUCTION

In the Fall of 2004, Harold Washington College (HWC) participated in Project SAILS (Standardized Assessment of Information Literacy Skills, a joint project of Kent State University and the Association of Research Libraries. This report is essentially an analysis of the reported results provided by the testing agents and will be concerned with explicating three areas of interest:

- The Nature and Validity of the Sample
- The Nature and Information Provided by the Comparatives Provided
- The Nature of HWC Student Performance on Individual Standards and Skill Sets

THE SAMPLE

The table below provides a comparison of HWC credit student demographic profile with that of the 777 students who took the SAILS exam. The sample appears to be consistent with HWC's credit population in regard to the measurements taken.

CHARACTERISTIC	HWC SAILS PARTICIPANTS	HWC CREDIT STUDENTS
Sex		
Female	64.7 %	
Male	30.1 %	
Not reported	5.1 %	
Ethnicity		
African-American	43.8 %	
American Indian	.6 %	
Hispanic	23.4 %	
Pacific Islander and Asian	10.7 %	
White	14.9 %	
Not reported	6.6 %	
Class Standing		
Freshman	62.9 %	
Sophomore	30.6 %	

Not reported	6.4 %	
Student G.P.A.		
<=1.5	5.5 %	
1.51-2.00	8.4 %	
2.01-2.50	16.1 %	
2.51-3.00	17.6 %	
3.01-3.50	13.0 %	
3.51-4.00	11.6 %	
Not reported	27.8 %	

THE COMPARATIVES
The data received includes a benchmark based on the average score across all of the 43 participating institutions thus far. Of those institutions, only two others are community colleges and neither of those is urban or statistically comparable. Consequently, it would seem that the all institutional benchmark is only potentially useful as a broad-based indicator of the average American college student, though even that is dubious given that there is no overall demographical data provided.

Both HWC student performance and the institutional average are placed in reference to a norm of difficulty established by the testing agents, vis-à-vis unknown means. Without a better understanding of the basis of the norm established, it is difficult to say much about it with any confidence. Nonetheless, it would seem that Harold Washington College performed in line with their expectations for an average performing college, scoring within, in every instance, one standard deviation of the predicted mean on standards and skill sets. Furthermore, the "probability scale" or norm would seem to be reliable given that the all-institutional average was also within one standard deviation from the predicted mean.

PERFORMANCE
In short, based on the above and student performance, we may conclude from the data that HWC students display an "average" understanding of Information Literacy and an "average" ability to meet the four standards and perform the 12 skill sets assessed by this exam. Detailed definitions of both standards and skill sets, as well as more specific performance related information is provided below.

STANDARDS
First the standard is defined and then contributing skill sets are enumerated with indicators that describe the performance of HWC students compared to the all-institutional average (↑ = Outperformed; ↓ = Under-performed; ↔ = Equivalent). A brief description of HWC students total performance on the standard then follows.

The information literate student:

Standard I: Determines the nature and extent of the information needed.
Skill Set(s) Utilized include:

- #2: Understands scholarly communication and discipline structure(s) ↑
- #3: Identifies and distinguishes among types of sources ↓
- #9: Retrieves sources ↓

HWC students performed in line, though slightly (one percentile) below, the all-institutional average in terms of both

the scoring and score distribution. Please see individual skill set reports for more detailed information.

Standard II: Accesses needed information effectively and efficiently.
Skill Set(s) Utilized include:

- #1: Develops a research strategy ↓
- #4: Selects finding tools ↓
- #5: Selects search terms ↑
- #6: Constructs the search ↓
- #7: Understands information retrieval systems ↓
- #8: Evaluates and revises search results* N/A*
- #11: Documents sources ↑

HWC students performed, again, slightly (1 percentile) below the all-institutional average, but demonstrated a
narrower range of deviation/greater consistency among students than the all-institutional average and than on any other
standard. Please see individual skill set reports for more detailed information.

*Skill set #8 currently contains too few items for meaningful analysis, according to the testing agents.

Standard III: Evaluates information and its sources critically and incorporates selected information into her/his knowledge base and value system.
Skill Set(s) Utilized include:

- #10: Evaluating and selecting sources (which involves the following skills):
  ↓
  - Distinguishes characteristics of information provided for different audiences
  - Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need
  - Recognizes the importance of timeliness or date of publication to the value of the source
  - Demonstrates an understanding that some information and sources may present a one-sided view and may express opinions rather than facts
  - Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group
  - Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source
  - Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias
  - Describes why not all information sources are appropriate for all purposes (e.g., the Web may not be appropriate for a local history topic)
  - Describes the difference between general and subject-specific information sources
  - Demonstrates how the format in which information appears may affect its usefulness for a particular information need

- Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context)
- Demonstrates how the intended audience influences information choices
- Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation)
- Lists various criteria, such as currency, which influence information choices
- Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
- Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
- Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame
- Locates and examines critical reviews of information sources using available resources and technologies
- Investigates an author's qualifications and reputation through reviews or biographical sources
- Investigates validity and accuracy by consulting sources identified through bibliographic references
- Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources
- Determines when the information was published (or knows where to look for a source's publication date)
- Determines if the information retrieved is sufficiently current for the information need
- Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view
- Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value
- Describes how the purpose for which information was created affects its usefulness
- Describes how cultural, geographic, or temporal contexts may unintentionally bias information
- Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other source
- Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable
- Describes how the reputation of the publisher affects the quality of the information source
- Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency)
- Applies established evaluation criteria to decide which information sources are most appropriate

HWC students scored equal to the all-institutional average on this standard but displayed a wider range of deviation/greater lack

of consistency of understanding than both the all institutional average and on any other standard. Please see individual skill set

report for more detailed information.

Standard V: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Skill Set(s) Utilized include:

- #12: Understands economic legal and social issues (which involves the following skills): ↓

- Identifies and discusses issues related to privacy and security in both the print and electronic environments
    - Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library)
    - Identifies and discusses issues related to censorship and freedom of speech
    - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
    - Participates in electronic discussions following accepted practices (e.g. "Netiquette")
    - Legally obtains, stores, and disseminates text, data, images, or sounds
    - Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
    - Demonstrates an understanding of institutional policies related to human subjects research
    - Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content
    - Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele
    - Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location

HWC students scored slightly (2 percentile points) below the all institutional average on this standard but demonstrated a noticeably narrower deviation/greater consistency of scoring. Please see individual skill set report for more detailed information.

SKILL SETS

First the skill set as a whole is defined and then individual skills of the set are enumerated. A brief description of HWC performance follows along with five exam questions associated with this skill set including a very difficult question, an easy question, and three questions from within one standard deviation of the average HWC students performance, one right at the level of understanding of the average student, one slightly above and one slightly below. Correct answers are underlined. In some cases, questions allow for more than one answer, and so the difficulty may lie in choosing (or not choosing) a particular possibility.

Though more detailed performance information, separated by class standing and ethnicity, was provided, analyses are not included here as there was not a consistent, nor statistically significant, discernible pattern of over or under-performance by any of the specified groups. One general difference, however, is that on seven of the 11 analyzed skill sets, the all-institutional average was higher for sophomores versus freshmen, whereas for HWC students only three sets demonstrated a similar positive differential (#2, 4, 10). Two showed no difference (#5, 6), but on six (# 1,3, 7, 9, 11, 12), sophomores actually scored lower than freshmen.

Set #1: Develops a research strategy

- Uses background information sources effectively to gain an initial understanding of the topic.
- Describes a general process for searching for information
- Identifies the appropriate service point or resource for the particular information need

- Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- Develops a thesis statement and formulates questions based on the information need
- Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable
- Explains his/her reasoning regarding the manageability of a topic with reference to available information sources
- Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question
- Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information
- Consults with the course instructor and librarians to develop a manageable focus for the topic
- Decides when a research topic has multiple facets or may need to be put into a broader context
- Realizes that information may need to be constructed with raw data from primary sources
- Searches for and gathers information based on an informal, flexible plan
- Identifies a research topic that may require revision, based on the amount of information found (or not found)
- Identifies a topic that may need to be modified, based on the content of information found
- Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search
- Gathers and evaluates information and appropriately modifies the research plan as new insights are gained
- Uses the Web site of an institution, library, organization or community to locate information about specific services
- Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- Uses various technologies to manage the information selected and organized
- Determines whether information satisfies the research or other information need

HWC students slightly (2 percentile points) under-performed the all-institutional average on this skill set.

✓ Difficult Question for HWC Student
It's the second week of the term. Your professor gives you an assignment to write a 10-page paper on a topic you know little about. The paper is due during finals week. If you decided to go to the library, which of the following would be an efficient way to start? CHOOSE ALL THAT APPLY.

(1) Ask for help
(2) Browse the bookshelves
(3) Find the journals and start looking through them
(4) Use a database to find journal articles
(5) Use library catalog to find books

(Average student has a low probability of NOT choosing #2 *and* of choosing #1)

✓ Slightly Above Average Question for HWC Student
What services do most college libraries offer to students?

CHOOSE ALL THAT APPLY.
(1) Advice on how to find information
(2) Check out books
(3) Conduct your research for you
(4) Help in focusing topic
(5) Help in the writing process for term papers
(6) Obtain materials not owned by the library
(7) Proofreading of papers
(8) Tutorials on using library resources

(Average student has slightly less than 50% probability of including #4)

✓ Average Question for HWC Student
Same as above
(Average student has 50% probability of choosing #6)

✓ Slightly Below Average Question
Same as above
(Average student has slightly higher than 50% probability of NOT including #5)

✓ Easy Question for HWC Student
What services do most university libraries offer to students?
CHOOSE ALL THAT APPLY.
(1) Advice on how to find information
(2) Check out books
(3) Conduct your research for you
(4) Help in focusing topic
(5) Help in the writing process for term papers
(6) Obtain materials not owned by the library
(7) Proofreading of papers
(8) Tutorials on using library resources

(Average student has high probability of choosing #1, 2, 8)

Set #2: Understands scholarly communication and disciplinary structure

- Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
- Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
- Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
- Describes the publication cycle appropriate to the discipline of a research topic.

HWC students slightly (+2 percentile points) outperformed the all-institutional average on this skill set.

✓ Difficult Question for HWC Student
What is the "invisible college"?
CHOOSE ONLY ONE ANSWER.
(1) All the information sources that students don't know about
(2) Collections of resources, such as archives, that are not open to the public
(3) Method for taking classes through distance learning

(4) Term used to describe all the ways that students learn outside the classroom
(5) Unpublished communication among faculty, such as personal contacts, listservs, email

(Average student has low probability of choosing #5)

✓ Slightly Above Average Question for HWC Student
Which of the following subject fields belong to the humanities discipline?
CHOOSE ALL THAT APPLY.
(1) Art history
(2) Biology
(3) Chemistry
(4) English
(5) Philosophy

(Average student has slightly lower than 50% probability of including #4)

✓ Average Question for HWC Student
Which of the following subject fields belong to the social sciences discipline?
CHOOSE ALL THAT APPLY.
(1) Anthropology
(2) English
(3) French
(4) Psychology
(5) Sociology

(Average student has 50% probability of including #1)

✓ Slightly Below Average Question
Which of the following subject fields belong to the humanities discipline?
CHOOSE ALL THAT APPLY.
(1) Art history
(2) Biology
(3) Chemistry
(4) English
(5) Philosophy

(Average student has slightly better than 50% probability of including #1)

✓ Easy Question for HWC Student
Same as above
(Average student has high probability of NOT including #3)

Set #3: Identifies and distinguishes among types of sources

- Identifies various formats in which information is available.
- Describes how various fields of study define primary and secondary sources differently.
- Identifies characteristics of information that make an item a primary or secondary source in a given field.
- Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).

HWC students slightly (3 percentile points) under-performed the all-institutional average.

✓ Difficult Question for HWC Student
Which of the following best identifies a "publication issued periodically, usually weekly or monthly, containing articles, stories, photographs and advertisements?"
CHOOSE ONLY ONE ANSWER.
(1) Journal
(2) Magazine
(3) Newsletter
(4) Newspaper
(5) Trade journal

(Average student has low probability of choosing #2)

✓ Slightly Above Average Question for HWC Student
The following definition describes which type of resource in the social sciences and sciences? Identifies, selects, and digests pertinent information from all of a discipline's literature. Bibliographies, indexes, abstracts, catalogs, directories, handbooks, and yearbooks should be considered in this category.
CHOOSE ONLY ONE ANSWER.
(1) Primary
(2) Secondary
(3) Tertiary

(Average student has slightly lower than 50% probability of choosing #2)

✓ Average Question for HWC Student
What term is defined as material that interprets or analyzes sources and events? Examples include monographs,
edited books, essays, journal and newspaper articles, and most reference materials (dictionaries, encyclopedias, etc.).
CHOOSE ONLY ONE ANSWER.
(1) Primary source
(2) Reliable source
(3) Secondary source
(4) Tertiary source

(Average student has 50% probability of choosing #3)

✓ Slightly Below Average Question
What term is defined as material produced by or about the subject of investigation during the time period in
which the subject lived or the event took place? Examples include: initial reports of scientific research, legal
documents, speeches, correspondence, diaries, interviews, oral histories, newspaper and journal articles, and
works of art.
CHOOSE ONLY ONE ANSWER.
(1) Primary source
(2) Reliable source
(3) Secondary source
(4) Tertiary source
(5) Unedited source

(Average student has slightly better than 50% probability of choosing #1)

✓ Easy Question for HWC Student
The following definition of a primary source is applied in which discipline?
Visual works.
CHOOSE ONLY ONE ANSWER.
(1) Art
(2) English
(3) History
(4) Social Sciences

(Average student has high probability of choosing #1)

Set #4: Selects finding tools

- Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology).
- Investigates the scope, content, and organization of information retrieval systems
- Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.
- Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.
- Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
- Explains the difference between the library catalog and a periodical index.
- Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
- Determines the period of time covered by a particular source.
- Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
- Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
- Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
- Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
- Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
- Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
- Describes the different scopes of coverage found in different periodical indexes.
- Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

HWC slightly (two percentile points) under-performed the all-institutional average.

✓ Difficult Question for HWC Student

What is a list of books, journal articles, or other materials about a certain topic?
CHOOSE ONLY ONE ANSWER.

(1) Bibliography
(2) Keyword
(3) Library catalog
(4) Research database
(5) Subject heading

(Average student has low probability of choosing #1)

✓ Slightly Above Average Question for HWC Student

Academic libraries are generally thought of as collections of materials in print and electronic formats. Some of these materials are made available to users through the Web, but are not included in what we traditionally think of as the Web. The World Wide Web is a means of communication. Computers all over the world network with one another by using a common language. Given the preceding definitions, what can you say about the following statement?

Statement: Has material for everyone, including shoppers, support groups, fans, scholars, students, hobbyists, businesses.

CHOOSE ONLY ONE ANSWER**.**
(1) This statement is true about the Web.
(2) This statement is true about the academic library.
(3) This statement is true about both the academic library and the Web.
(4) This statement is true of neither the academic library nor the Web.

(Average student has slightly lower than 50% probability of choosing #1

✓ Average Question for HWC Student
Academic libraries are generally thought of as collections of materials in print and electronic formats. Some of these materials are made available to users through the Web, but are not included in what we traditionally think of as the Web. The World Wide Web is a means of communication. Computers all over the world network with one another by using a common language. Given the preceding definitions, what can you say about the following statement?
Statement: Has materials which have been purchased on behalf of students.
CHOOSE ONLY ONE ANSWER.
(1) This statement is true about the Web.
(2) This statement is true about the academic library.
(3) This statement is true about both the academic library and the Web
(4) This statement is true of neither the academic library nor the Web.

(Average student has 50% probability of choosing #2)

✓ Slightly Below Average Question
What is a computer system that shows what journal articles have been published on a certain topic?
CHOOSE ONLY ONE ANSWER.
(1) Bibliography
(2) Keyword
(3) Library catalog
(4) Research database
(5) Subject heading

(Average student has slightly better than 50% probability of choosing #4)

✓ Easy Question for HWC Student
What is the term for an online resource that shows what materials a library owns?
CHOOSE ONLY ONE ANSWER.
(1) Bibliography
(2) Keyword
(3) Library catalog
(4) Research database
(6) Subject heading

(Average student has high probability of choosing #3)

Set #5 Selects search terms

- Lists terms that may be useful for locating information on a topic.
- Finds sources that provide relevant subject field- and discipline-related terminology.
- Explains what controlled vocabulary is and why it is used.
- Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.

- Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
- Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
- Identifies more specific concepts that comprise a research topic.
- Uses relevant subject- and discipline-related terminology in the information research process.
- Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
- Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
- Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
- Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
- Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
- Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.

HWC outperformed (+ six percentile points) the all-institutional average on this skill set.

✓ Difficult Question for HWC Student

You have been assigned a research project for a sociology class that requires you to search in sociology indexes and databases. Which of the following sources would be the best to consult to find the correct terminology for your search?

CHOOSE ONLY ONE ANSWER.

(1) Journal of Applied Sociology. Los Angeles: Southern California Sociological Society and the University of Southern California.

(2) Merriam-Webster's Collegiate Thesaurus. Springfield, Mass.: Merriam-Webster, 1993.

(3) The Blackwell Dictionary of Sociology: A User's Guide to Sociological Language. Cambridge, MA: Blackwell, 1995.

(4) The Comprehensive Guide to American English. Boston: Houghton Mifflin, 1998.

(5) The Oxford English Dictionary. Oxford: Clarendon Press, 1989.

(Average student has low probability of choosing #3)

✓ Slightly Above Average Question for HWC Student

If you are using a research database and search for articles using the term "skin cancer," why would you retrieve this article?

Author Weinstock, Martin A
Title Early detection of **melanoma**
Appears In *JAM*A. v284n7 Aug 16, 2000. p.886-889
Abstract Weinstock argues that dermatologists, patients and their families, and primary care clinicians and their staff have the potential and responsibility to contribute to the reduction of melanoma mortality through early screening.
Subjects Melanoma
Medical screening
Preventive medicine

CHOOSE ONLY ONE ANSWER.

(1) Mapping to subject headings

(2) Power search
(3) Relevancy ranking
(4) "Skin cancer" appears in the full text of the article.
(5) There were no articles on my topic so I got articles on a similar topic.

(Average student has slightly lower than 50% probability of choosing #1)

✓ Average Question for HWC Student
N/A--No items are located near the HWC performance line

✓ Slightly Below Average Question
You have to find articles on raising children. Which search is better?
CHOOSE ONLY ONE ANSWER.
(1) Keyword: raising children
(2) Subject heading: child rearing

(Average student has slightly better than 50% probability of choosing #2)

✓ Easy Question for HWC Student
Select the best set of key search terms below for the research question:
"Does incarceration have a negative influence on the offspring of female inmates in the penal system?"
CHOOSE ONLY ONE ANSWER.
(1) Children, negative, mothers
(2) Mothers, influence, crime
(3) Negative, influence, criminal justice system
(4) Prison, mothers, children
(5) United States, criminal justice system, children

(Average student has high probability of choosing #4)

Set #6: Constructs the search

- Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
- Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
- Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
- Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
- Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
- Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
- Demonstrates an understanding of the concept of browsing and uses an index that allows it.

HWC slightly (2 percentile points) underperformed the all-institutional average.

✓ Difficult Question for HWC Student
If you wanted to search for a topic that has several components, such as nutrition for pregnant women, which
operator would you use?
CHOOSE ONLY ONE ANSWER.
(1) Adj

(2) And (4) Not
(3) Near (5) Or

(Average student has low probability of choosing #2)

✓ Slightly Above Average Question for HWC Student
What is a computer system that shows what journal articles have been published on a certain topic?
CHOOSE ONLY ONE ANSWER.
(1) Bibliography
(2) Keyword (4) Research database
(3) Library catalog (5) Subject heading

(Average student has slightly lower than 50% probability of choosing #4)

✓ Average Question for HWC Student
You're searching a database for a low-fat recipe for pasta with either shrimp or chicken. Which search demonstrates the proper use of nesting to get many search results that are very relevant?
CHOOSE ONLY ONE ANSWER.
(1) Noodles or (pasta and shrimp) or chicken and low-fat
(2) (Noodles or pasta) and (shrimp or chicken) and low-fat (4) (Noodles or pasta) and shrimp or (chicken and low-fat)
(3) Noodles or pasta and (shrimp or chicken) and low-fat (5) Noodles or pasta and shrimp or chicken and low-fat

(Average student has 50% probability of choosing #2)

✓ Slightly Below Average Question
A term used in the title or abstract of a book or journal article is what?
CHOOSE ONLY ONE ANSWER.
(1) Bibliography
(2) Keyword (4) Research database
(3) Library catalog (5) Subject heading

(Average student has slightly better than 50% probability of choosing #2)

✓ Easy Question for HWC Student
If you want to find books that Charlotte Brontë wrote, which search would you do?
CHOOSE ONLY ONE ANSWER.
(1) Author: brontë
(2) Subject: brontë
(3) Title: brontë

(Average student has high probability of choosing #1)

Set #7 Understands information retrieval systems

- Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
- Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
- Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, Relevancy ranking).

- Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
- Identifies the source of help within a given information retrieval system and uses it effectively.
- Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).
- Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.
- Distinguishes between full-text and bibliographic databases.
- Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
- Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
- Describes differences in searching for bibliographic records, abstracts, or full text in information sources.
- Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
- Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.

HWC slightly (1 percentile point) under-performed the all-institutional average.

✓ Difficult Question for HWC Student

If you need to know what chapters are in a book , which part of the book provides the best information?

CHOOSE ONLY ONE ANSWER.

(1) Cover of the book
(2) Endnotes
(3) Glossary
(4) Introduction
(5) Table of contents

(Average student had low probability of choosing #5)

✓ Slightly Above Average Question for HWC Student

You have been assigned a research project for a sociology class that requires you to search in sociology indexes and databases. Which of the following sources would be the best to consult to find the correct terminology for your search?

CHOOSE ONLY ONE ANSWER.

(1) Journal of Applied Sociology. Los Angeles: Southern California Sociological Society and the University of Southern California.
(2) Merriam-Webster's Collegiate Thesaurus. Springfield, Mass.: Merriam-Webster, 1993.
(3) The Blackwell Dictionary of Sociology: A User's Guide to Sociological Language. Cambridge, MA: Blackwell, 1995.
(4) The Comprehensive Guide to American English. Boston: Houghton Mifflin, 1998.
(5) The Oxford English Dictionary. Oxford: Clarendon Press, 1989.

(Average student has slightly lower than 50% probability of choosing #3)

✓ Average Question for HWC Student

N/A-- No items are located near the HWC performance line

✓ Slightly Below Average Question
In which part of a book would you be most likely to find its publication date?
CHOOSE ONLY ONE ANSWER.
(1) Bibliography
(2) Index
(3) Preface
(4) Table of contents
(5) Verso of title page

(Average student has slightly better than 50% probability of choosing #5)

✓ Easy Question for HWC Student
You're writing a paper on Indira Ghandi and your professor has told you that Ghandi is mentioned in a book
That you have. What part of the book will direct you to the right pages for the passage(s) on Indira Ghandi?
CHOOSE ONLY ONE ANSWER.
(1) Bibliography
(2) Footnotes
(3) Index
(4) Preface
(5) Title page

(Average student has high probability of choosing #3)

Set #8: Evaluates and revises search

- Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
- Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.
- Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
- Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
- Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
- Examines footnotes and bibliographies from retrieved items to locate additional sources.
- Follows, retrieves and evaluates relevant online links to additional sources.
- Incorporates new knowledge as elements of revised search strategy to gather additional information.

No data was provided for this skill set.

Set #9: Retrieves sources

- Determines if material is available immediately.
- Uses available services appropriately to obtain desired materials or alternative sources.
- Demonstrates a general knowledge of how to obtain information that is not available immediately.
- Acts appropriately to obtain information within the time frame required.

- Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
- Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
- Retrieves a document in print or electronic form.
- Describes various retrieval methods for information not available locally.
- Initiates an interlibrary loan request by filling out and submitting a form either online or in person.

HWC slightly (1 percentile point) under-performed the all-institutional average.

✓ Difficult Question for HWC Student

It's the second week of the term. Your professor gives you an assignment to write a 10-page paper on a topic you know little about. The paper is due during finals week. Suppose you identify only one book that is perfect for your topic. What would you do if it was already checked out to someone else?
CHOOSE ONLY ONE ANSWER.
(1) Request the book you want from another library for use next week
(2) Search the Web
(3) Select another book that is available today

(Average student has low probability of choosing #1)

✓ Slightly Above Average Question for HWC Student

You have identified a periodical article that you would like to obtain immediately. Which of the following actions would allow you to determine whether that is possible?
CHOOSE ONLY ONE ANSWER.
(1) Consult a bibliography.
(2) Place an interlibrary loan request.
(3) Search the library catalog for the article title.
(4) Search the library catalog for the article's author.
(5) Search the library catalog for the journal title.

(Average student has slightly lower than 50% probability of choosing #5)

✓ Average Question for HWC Student

N/A--No items are located near the HWC performance line

✓ Slightly Below Average Question

All books in the library can be checked out
CHOOSE ONLY ONE ANSWER.
(1) True
(2) False

(Average student has slightly better than 50% probability of choosing #2)

✓ Easy Question for HWC Student

What services do most college libraries offer to students?
CHOOSE ALL THAT APPLY.
(1) Advice on how to find information
(2) Check out books
(3) Conduct your research for you
(5) Help in the writing process for term papers
(6) Obtain materials not owned by the library
(7) Proofreading of papers

(4) Help in focusing topic (8) Tutorials on using library resources

(Average student has high probability of choosing #1 and #2)

Set #10: Evaluates and selects sources

- Distinguishes characteristics of information provided for different audiences
- Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need
- Recognizes the importance of timeliness or date of publication to the value of the source
- Demonstrates an understanding that some information and sources may present a one-sided view and may express opinions rather than facts
- Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group
- Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source
- Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias

- Describes why not all information sources are appropriate for all purposes (e.g., the Web may not be appropriate for a local history topic)
  - Describes the difference between general and subject-specific information sources
  - Demonstrates how the format in which information appears may affect its usefulness for a particular information need
  - Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context)
  - Demonstrates how the intended audience influences information choices
  - Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation)
  - Lists various criteria, such as currency, which influence information choices
  - Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
  - Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
- Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame
  - Locates and examines critical reviews of information sources using available resources and technologies
  - Investigates an author's qualifications and reputation through reviews or biographical sources
  - Investigates validity and accuracy by consulting sources identified through bibliographic references
  - Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources
  - Determines when the information was published (or knows where to look for a source's publication date)
  - Determines if the information retrieved is sufficiently current for the information need
  - Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view
  - Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value
  - Describes how the purpose for which information was created affects its usefulness

- Describes how cultural, geographic, or temporal contexts may unintentionally bias information
- Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other source
- Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable
- Describes how the reputation of the publisher affects the quality of the information source
- Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency)
- Applies established evaluation criteria to decide which information sources are most appropriate

HWC slightly (2 percentile points) under-performed the all-institutional average.

✓ Difficult Question for HWC Student

You must write a paper on the environmental practices of Sony Corporation. Which of the following is most likely to provide balanced information?

CHOOSE ONLY ONE ANSWER.

(1) Economic Development Board (www.edb.org)
(2) Environmental Protection Agency Web site (www.epa.gov)
(3) Free the Planet! (www.freetheplanet.org)
(4) Greenpeace Web site (www.greenpeace.org)
(5) Sony's Web site (www.sony.com)

(Average student has low probability of choosing #2)

✓ Slightly Above Average Question for HWC Student

Mother Jones is published by the Foundation for National Progress. It is a progressive periodical featuring high quality investigative reporting, political commentary, and features. Recent article topics include terrorism and government response, urban renewal, police brutality, and labor unions. Published every other month.

What type of publication is this?

CHOOSE ONLY ONE ANSWER.

(1) Book
(2) Government document
(3) Popular periodical
(4) Professional/trade periodical
(5) Scholarly periodical

(Average student has slightly lower than 50% probability of choosing #3)

✓ Average Question for HWC Student

Quill is the official publication of the Society of American Journalists. It publishes reports and short news items on the activities of the organization and its membership. Longer articles deal with developments in print and electronic journalism, for example, discussions of technology, laws and regulations, freedom of information, occupational standards, and education. Published monthly.

What type of publication is this?

CHOOSE ONLY ONE ANSWER.

(1) Book
(2) Government document
(3) Popular periodical
(4) Professional/trade periodical
(5) Scholarly periodical

(Average student has 50% probability of choosing #4)

✓ Slightly Below Average Question
If you are writing a persuasive research paper, you should:
CHOOSE ONLY ONE ANSWER.
(1) Rely solely upon your own opinion.
(2) Search for diverse information that both supports and contradicts your opinions on the topic.
(3) Search for information that contradicts your opinion on the topic.
(4) Search for information that supports your opinion on the topic.
(5) Search only for information that is neutral on your topic.

(Average student has slightly better than 50% probability of choosing #2)

✓ Easy Question for HWC Student
If you are required to write a paper on teenage pregnancy, which of the following types of databases might have
articles on this topic?
CHOOSE ALL THAT APPLY.
(1) Architecture database
(2) Education database
(3) Health database
(4) Mathematics database
(5) Physics database
(6) Psychology database

(Average student has high probability of NOT choosing #1, 4 & 5 and choosing #3)

Set #11: Documents sources

- Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation.
- Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies).
- Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style. Demonstrates an understanding that different disciplines may use different citation styles.
- Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
- Demonstrates an understanding that there are different documentation styles, published or accepted
by various groups.
- Describes when the format of the source cited may dictate a certain citation style.
- Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.

HWC outperformed (+8 percentile points) the all-institutional average on this skill set.

✓ Difficult Question for HWC Student
The citation below refers to what?
Gertz, Bill. Business Cycles in the United States Economy. New York: Viking, 1999.
CHOOSE ONLY ONE ANSWER.
(1) Book
(2) Chapter within a book
(3) Encyclopedia article
(4) Newspaper article
(5) Periodical article

(Average student has low probability of choosing #1)

✓ Slightly Above Average Question for HWC Student

The citation below refers to what?
Gertz, Bill. (2001). "Depressions, Recessions, and Inflation." Business Cycles, 24 (1): 28-30.

CHOOSE ONLY ONE ANSWER.
(1) Book
(2) Chapter within a book
(3) Encyclopedia article
(4) Newspaper article
(5) Periodical article

(Average student has slightly lower than 50% probability of choosing #5)

✓ Average Question for HWC Student
You looked for literary criticism on Geoffrey Chaucer's Canterbury Tales and retrieved the record below from a research database. What is the next step for locating the entire article?

Author Gittes, Katharine S.
Title Chaucer and the medieval frame narrative.
Journal Speculum
Appears In v. 69 (Apr. '94) p. 481-2
Abstract Gittes contends that the literary frame narrative began in the Near East with the Panchatantra in the eighth century and declined in the West soon after Chaucer's time. During its adaptation by European writers, and under the pressure of Western cultural preferences for order, unity, closure, and developed characterization, the genre lost its natural Arabic features and eventually disappeared.

CHOOSE ONLY ONE ANSWER.
(1) Search the library catalog for books written by Katharine S. Gittes.
(2) Search the library catalog for books written by Geoffrey Chaucer.
(3) Search the library catalog for the article title, "Chaucer and the medieval frame narrative."
(4) Search the library catalog for books about Chaucer.
(5) Search the library catalog to see if the library has a subscription to Speculum.

(Average student has 50% probability of choosing #5)

✓ Slightly Below Average Question
Generally, books in academic libraries are arranged in a classification scheme. This classification scheme is

CHOOSE ONLY ONE ANSWER.
(1) Created by your university library
(2) Developed by the Library of Congress
(3) Developed on the World Wide Web
(4) Produced by book publishers

(Average student has slightly better than 50% probability of choosing #2)

✓ Easy Question for HWC Student
The citation below refers to what?
Gertz, Bill. "Depressions, Recessions, and Inflation." The Ledger. August 13, 2001, Section: Business, Pg. D7

CHOOSE ONLY ONE ANSWER.
(1) Book
(2) Chapter within a book
(3) Encyclopedia article
(4) Newspaper article
(5) Periodical article

(Average student has high probability of choosing #4)

Set #12: Understands economic, legal, and social issues

- Identifies and discusses issues related to privacy and security in both the print and electronic environments
- Describes the differences between the results of a search using a general Web search engine (e.g.,Yahoo) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library)
    - Identifies and discusses issues related to censorship and freedom of speech
    - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
    - Participates in electronic discussions following accepted practices (e.g. "Netiquette")
    - Legally obtains, stores, and disseminates text, data, images, or sounds
    - Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
    - Demonstrates an understanding of institutional policies related to human subjects research
    - Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content
    - Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele
    - Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location

HWC slightly (2 percentile points) under-performed the all-institutional average.

✓ Difficult Question for HWC Student

You are assigned a project in a basic psychology course that requires you to conduct a student survey on an issue of your choice and report your results to the class. Which of the following statements is true?

CHOOSE ONLY ONE ANSWER.

(1) Approval is never required for student research.
(2) I need to get approval from my institution's human subjects review board.
(3) I need to get the approval of the State Board of Research.
(4) I only need to get approval if I am using students' names.
(5) I only need to get approval if the study will be made publicly available.

(Average student has low probability of choosing #2)

✓ Slightly Above Average Question for HWC Student

Which of the following concepts makes it ethically wrong to use the ideas of another person without giving them credit?

CHOOSE ONLY ONE ANSWER.

(1) Copyright
(2) Fair use
(3) Freedom of information
(4) Intellectual property
(5) Right to privacy

(Average student has slightly lower than 50% probability of choosing #4)

✓ Average Question for HWC Student

If you write a research paper, do the original ideas in the paper belong to you?

CHOOSE ONLY ONE ANSWER.
(1) Yes, but only if you obtain copyright.
(2) Yes, the ideas are your intellectual property.
(3) Yes, but only if the paper is published.
(4) No, student papers are not protected works.
(5) No, they belong to the instructor for whom you wrote the paper.

(Average student has 50% probability of choosing #2)

✓ Slightly Below Average Question
Which of the following best identifies a "legal right, which the creator of an original work has, to only allow reproduction of the work with permission and sometimes on payment of royalties or fees?"
CHOOSE ONLY ONE ANSWER.
(1) Branding
(2) Copyright
(3) Patent
(4) Trade name
(5) Trademark

(Average student has slightly better than 50% probability of choosing #2)

✓

✓ Easy Question for HWC Student
Is it legal to download a song from the internet?
CHOOSE ALL THAT APPLY.
(1) Yes, if you purchase it from a licensed vendor.
(2) Yes, it is always legal if you get it through a peer-to-peer file sharing service, such as Kazaa or Morpheus.
(3) Yes, if the copyright owner has made it available or the copyright has expired.
(4) Yes, if you cannot afford to purchase the CD.
(5) No, it is never legal to download a song from the internet.

(Average student has high probability of NOT choosing #4)

APPENDIX VI

Summary of Results of CCSSE, administered spring, 2004

9 positive items from the student assessment CCSSE which were statistically significant when compared to other community colleges across the U.S. (At HWC we are statistically better than the mean.)

1.) Students using email to communicate with an instructor. (4K)

2.) Students having serious conversations with a student of a different race or ethnicity than their own. (4S)

3.) Students making judgments about the value or soundness of information, arguments, or methods. (5D)

4.) Students reporting the use of theories or concepts to practical problems or in new situations. (5E)

5.) Number of books students read on your own (not assigned) for personal enjoyment or academic enrichment. (6B)

6.) Students feel that their college encourages contact among students from different economic, social, and racial or ethnic backgrounds. (9C)

7.) Students feel that their experiences at Harold Washington College have helped them in their understanding of them selves. (12K)

8.) Students reporting that financial aid advising is important. (13.3 G)

9.) Students that are likely to withdraw from Harold Washington College to transfer to a 4-year college or university. (14E)

10 items there were found to not statistically significant from other community colleges. (At HWC we are performing at about the mean.)

1.) During the current school year the students worked with classmates outside of class to prepare class assignments. (4G)

2.) During this school year students participated in a community-based project as a part of a regular course. (4I)

3.) Students report of working harder than they thought they would to meet an instructor's standards and expectations. (4P)

4.) Students that have had a serious conversation with students who differ from themselves in terms of their religious beliefs, political opinions, or personal values. (4T)

5.) Students report of having coursework emphasize using information they have read or heard to perform a new skill. (5F)

6.) Students report of the number of papers or reports they have written (of any length). (6C)

7.) Students report of the amount of time they are encouraged, by Harold Washington College, to spend a significant amount of time studying. (9A)

8.) The emphasis of using computers in academic work. (9G).

9.) Students were asked to rank the relationship with their instructors on a scale of 1-7. The average for Harold Washington was 5.58. (11B)

10.) Students report of Harold Washington College helping them write clearly and effectively. (12C)

10 items for improvement from the student assessment CCSSE which were statically significant when compared to other community colleges across the U.S. (At HWC we are statistically lower than the mean.)

1.) Students Relationships with administrative personnel and offices. (11C)

2.) Students' use of Academic advising/planning. (13.1 A)

3.) Satisfaction of Academic advising/planning. (13.2 A)

4.) Satisfaction with career counseling. (13.2 B)

5.) Satisfaction with job placement assistance. (13.2 C)

6.) Satisfaction with peer or other tutoring (13.2 D)

7.) Satisfaction with skill labs (writing, math, etc). (13.2 E)

8.) Satisfaction with transfer credit assistance. (13.2 K)

9.) Students have earned less credit hours at Harold Washington College then students are other community colleges reported. (23)

10.) Students report of the entire education experience at Harold Washington College. (27)

APPENDIX VII

Frequency Distribution Human of Human Diversity Survey results administered fall, 2005

1. How would you rate yourself in the following areas: (mark one for each item).						
	Major Strength	**Somewhat Strong**	**Average**	**Somewhat Weak**	**Major Weakness**	**Response Total**
a. Communication skills	**65% (13)**	30% (6)	5% (1)	0% (0)	0% (0)	**20**
b. Ability to work cooperatively with diverse people	**65% (13)**	25% (5)	10% (2)	0% (0)	0% (0)	**20**
c. Knowledge about my own culture	**45% (9)**	**45% (9)**	5% (1)	5% (1)	0% (0)	**20**
d. Math ability	30% (6)	15% (3)	15% (3)	**35% (7)**	5% (1)	**20**
e. Racial/cultural awareness	45% (9)	**50% (10)**	5% (1)	0% (0)	0% (0)	**20**
f. Ability to solve complex problems	40% (8)	**45% (9)**	15% (3)	0% (0)	0% (0)	**20**
g. Openness to having my own views challenged	30% (6)	**40% (8)**	20% (4)	10% (2)	0% (0)	**20**
h. Leadership ability	**35% (7)**	**35% (7)**	30% (6)	0% (0)	0% (0)	**20**
i. Ability to see the world from someone else's perspective	**50% (10)**	30% (6)	20% (4)	0% (0)	0% (0)	**20**
j. Knowledge about the cultural background of others	10% (2)	40% (8)	**45% (9)**	5% (1)	0% (0)	**20**
k. Ability to discuss controversial issues	35% (7)	**45% (9)**	15% (3)	5% (1)	0% (0)	**20**

l. Academic ability	35% (7)	**60% (12)**	5% (1)	0% (0)	0% (0)	**20**
m. Tolerance of others with different beliefs	**50% (10)**	35% (7)	15% (3)	0% (0)	0% (0)	**20**
n. Social self-confidence	30% (6)	**45% (9)**	15% (3)	10% (2)	0% (0)	**20**
					Total Respondents	**18**
					(skipped this question)	**0**

2. How would you describe the racial/ethnic composition of the following: ("People of color: includes African-American, Hispanics, Asian Americans, Arab American and American Indians).

	All or nearly all white	**Mostly white**	**Half white & half people of color**	**Mostly people of color**	**All or nearly all people of color**	**Response Total**
a. Neighborhood where you grew up	**40% (8)**	15% (3)	10% (2)	25% (5)	10% (2)	**20**
b. High School that you graduated from	30% (6)	**35% (7)**	10% (2)	20% (4)	5% (1)	**20**
c. Your friends before coming to HWC	10% (2)	35% (7)	**45% (9)**	10% (2)	0% (0)	**20**
d. Your friends since coming to HWC	0% (0)	30% (6)	**60% (12)**	10% (2)	0% (0)	**20**
					Total Respondents	**18**
					(skipped this question)	**0**

3. Indicate how frequently you engaged in each of the following before you attended Harold Washington College:

	1Daily	**2A few times per week**	**3A few times per month**	**4A few times per year**	**5Never**	**Response Total**
a. Discussed	35% (7)	**50% (10)**	5% (1)	10% (2)	0% (0)	**20**

politics with peers						
b. Discussed racial/ethnic issues	15% (3)	**50% (10)**	10% (2)	25% (5)	0% (0)	**20**
c. Participated in clubs	5% (1)	15% (3)	25% (5)	**35% (7)**	20% (4)	**20**
d. Engaged in volunteer work	15% (3)	25% (5)	15% (3)	**35% (7)**	10% (2)	**20**
e. Studied or worked with someone from a different racial/ethnic group	**60% (12)**	0% (0)	20% (4)	20% (4)	0% (0)	**20**
f. Participated in an academic honor society	10% (2)	0% (0)	10% (2)	**50% (10)**	30% (6)	**20**
g. Participated in activities to clean up the environment	10% (2)	20% (4)	5% (1)	**55% (11)**	10% (2)	**20**
					Total Respondents	**18**
					(skipped this question)	**0**

4. BEFORE coming to Harold Washington College, how often did you encounter discrimination based on your:

	Frequently	Occasionally	Never	Response Total
a. Race/ethnicity	20% (4)	**50% (10)**	30% (6)	**20**
b. Gender	20% (4)	30% (6)	**50% (10)**	**20**
c. Sexual orientation	15% (3)	20% (4)	**65% (13)**	**20**
d. Economic background	10% (2)	40% (8)	**50% (10)**	**20**

e. Religious affiliation	15% (3)	10% (2)	**75% (15)**	**20**
f. Age	15% (3)	25% (5)	**60% (12)**	**20**
g. Primary Language Spoken	10% (2)	20% (4)	**70% (14)**	**20**
			Total Respondents	**18**
			(skipped this question)	**0**

5. SINCE coming to Harold Washington College, how often have you encountered discrimination based on your:

	Frequently	Occasionally	Never	Response Total
a. Race/ethnicity	15% (3)	**50% (10)**	35% (7)	**20**
b. Gender	15% (3)	35% (7)	**50% (10)**	**20**
c. Sexual Orientation	10% (2)	5% (1)	**85% (17)**	**20**
d. Economic background	10% (2)	15% (3)	**75% (15)**	**20**
e. Religious affiliation	10% (2)	15% (3)	**75% (15)**	**20**
f. Age	10% (2)	20% (4)	**70% (14)**	**20**
g. Primary Language Spoken	10% (2)	10% (2)	**80% (16)**	**20**
			Total Respondents	**18**
			(skipped this question)	**0**

6. How much interaction do you have with people in each of the following groups NOW?

	No Interaction	Little Interaction	Some Regular Interaction	Regular Interaction	Substantial Interaction	Response Total
a. African-American/Black	0% (0)	0% (0)	5% (1)	25% (5)	**70% (14)**	**20**
d. Hispanic/Latino/Chicano	0% (0)	0% (0)	10% (2)	35% (7)	**55% (11)**	**20**
d. Arab/Arab American	0% (0)	10% (2)	**40% (8)**	**40% (8)**	10% (2)	**20**
e. White/Caucasian	0% (0)	0% (0)	5% (1)	20% (4)	**75% (15)**	**20**

f. American Indian/Alaska Native	25% (5)	**50% (10)**	20% (4)	5% (1)	0% (0)	**20**
g. Multi-Racial/Multi-Ethnic Individual	0% (0)	5% (1)	15% (3)	**45% (9)**	35% (7)	**20**
h. Gay/Lesbian/Bisexual/Transgender	0% (0)	15% (3)	20% (4)	30% (6)	**35% (7)**	**20**
i. People with disabilities	0% (0)	15% (3)	**40% (8)**	25% (5)	20% (4)	**20**
j. People with different religious beliefs	0% (0)	5% (1)	20% (4)	35% (7)	**40% (8)**	**20**
k. International students or non-USA citizens	0% (0)	5% (1)	25% (5)	30% (6)	**40% (8)**	**20**
l. People for whom English is not their first language	0% (0)	5% (1)	20% (4)	30% (6)	**45% (9)**	**20**
m. People who are substantially different in age than you	0% (0)	0% (0)	10% (2)	20% (4)	**70% (14)**	**20**
					Total Respondents	**18**
					(skipped this question)	**0**

7. People often have differences in perspectives. Indicate how much you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response Total
a. There are two sides to every issue, and I try to look at them both.	0% (0)	0% (0)	15% (3)	35% (7)	**50% (10)**	**20**
b. Conflicting perspectives are healthy in a democracy	0% (0)	0% (0)	5% (1)	30% (6)	**65% (13)**	**20**
c. I try to look at everybody's side of a disagreement before I make a decision.	0% (0)	0% (0)	15% (3)	**55% (11)**	30% (6)	**20**
d. Conflict is a normal part of life.	5% (1)	0% (0)	10% (2)	**45% (9)**	40% (8)	**20**
e. I sometimes find it difficult to see the "other	25% (5)	**50% (10)**	5% (1)	20% (4)	0% (0)	**20**

person's" point of view.						
f. When I'm upset at someone, I usually try to "put myself in their shoes" for a while.	0% (0)	5% (1)	40% (8)	**50% (10)**	5% (1)	**20**
g. Democracy thrives on different views.	0% (0)	0% (0)	5% (1)	45% (9)	**50% (10)**	**20**
h. Conflict between groups can have positive consequences.	5% (1)	0% (0)	10% (2)	**45% (9)**	40% (8)	**20**
i. Building coalitions from varied interests is key to a working democracy.	0% (0)	0% (0)	10% (2)	35% (7)	**55% (11)**	**20**
					Total Respondents	**18**
					(skipped this question)	**0**

8. Indicate how often you felt uncomfortable in a situation with a person or a group of people who are:

	Never	**Rarely**	**Sometimes**	**Often**	**Response Total**
a. African American/Black	20% (4)	**45% (9)**	25% (5)	10% (2)	**20**
b. Hispanic/Latino/Chicano	35% (7)	**40% (8)**	10% (2)	15% (3)	**20**
c. Arab/Arab American	**35% (7)**	25% (5)	30% (6)	10% (2)	**20**
d. Asian American/Pacific Islander	30% (6)	**45% (9)**	15% (3)	10% (2)	**20**
e. White/Caucasian	15% (3)	35% (7)	**40% (8)**	10% (2)	**20**
f. American Indian/Alaska native	**50% (10)**	30% (6)	10% (2)	10% (2)	**20**
g. Multi-Racial/Multi-Ethnic Individual	30% (6)	**45% (9)**	15% (3)	10% (2)	**20**
h. Gay/Lesbian/Bisexual/Transgender	**35% (7)**	**35% (7)**	20% (4)	10% (2)	**20**
i. People with disabilities	30% (6)	**45% (9)**	15% (3)	10% (2)	**20**

j. People with different religious beliefs	25% (5)	**30% (6)**	**30% (6)**	15% (3)	**20**
k. International students or non-USA citizens	35% (7)	**40% (8)**	15% (3)	10% (2)	**20**
l. People for whom English is not their first language	30% (6)	**35% (7)**	25% (5)	10% (2)	**20**
m. People who are substantially different in age than you	30% (6)	**45% (9)**	15% (3)	10% (2)	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

9. In your role as a responsible citizen in this society, how important is each of the following to you?

	Not Important	Somewhat Important	Very Important	Essential	Response Total
a. Working to end poverty.	0% (0)	20% (4)	**40% (8)**	**40% (8)**	**20**
b. Paying taxes to support public services.	0% (0)	15% (3)	**55% (11)**	30% (6)	**20**
c. Using career-related skills to work in low-income communities.	5% (1)	25% (5)	**55% (11)**	15% (3)	**20**
d. Contributing money to a political cause.	20% (4)	**60% (12)**	15% (3)	5% (1)	**20**
e. Promoting racial tolerance and respect.	0% (0)	0% (0)	25% (5)	**75% (15)**	**20**
f. Voting in national elections.	0% (0)	0% (0)	15% (3)	**85% (17)**	**20**
g. Creating awareness of how people affect the environment.	0% (0)	10% (2)	**60% (12)**	30% (6)	**20**

h. Making consumer decisions based on a company's ethics.	0% (0)	30% (6)	**40% (8)**	30% (6)	**20**
i. Speaking up against social injustice.	0% (0)	5% (1)	35% (7)	**60% (12)**	**20**
j. Volunteering with community groups or agencies.	0% (0)	**35% (7)**	**35% (7)**	30% (6)	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

10. Indicate whether you support or oppose each of the following:					
	Strongly Oppose	**Oppose Somewhat**	**Support Somewhat**	**Strongly Support**	**Response Total**
a. Incorporating writings and research about different racial/ethnic groups and women into courses.	10% (2)	0% (0)	25% (5)	**65% (13)**	**20**
b. Requiring students to complete a community-based experience with diverse populations.	15% (3)	15% (3)	25% (5)	**45% (9)**	**20**
c. Offering courses to help students develop an appropriate appreciation for their own	0% (0)	0% (0)	35% (7)	**65% (13)**	**20**

and other cultures.					
d. Requiring students to take at least one cultural or ethnic diversity course in order to graduate.	10% (2)	0% (0)	20% (4)	**70% (14)**	**20**
e. Offering opportunities for intensive discussion between students with different backgrounds and beliefs.	0% (0)	0% (0)	30% (6)	**70% (14)**	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

11. Indicate the extent to which you agree or disagree with each statement.

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Response Total
a. Racial/ethnic discrimination is no longer a major problem in the United States.	**75% (15)**	15% (3)	10% (2)	0% (0)	**20**
b. Many people lack an understanding of the problems that people from different racial/ethnic groups face.	5% (1)	0% (0)	30% (6)	**65% (13)**	**20**
c. Our society has done enough to promote the welfare of	**60% (12)**	30% (6)	10% (2)	0% (0)	**20**

different racial/ethnic groups.					
d. A high priority should be given to see that students of color receive financial aid for college.	10% (2)	20% (4)	25% (5)	**45% (9)**	**20**
e. Hiring more faculty of color should be a top priority of Harold Washington College	0% (0)	30% (6)	**55% (11)**	15% (3)	**20**
f. The social system prevents people of color from getting their fair share of good jobs and better pay.	5% (1)	15% (3)	**60% (12)**	20% (4)	**20**
g. State hate crime laws are needed to protect people from harassment based on race, gender, or sexual orientation.	0% (0)	10% (2)	20% (4)	**70% (14)**	**20**
h. A person's racial background in this society does not interfere with achieving everything he or she wants to achieve.	20% (4)	**60% (12)**	5% (1)	15% (3)	**20**
i. HWC should aggressively	5% (1)	35% (7)	**50% (10)**	10% (2)	**20**

recruit more students of color.					
j. Enhancing a student's ability to live in a multicultural society is a part of this college's mission.	0% (0)	10% (2)	20% (4)	**70% (14)**	**20**
k. Colleges do not have a responsibility to correct racial/ethnic injustice.	**55% (11)**	25% (5)	15% (3)	5% (1)	**20**
l. Emphasizing human diversity contributes to disunity on this campus.	**70% (14)**	5% (1)	15% (3)	10% (2)	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

12. Indicate the extent to which you agree or disagree with each statement.					
	Strongly Disagree	**Disagree Somewhat**	**Agree Somewhat**	**Strongly Agree**	**Response Total**
a. It is important for me to educate others about the social identity groups to which I belong.	5% (1)	35% (7)	**40% (8)**	20% (4)	**20**
b. I often think about what I have in common with others from different racial/ethnic	0% (0)	25% (5)	30% (6)	**45% (9)**	**20**

groups face.					
e. I think that what generally happens to people in my racial/ethnic group will affect what happens in my life.	10% (2)	20% (4)	**45% (9)**	25% (5)	**20**
f. I want to bridge differences between social identity groups.	0% (0)	0% (0)	45% (9)	**55% (11)**	**20**
g. I feel proud when a member of my racial/ethnic group accomplishes something outstanding.	0% (0)	10% (2)	**45% (9)**	**45% (9)**	**20**
h. Women should be taken as seriously as men in the classroom.	0% (0)	0% (0)	0% (0)	**100% (20)**	**20**
i. If I found out someone I know was gay, lesbian, or bisexual, I would be accepting and supportive.	0% (0)	0% (0)	5% (1)	**95% (19)**	**20**
j. People should have equal rights regardless of their sexual orientation.	0% (0)	5% (1)	15% (3)	**80% (16)**	**20**
k. I would vote in a presidential	0% (0)	0% (0)	5% (1)	**95% (19)**	**20**

election for a qualified woman whose views are similar to mine.					
				Total Respondents	**18**
				(skipped this question)	**0**

13. Indicate the extent to which you agree or disagree with each statement. For the purpose of this question, "culture" is defined as "a group of people with a shared system of values and traditions and common hopes for the future".

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Response Total
a. Speaking languages other than English should not be encouraged in the United States.	**75% (15)**	15% (3)	10% (2)	0% (0)	**20**
b. I am open to developing friendships with people from different cultures.	0% (0)	0% (0)	10% (2)	**90% (18)**	**20**
c. Contact with individuals whose culture is different than my own is valuable.	0% (0)	0% (0)	5% (1)	**95% (19)**	**20**
d. I enjoy having discussions with people whose ideas and values are different from my own.	0% (0)	0% (0)	30% (6)	**70% (14)**	**20**
e. I do not enjoy studying the contributions that members	**85% (17)**	15% (3)	0% (0)	0% (0)	**20**

of different cultures have made to our society.					
f. I enjoy classes that emphasize the contributions of different cultures.	0% (0)	15% (3)	20% (4)	**65% (13)**	**20**
g. Knowledge and understanding of other cultures promote stereotypes.	**70% (14)**	15% (3)	10% (2)	5% (1)	**20**
h. I think there is too much emphasis upon appreciating the ideologies, practices, and contributions that persons from various cultures bring to our world.	**70% (14)**	20% (4)	0% (0)	10% (2)	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

14. Indicate if each of the following statements is true or false.

	True	False	Response Total
a. Cultural diversity refers solely to differences in race, ethnicity, gender or age.	0% (0)	**100% (20)**	**20**
b. Diversity exists	**95% (19)**	5% (1)	**20**

among people from the same cultural groups.			
c. Aspects of culture which contribute to our diversity include gender, religion and social class.	**100% (20)**	0% (0)	**20**
d. Immigration patterns affect cultural customs, beliefs, and lifestyles.	**100% (20)**	0% (0)	**20**
e. Our culture is influenced by relationships between people from diverse cultural groups.	**100% (20)**	0% (0)	**20**
f. Both differences and similarities exist between diverse cultural groups.	**100% (20)**	0% (0)	**20**
		Total Respondents	**18**
		(skipped this question)	**0**

15. To what extent have you experienced the following with students of a racial/ethnic group OTHER than your own?

	Never	Seldom	Sometimes	Often	Very Often	Response Total

a. Attended events sponsored by other racial/ethnic groups.	0% (0)	5% (1)	**50% (10)**	20% (4)	25% (5)	**20**
b. Dined or shared a meal.	0% (0)	0% (0)	**40% (8)**	20% (4)	**40% (8)**	**20**
c. Had meaningful and honest discussions about racial/ethnic relations outside of class.	0% (0)	10% (2)	20% (4)	30% (6)	**40% (8)**	**20**
d. Shared personal feelings and problems.	0% (0)	10% (2)	**35% (7)**	25% (5)	30% (6)	**20**
e. Had tense, somewhat hostile interaction.	10% (2)	**70% (14)**	15% (3)	0% (0)	5% (1)	**20**
f. Felt insulted or threatened based on my race or ethnicity.	15% (3)	**70% (14)**	10% (2)	0% (0)	5% (1)	**20**
g. Studied or prepared for class.	0% (0)	10% (2)	25% (5)	15% (3)	**50% (10)**	**20**
h. Socialized or partied.	5% (1)	5% (1)	**45% (9)**	25% (5)	20% (4)	**20**
i. Had intellectual discussions outside of class.	0% (0)	5% (1)	**45% (9)**	10% (2)	40% (8)	**20**
					Total Respondents	**18**
					(skipped this question)	**0**

16. Please indicate to what degree you agree with the following statements: For the purpose of this question, "diversity" refers to variations in race, ethnicity, gender, age or visible disability.

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Response Total
a. HWC has done a good job providing programs and activities that promote an understanding of diversity.	15% (3)	5% (1)	**55% (11)**	25% (5)	**20**
b. At HWC students are resent of others who are different from themselves.	15% (3)	40% (8)	**45% (9)**	0% (0)	**20**
c. HWC should require at least one course on the role of diversity in our society.	10% (2)	5% (1)	25% (5)	**60% (12)**	**20**
d. HWC does not promote respect for diversity.	**60% (12)**	25% (5)	15% (3)	0% (0)	**20**
e. Diversity at HWC was one of the reasons I chose to come here.	10% (2)	5% (1)	40% (8)	**45% (9)**	**20**
f. I am comfortable with teachers from diverse backgrounds.	0% (0)	0% (0)	10% (2)	**90% (18)**	**20**
g. At HWC, I have had classes taught by faculty of diverse backgrounds from myself.	0% (0)	5% (1)	20% (4)	**75% (15)**	**20**

h. Discrimination based on diversity is no longer a problem in Chicago.	**75% (15)**	25% (5)	0% (0)	0% (0)	**20**
i. I feel pressured to participate in activities related to diversity at HWC.	**35% (7)**	30% (6)	**35% (7)**	0% (0)	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

17. Please indicate to what degree you agree with the following statements:

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Response Total
a. My experiences since coming to HWC have led me to become more understanding of people's differences in race, ethnicity, gender, age, or persons with a visible disability.	0% (0)	0% (0)	**60% (12)**	40% (8)	**20**
b. At HWC getting to know people whose race, ethnicity, gender, or age is different from my own, or those with a visible disability, has been easy.	0% (0)	5% (1)	**50% (10)**	45% (9)	**20**

c. At HWC I feel there are expectations about my academic performance because of my race, ethnicity, gender, age, or a visible disability.	**35% (7)**	30% (6)	20% (4)	15% (3)	**20**
d. At HWC I feel there are expectations about my academic performance because of my language, social economic status, or sexual orientation.	**35% (7)**	**35% (7)**	20% (4)	10% (2)	**20**
f. I feel I need to minimize various characteristics of my race, ethnicity, gender, age, or visible disability in order to fit in.	35% (7)	**45% (9)**	5% (1)	15% (3)	**20**
g. My experience since coming to HWC have strengthened my own sense of identity.	5% (1)	10% (2)	**50% (10)**	35% (7)	**20**
h. In my experience, students of different racial, ethnicities, genders, ages, or those with a visible disability	5% (1)	15% (3)	**40% (8)**	**40% (8)**	**20**

participate equally in classroom discussions.					
i. In my encounters with HWC's service departments (the Financial Aid Office, the Registrar's Office, the Admission's Office, the Library, the Security Desk, etc.) I have experienced discrimination based on my race, ethnicity, gender, age, or visible disability.	**45% (9)**	25% (5)	20% (4)	10% (2)	**20**
j. I feel I am expected to represent my race, ethnicity, gender, age, or disability group in class discussions.	30% (6)	15% (3)	**35% (7)**	20% (4)	**20**
k. Faculty use examples in their lectures relevant to people of my race, ethnicity, gender, age, or disability group.	0% (0)	30% (6)	**45% (9)**	25% (5)	**20**
l. I feel comfortable going to see a faculty member of my own race,	0% (0)	5% (1)	**60% (12)**	35% (7)	**20**

ethnicity, gender, age, or disability group.					
m. I feel comfortable going to see a faculty member of a different race, ethnicity, gender, age, or disability group than my own.	0% (0)	0% (0)	**60% (12)**	40% (8)	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

18. Please indicate to what extent you agree with the following statements:

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Response Total
a. I feel differently about people when I discover that their sexual orientation, religion, or socio-economic status is different than my own.	**60% (12)**	25% (5)	5% (1)	10% (2)	**20**
b. Faculty treat students differently once they discover their sexual orientation, religion, or socio-economic status.	**50% (10)**	30% (6)	15% (3)	5% (1)	**20**

c. I am less likely to interact with people whose sexual orientation, religion, or socio-economic status is different than my own.	**60% (12)**	25% (5)	5% (1)	10% (2)	**20**
d, When I discover that someone has a disability, I feel differently about him/her.	**75% (15)**	15% (3)	0% (0)	10% (2)	**20**
e. Faculty have different expectations of students with disabilities.	**60% (12)**	25% (5)	15% (3)	0% (0)	**20**
				Total Respondents	**18**
				(skipped this question)	**0**

19. Please Indicate the total number of college level course hours that you have completed:

	0	12-30hrs	31-60hrs	61+hrs	Response Average
a. HWC	**72% (13)**	0% (0)	0% (0)	28% (5)	**1.83**
b. Other Colleges	6% (1)	0% (0)	0% (0)	**94% (17)**	**3.83**
				Total Respondents	**18**
				(skipped this question)	**0**

20. Please indicate your gender:

		Response Percent	Response Total
a. Male		**50%**	**9**
b. Female		**50%**	**9**
	Total Respondents		**18**
	(skipped this question)		**0**

21. Please indicate your race/ethnicity:

		Response Percent	Response Total
a. African-American/Black		22.2%	4
b. Hispanic/Latino/Chicano		11.1%	2
c. Arab/Arab American		0%	0
d. Asian American/Pacific Islander		5.6%	1
e. White/Caucasian		**55.6%**	**10**
f. American Indian/Alaska Native		0%	0
g. Multi-racial/Multi-Ethnic Individual		5.6%	1
	Total Respondents		**18**
	(skipped this question)		**0**

22. I am a:

		Response Percent	Response Total
a. Heterosexual		**88.9%**	**16**
b. Homosexual		5.6%	1
c. Bisexual		5.6%	1
	Total Respondents		**18**
	(skipped this question)		**0**

23. I am:			
		Response Percent	**Response Total**
a. 18-25		11.1%	2
b. 26-40		**38.9%**	**7**
c. 41-60		33.3%	6
d. 60+		16.7%	3
	Total Respondents		**18**
	(skipped this question)		**0**

24. I have a disability:			
		Response Percent	**Response Total**
a. Yes		5.6%	1
b. No		**94.4%**	**17**
	Total Respondents		**18**
	(skipped this question)		**0**

APPENDIX VIII

Assessment Calendar

Institutional Assessment Calendar

Fall 2003	Critical Thinking
	California Critical Thinking Skills Test
Fall 2004	Information Literacy
	Kent State (SAILS) Standardized Assessment of Information Literacy
Spring 2005	Student Engagement
	Community College Survey of Student Engagement
Fall 2005	Diversity
	Human Diversity Campus Culture Survey
Spring 2006	Critical Thinking
	California Critical Thinking Skills Test
Fall 2006	Humanities and the Arts
	TBD
Spring 2007	Mathematics/Scientific Inquiry
	TBD
Fall 2007	Scientific Inquiry/Mathematics
	TBD
Spring 2008	Writing Across the Curriculum
	TBD
Fall 2008	Social Sciences
	TBD
Spring 2009	Information Literacy
	Proposed – Kent State SAILS
Fall 2010	Human Diversity
	Human Diversity Campus Culture Survey

Spring 2010	Student Engagement
	TBD
Fall 2010	Humanities and the Arts
	TBD

APPENDIX IX

Summary of Results:
Mini-survey administered to Assessment Committee Members, Fall 2006

Fourteen Assessment Committee members (13 faculty and 1 administrator) took part in a self-survey administered by the Assessment Committee Chair, Carrie Nepstad, in an effort to 1) find trends among the group in terms of faculty perception of the HWC assessment process; 2) take part in a reflective exercise focusing on the committee's perception of its strengths and challenges; and 3) give feedback to the Chair regarding changes to the structure of the committee meetings (subcommittee groups).

The following results have been the topic for several discussions in committee meetings regarding plans for improvement.

1) ***Do you think the college community is aware of assessment at HWC? Explain.***
• **YES - 4 respondents** included the word "yes" in their answers • **For the Most part – 6 respondents** used phrases similar to "for the most part". Most of these 6, mentioned that there is an overall awareness that assessment is taking place but a lack of awareness in terms of how the data is being utilized. • **NO – 3 respondents** included the word "no" in their answers
2) ***Do you think the college community has made changes based on assessment activities and information? Describe.***
• **YES – 9 respondents** included the word "yes" in their answers. Many of these 9, mention that faculty are more explicitly including critical thinking as course objectives and outcomes. The majority of respondents state that changes have been made but many of them do not include explicit descriptions. • **Only at the department level – 1 respondent** stated that changes have been made on a smaller scale but that the overall HWC community has not made changes that could be specifically linked to assessment activities. • **NO – 1 respondent** • **N/A – 3 respondents** stated they are new to the committee and do not have enough information to answer this question.
3) ***How have you personally utilized the information generated by the Assessment Committee? Have you made changes to your***

curriculum or in your everyday teaching? Describe.
• **YES – 9 respondents** describe specific changes they have made. These respondents provided a range of examples including 1) changes to the syllabi and assignments; 2) personal awareness of assessment; 3) changing perceptions of student learning; 4) explicitly describing critical thinking in classes; 5) program-wide changes to master course syllabi in terms of explicit statement of SLOs; and 6) a greater awareness of general education objectives and SLOs as they relate to individual classes. • **NO – 3 respondents** include the word "no" in their answer. 1 respondent states an interest in reading this summary to see how others have made changes. • **N/A – 2 respondents** stated they are new to the committee and do not have enough information to answer this question. •
4) ***What do you believe are the strengths of the assessment process at HWC?***
• **The Committee itself – 7 respondents** describe the committee members and their commitment to assessment as a strength. Many of these respondents also describe the importance and value of working as an interdisciplinary team**.** • **Well-established meetings – 2 respondents** describe how the consistent meeting schedule is a strength. The phrase "well-established" was a common description with these 2 as well as the 7 responses listed above. • **The Assessment Process – 2 respondents** describe the assessment process as a strength. They used descriptive words like "well- established" and "consistent" in terms of Assessment Week activities, the newsletter, and the weekly meetings. • **N/A** - **2 respondents** stated they are new to the committee and do not have enough information to answer this question.
5) ***What do you believe are the areas for improvement? Please make suggestions on how to plan, and follow-through with these improvements.***
• **Need to link assessment results to improved SLOs – 6 respondents** describe a need to more explicitly connect data to outcomes. Many of the respondents state that the committee has generated data, but we now need to make use of the data to directly improve student learning. • **Marketing – 4 respondents** describe the need to more regularly

and explicitly disseminate assessment information to the HWC community. There was a call to be more practical and perhaps personal in the marketing approach for example, highlighting faculty members who are making changes based on assessment information.

- **Outreach to Departments – 2 respondents** describe the need to more directly link assessment committee activities to the departments. There were suggestions of combined meetings, and the Assessment Committee Chair or other representatives from the committee going to departmental meetings to talk about assessment.
- **Improvement of Math Placement Test – 1 respondent** described the need for an improved math placement test and stronger communication between the Assessment Committee and the Math Department**.**
- **Too much data – 1 respondent** stated that the committee has generated too much data without thorough interpretation, and without getting the information out to the HWC community.

6) **What are the strengths and areas for improvement regarding the Assessment Committee and its weekly meetings?**

- **New Structure is a strength – 8 respondents** describe the new committee structure including subcommittee work groups as a strength.
- **Fun meetings are a strength – 1 respondent** described how the weekly meetings are fun and that is a strength.
- **Suggestion: get information to committee members earlier in the week – 1 respondent** requested that information be sent to committee members earlier in the week.
- **Suggestion: move to bi-weekly meetings – 1 respondent** suggested changing from weekly to bi-weekly meetings.

APPENDIX X
Historical Context, Assessment Committee work

Assessment Program History

While assessment planning and activities began in 1993, the advent of Dr. Nancy DeSombre as Harold Washington College president in January of 1994 stimulated a more engaged and organized attempt to assess student learning at both the institutional and the departmental level (*A Plan for Assessing Student Academic Achievement*, 1996, 16, 19). An assessment committee was formed on January 23, 1995 with two co-chairs; one of the co-chairs was the chief academic officer (Dean of Instruction). The other co-chair was Raymonda Johnson, who was also chair of the English/Speech/Theatre department and is now retired.

The 1995 committee was instrumental in defining the terms by which it as well as all subsequent assessment committees would be organized. Specifically, they "took as a major task the responsibility of assessing critical thinking" (*A Plan*, 18). They formulated and approved the General Education Objectives that we continue to use (28).[1] Further, they began to explore various means of direct assessment of student performance from national to faculty-created critical thinking exams and to develop a feedback strategy, "Plan-Act-Analyze-Revise-

[1] In spring of 1998, the district added technology to their list of general education objectives (*Annual Report of Assessment Program Activities*, 1997-1998, 3). While the 1998 assessment committee believed that technology was embedded in the courses, the Committee did add it to departmental surveys (4). The survey question became "How does your department incorporate learning in each of the following areas: Critical Thinking, Communications (Reading, Writing, Speaking, and Listening), Quantitative Reasoning, Technological Skills, Human Diversity, and Global Awareness." (4)

Review-Report" (8). The 1995 feedback strategy is a simpler form of the current assessment committee's strategy, which elaborates on the specific foci of assessment at the institutional level.[2]

The 1995 committee also constructed methods to assist departments to create their own departmental assessment plans. Specifically, they required departments to analyze multi-section general education courses in relation to our stated general education objectives through the use of a matrix, "Harold Washington College General Education Objectives in General Education Courses" (20, 31). This matrix required departments to evaluate the general education courses they offered in terms of general education objectives determined by the 1995 committee. Within this matrix, departments stated that a particular course held a particular objective as: "primary; secondary; related but not essential; not directly related but addressed by some faculty; or not related at all." Departments completed this matrix before assessment activities started and then again in 1997 "with increased understanding of the meaning and function of assessment, and with a more relaxed and contemplative time environment than had existed when the original analysis was done" (*Annual Report of Assessment Program Activities*, 1997-98, 3, 13).

While this first committee laid a significant foundation for assessment at HWC, there were several concerns with its assessment activities. There was a concern that departments and students were not as intimately involved and

[2] See "Chart 2: The HWC Assessment Conceptual Framework" in *Harold Washington College Plan for Assessing Student Learning* (15). This chart visually explains the process by which the current assessment committee conducts institutional assessment beginning with review of the general education objectives.

informed about the assessment process and assessment activities as they could be. This lack of faculty engagement was thought to be caused by the ways in which the assessment process had become too "top-down . . . (a large-scale, college-wide study of students' "critical thinking" skills. . .)," which precluded much-needed faculty buy-in and involvement (*Assessment Program 1999-2001*, 1). The NCA visitation team in fall of 1998 also expressed concern with the committee, specifically in terms of failure to implement its assessment plan (4).

The second committee formed in 1999 with James Schulz (now retired) as the faculty co-chair developed a "bottom-up strategy based on the close assessment of the multi-section courses, which are the heart of the college's course offerings" (1). Essentially, this committee delegated much of the assessment activities to individual departments. With the use of Assessment Records software that Mr. Schulz had created, "each department [was] required to measure, analyze, and report student achievement in its large multi-section courses on a semester by semester basis" (3). Schulz believed that this would increase the degree to which faculty, students, and the community at large became engaged in the work of assessment.

Nevertheless, for two key reasons, this second committee also failed to meet the approval of the NCA (See *Staff Analysis of Institutional Report* submitted by John A. Taylor on November 29, 2001 in response to *Monitoring Report on the Assessment of the Student Academic Achievement Program* submitted by Harold Washington College in October 2001.). First, part of the committee's plan for requiring departments to assess student academic

achievement within their own departments was to tie final grades with assessment scores. Schulz argued that recording final grades helped to "analyze the accuracy of assessment instruments" (7). Nevertheless, submitted reports contained final grades without accompanying assessment scores. Second, the committee's definition of assessment was more politicized than academic; it lacked connection to commonly understood and accepted definitions of assessment, which most academicians would agree constitutes good practice.

Schulz defined assessment as follows:

> The short answer is that "Assessment" is an umbrella term that covers the various review processes, statistical studies and other less well-defined techniques by which the different facets of our educational system are evaluated. The long answer depends on where you're standing: From the perspective of those who fund, regulate, and/or manage academic institutions, the assessment process is of interest in so far as it yields reports – usually in quantified format so as to facilitate comparison – which can be used to satisfy the (political) demand for 'accountability," and to meet the requirements of what is coming to be called 'performance-based funding.'
>
> From the perspective of individual faculty, the assessment process consists in the tracking and reporting of student achievement by means of a standard independent of the specific teaching context. It is the independent character of the assessment standard that distinguishes the assessment process from traditional grading. (*Assessment Program 1999-2001,* "Appendix A: Letter to Department Chairs")

APPENDIX XI

Electronic files, see CD

- Assessment Plan
- Assessment Committee Meeting Agendas, 2003-2006
- Assessment Committee Meeting Minutes, 2003-2006
- Assessment Times Newsletter
  See http://faculty.ccc.edu/colleges/hwashington/assessment/times/at.html
- CCSSE & CCFSSE, student engagement materials
- Humanities & the Arts Assessment tool designed by the HWC Assessment Committee
- "HWC's Human Diversity Survey: From Conception to Practice" presented at the Assessment Institute on October 30, 2006 at I.U.P.U.I. Indianapolis, IN
- Departmental Assessment Plans
- APSA Profiles & Reviews, 2004-2005, 2005-2006