

Harold Washington College Assessment Committee Annual Report Fall 2012 – Summer 2013



Introduction

This has been a hugely busy and successful year for the Assessment Committee, as we have expanded the scope of our collegial reach and received national recognition for our assessment work. This report summarizes and comments on the activities and achievements of the committee. Attention is paid to faculty participation in this important activity of the college. Tasks, results and challenges are presented. Particular emphasis is given to the level and range of faculty involvement in our work and our broadening role within assessment activities at the Department and District level.

Participation Data

These data are presented to give a sense of the scale and scope of faculty and staff involvement in the regular work of the HWC Assessment Committee. Comparative data is presented from 2009 onwards so that this weekly committee activity can also be viewed in the longer-term context of a sustained, committed culture of assessment at Harold Washington College.

Activity	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Committee Meetings	13	12	14	12
Lowest Weekly Attendance	12	9	10	11
Highest Weekly Attendance	18	18	17	16
<i>Average Weekly Meeting Attendance</i>	15	15	14	14
Number of Departments and Offices represented	10	11	8 (9)*	8 (9)*
Regular contributing departments were: Art, Applied Science, English, Library, Mathematics, Physical Science, Humanities and ELL/WL. * Faculty from Social Sciences were regularly involved on Social Science Assessment work while attending Reinvention.				
Attendance remained fairly consistent throughout the semester. It should be noted that additional regular weekly meetings were held by the Chair and Vice Chair with Phillip Vargas of Physical Sciences who was teaching during committee time but maintained consistent work on data analysis for the committee through these regular meetings for our assessment work.				
Activity	Spring 2010	Spring 2011	Spring 2012	Spring 2013
Committee Meetings	13	12	14	14
Lowest Weekly Attendance	10	11	9	10
Highest Weekly Attendance	15	14	16	18*
<i>Average Weekly Meeting Attendance</i>	13	13	13	13
Number of Departments and Offices represented	10	11	8 (9)*	9 (10)*
Regular contributing departments and offices were: Art, Applied Science, English, Library, Mathematics, Office of Instruction, Physical Science, Humanities and ELL/WL. *Faculty from Social Science was also active in committee work but not present at regular meetings because of Reinvention participation.				
There was a drop in participation after midterm in this semester but overall numbers remained even because of strong attendance at a special meeting for Departmental Assessment and the retirement celebration for Dr. Cecilia Lopez from District. Regularly scheduled weekly meetings continued on data analysis between Phillip Vargas of Physical Sciences and Michael Heathfield.				

We have maintained a strong membership and have added one new member, Paul Wandless, as the Departmental Assessment Liaison for the Art Department. We also

welcomed back Carrie Nepstad in the same role for Applied Sciences. All of the new faculty members who joined the committee last year have remained active members and increased their roles and responsibilities, as this full report will note. These participation data are indicators of a vibrant, committed and sustained group of faculty regularly involved in our assessment work. We lost our Advising Office representative due to scheduling conflicts, nor were we able to get a representative from the Business Department. We were happy to see the regular attendance of Dr. Banks from the Office of Instruction, indicating our active support from HWC administration.

Key Activities and Issues Fall 2011

There were seven major areas of activity during the fall semester, which were predominantly handled through our effective subcommittee structure. Key officers were charged with heading up subcommittee work and taking responsibility for outputs and outcomes from these diverse groups of committee members. This has proven to be a very effective methodology for sustaining a complex and demanding range of tasks that are managed through our one-hour communal meeting. This academic year saw increasing pressure placed on this regular committee meeting and much work continued outside committee and at regularly scheduled additional times. The importance of regular meetings and strong faculty dialogue and critique will be returned to in the conclusions to this report.

The seven key work activities this semester were: establishing our discipline assessment program; organizing and gathering data for our 2012 Human Diversity assessment; finalizing the report and dissemination of our 2010 Social Sciences assessment; writing and finalizing the report for dissemination of our 2011 Effective Writing assessment; writing and submitting our 2013 CHEA application; updating the committee charge, website, and 7-year assessment plan; and, working with District colleagues on broader assessment issues.

Discipline Assessment

This semester we began our pilot run of Discipline Assessment with a team of four faculty specifically charged with this task. This is managed through academic departments with Carrie Nepstad representing Applied Sciences, Paul Wandless representing Art and Erica McCormack representing the Humanities department. Additionally, David Richardson was appointed as the Assessment Committee Departmental Coordinator to manage and oversee this new venture.

This first semester of work involved conducting inquiries into department/unit needs to negotiate an assessment focus, establishing protocols and procedures for the operation of this new team of colleagues. A key role, taken up by David and Carrie was to orient our newer members to our standardized assessment process and allow departments to begin to define their own specific units of assessment for this pilot run.

It rapidly became self-evident that standard sub-committee time was not sufficient for this team to spend enough time together in dialogue and planning. The team also began to establish reporting and recording procedures to ensure their work became an integrated and officially noted aspect of the standard assessment committee remit and workload. There was considerable discussion about membership and voting rights on the wider committee. The driving motivation from executive officers was to make this

new aspect of our work as integrated to our standard functioning as possible. Further challenges in this regard will need to be addressed in the future as the Discipline Assessment program expands, adding in other academic departments and more potential committee members. The expanding scale of our work and logistical practicalities of a broader remit will be discussed further in the conclusion to this report.

All three faculty consulted widely within their departments and chose units of assessment that were practical, appropriate, and manageable within the scope of work and time they were given. All three were completely different in approach and scale. This is certainly a clear indicator of faculty control in action and a necessary seedbed for future sustainability. Applied Science faculty decided to focus on student writing as a generic skill across the department's five distinct disciplines. Art faculty selected basic perspective drawing skills that served as foundational across a number of key arts subjects. Humanities chose to look at a specific music course taught in multiple sections and concentrate on a small subset of skills needed to succeed in the subsequent music sequence course.

Undergirding this significant diversity was our well-established seven-stage assessment process, which provided a secure route map for each department to follow. A second consistency that emanated through assessment committee expertise was the requirement that these assessments must have practical utility for departments. We also learned this semester that faculty take time to submerge themselves in our specific assessment culture and this must be supported and sustained, if we wish discipline assessment to embed itself successfully as a common, collegial and cultural activity within academic departments.

2012 Human Diversity Assessment

Jeffrey Swigart headed up the subcommittee charged with our Human Diversity Assessment. This subcommittee worked hard through the semester in preparation for Assessment Week (week twelve) that served as the major data gathering stage for our second assessment of Human Diversity using our own self-designed tool. We are fortunate to have Human Diversity Data from both 2005 and now 2012 allowing us to produce a comparative report on HWC students. There are many interesting findings and this assessment report is in the final stages of writing and we will begin dissemination and dialogue about the findings during fall semester 2013. .

HWC's Human Diversity Assessment tool was shared with four other colleges (Kennedy King, Malcolm X, Truman and Olive Harvey) who were to also gather data in the fall semester so that, for the first time, we would have some cross-college data on this important context of our college work. Jeffrey Swigart, as HWC's Assessment Secretary, handled all these communications and shared every step of his organizational work for this assessment with our sister college colleagues.

We offered faculty the option to bring their class to our Assessment Room during week twelve for students to complete the online 30-minute survey. Or they could ask students to do this "at-a-distance" by giving them the appropriate link to the survey. This would prove to be hugely successful in achieving one of our largest student samples to date.

The use of our institutional Survey Monkey account allowed us to have real time access to the survey, monitor completion rates, chase participating faculty volunteers, and see data patterns as they emerged throughout the week.

The whole process worked remarkably smoothly, much of which was down to Jeff Swigart's planning and leadership of what, in reality, was a fairly inexperienced subcommittee of faculty responsible for this assessment. We will continue to consistently and deliberately broaden the number of faculty who experience the managing of such a large-scale data collection process.

The full participation data from our very successful Assessment Week is shown in Appendix One. These data tell a very interesting story from which much methodological learning has already been applied to future assessment work.

We initially had 50 faculty volunteer their class sections, a very good voluntary participation rate. However, only 14 of these could be identified as adjunct faculty, signaling we must do much more to specifically increase adjunct involvement in assessment activities. Samar Ayesh and Ray Tse, two relatively new committee members, were instrumental in the organizational logistics of this large sample using GoogleDocs. Importantly, all volunteering faculty received a "thank you" email from the Vice President of Academic Affairs, demonstrating administrative support for faculty assessment involvement.

Student participation numbers show the impact of technology on our data collection process and how we can relatively easily achieve a very substantial sample size giving us significant data to work with.

Students who logged in to the survey	1,522	Students who answered final question	1,405
<i>Survey Completion Rate</i>		94%	
Beginning of Assessment Week "out-of-class" participation rate	30%	Beginning of Assessment Week "in class" participation rate	70%
End of Assessment Week "out-of-class" participation rate	52%	End of Assessment Week "in-class" participation rate	48%
<i>Students who left a comment at the end of the survey</i>		442 (29%)	

This increasing use of internet resources has certainly moved our work into easier realms of data collection. We would be hard pressed to schedule and staff a data collection process on this scale using an Assessment Room requiring the physical presence of each individual student. Understanding the pattern of participation also helps us in planning future data collection processes. The following table gives the summary participation data during Assessment Week data collection for our second Human Diversity Assessment. More complete data and analysis of participation patterns from which we can continue to build our methodological knowledge will follow in the full assessment report due in the fall 2013 semester.

Student Data Collection Patterns – Human Diversity Fall 2012 Assessment Week			
Wednesday daytime	304 students	Monday evening	74 students
Monday daytime	300 students	Tuesday evening	34 students
Tuesday daytime	251 students	Thursday evening	23 students
Thursday daytime	215 students	Wednesday evening	22 students
Friday daytime	152 students	Friday evening	17 students
Saturday daytime	97 students		

Social Science Assessment Report

During the fall semester work continued on finalizing the report of our 2010 Social Science Assessment Report. The writing and production process for this assessment had taken an inordinate length of time, compounded by the decision to seek graphic help in the presentation of the report. This sensible decision added a full semester to the delay in delivering this final report. It did, however, teach us a number of lessons about our graphic capabilities and the prerequisites we need if using external graphic expertise in the final production stages of our assessment artifacts. The need for accessible and timely graphic resources will be discussed in the conclusions to this report, as this issue also became challenging within another aspect of our expanded assessment role and profile.

Effective Writing Assessment Report

In stark contrast to our turnaround time on our Social Science Assessment Report, our Effective Writing Assessment moved along speedily through to writing and finalizing findings. This sub-committee, ably led by Jennifer Asimow, made a serious attempt at communal report writing. Our institutional researcher of the time was also involved in critiquing the report, our findings, and providing an important second eye on our statistical analyses. The report has been circulated and during fall semester a range of posters, newsletters and faculty meetings will be organized to discuss the findings.

Online Learning Modules

At the end of October, this subcommittee began a new task of working on online learning modules based on 10 years of assessment findings and the responsibility for the finalizing of the Effective Writing Assessment moved into the Chair's hands. We are creating short electronic lessons to be used by faculty and students to deepen understanding and skills practice in areas of weakness identified in our general education assessments.

2013 CHEA Application Submission

During the fall semester, the Chair worked solidly on a new Council for Higher Education Assessment award application submission. This required considerable synthesis from a decade of our assessment work and a refocus on writing about what we have learned and what we have actually changed as part of our important assessment work. This was a tough application to write, with four areas of investigation defined by very specific questions and a strict 8-page overall application limit. The all-important four CHEA evidence areas were:

1. The Articulation and Evidence of Outcomes
2. Success with Regard to Outcomes
3. Information to the Public about Outcomes
4. Using Outcomes for Improvement

This application had full support from administration; indeed, it included both President Laackman and Vice President Martyn's signatures. It was edited and critiqued in committee, formally approved and submitted three days before the submission deadline.

Updating Charge, Website, and Timeline

David Richardson took on the tasks of updating our charge to take account of our expanded responsibilities, roles and remit. We had been operating under a charge and officer roles that were approved nearly a decade ago, and much had changed since that time. Also, in support of our CHEA application, we also invested in updating our website. John Keiraldo has headed this responsibility for some time and is skilled at keeping our web presence up-to-date and in compliance with the range of new branding requirements emanating from District. As part of this review of some of our foundational documentation, a new and updated 7-year Assessment Timeline was created. This was designed specifically to take us through our re-accreditation in 2018 and meet with our ICCB five-year review requirements for District. Again, John Keiraldo of the library has volunteered his time for keeping this aspect of our web presence updated.

District-Wide Assessment Work

Both the Assessment Chair and Vice Chair attended the new monthly meetings for Assessment Committee officers across the District. This was created under the auspices of Dr. Cecilia Lopez, Vice Chancellor for Accreditation and Assessment. The committee worked solidly on creating the necessary protocols and documentation for the establishment of this new cross-college initiative. This new forum certainly provided considerable learning, and Harold Washington faculty played leading roles in the work needed to establish the District-Wide Assessment Committee. This new forum was useful for comparisons across diverse methodologies and cultures; providing opportunities for faculty to share best practices, findings and implemented changes.

Key Activities and Issues Spring 2013

This was a dense, crowded and successful spring semester that opened with the great news that we were one of the CHEA 2013 Award winners for our institutional assessment program. This provides national recognition for the work of many faculty, administrators, and staff over many years. Jennifer Asimow and Michael Heathfield joined Cecilia Lopez and Margaret Martyn in Washington D.C. in late January to formally receive the award at the large ceremony. Dr. Heathfield gave the acceptance speech on behalf of Harold Washington and CCC. It should be noted in the introduction to the HWC award, Dr. Judith Eaton, CHEA President, remarked that the award panel was exceptionally impressed by the depth, scale, and range of the HWC institutional assessment program, which they believed indicated a successful and deeply embedded culture of assessment at HWC.

Key Work Areas

We were also originally scheduled to take part in our third use of the Community College Survey of Student Engagement (CCSSE) in spring of 2013. This is part of a District initiative to have all seven colleges complete CCSSE, so that some benchmark District data can be established. This was rescheduled by District to take place in Spring 2014. This decision was supported by HWC since we had a full schedule of work and had a strong sense that we were again reaching the point where we had collected enough data and required a stronger emphasis on the reporting, dialogue and initiating changed practices segment of our iterative assessment process. In this semester we finalized and approved our new Assessment Charge and updated work roles and titles for key committee responsibilities. This updated document is presented in Appendix Three.

We maintained four key subcommittees throughout the spring semester: Dissemination (CHEA Award, Social Science Assessment and Effective Writing Assessment), Oral Communication Assessment planning, Discipline Assessment, and analysis of our Human Diversity Assessment Data.

Discipline Assessment

David Richardson took a sabbatical during the spring 2013 semester, and Carrie Nepstad took over the dual role of Applied Sciences Assessment Liaison and Departmental Assessment Coordinator. This small team of faculty progressed significantly this semester after important groundwork in the fall. All three departments identified units of assessment, defined relevant student learning outcomes, gathered data, and presented findings within their Department and to the larger Assessment Committee. A special presentation took place in week fourteen of spring in which we also invited administrative guests and Dr. Lopez from District.

It was evident from the presentation that our Discipline Assessment pilot work has made important progress and broadened successfully the range of assessment work across the college. It was clear that within these three departments significant numbers of additional faculty have been engaged in new and systemic assessment work, which they are finding relevant and useful for improving their work and student learning outcomes within department programs. This is an exceptionally strong step in deepening the range of assessment activities that will have a diverse and far-reaching impact at the frontline classroom level. This activity was initially planned to be expanded into new disciplines and departments, as part of HWC's budget.

Unfortunately, over the summer break, we lost the funding for the three new positions that would expand this work. They were part of the cuts in a very tight budget round. We did manage to maintain all our other officer roles and indeed added in the role Data Analyst, as per our new charge. The intention is to preserve and expand discipline assessment and the necessary resources for this will be a key conversation with Assessment Officers and Administration early in the fall semester of 2013. The work has a proven quality and impact, and this should continue to have a broader influence within departments.

Dissemination

This subcommittee was headed by Jennifer Asimow and took on a number of tasks during this semester. Both a faculty Assessment Times and Student Assessment Times were produced. A two-page informational brief highlighting Effective Writing Assessment findings was also generated and circulated as part of an Assessment Week dissemination strategy. Jennifer, in collaboration with Dean Sarrafian, also lead the continued development of 21 learning modules derived from 10 years of our assessment findings. Within the committee these are called MOOM's (Mini Open Online Modules). This work involved considerable time outside of committee coordinating the work of 9 faculty specifically contracted to produce these new assessment derived artifacts. Again, this is another exciting new initiative that has broadened the scope and potential impact of our assessment work. This initiative has also highlighted two issues that seem to consistently arise from our work and for which we have yet to find satisfactory answers. We remain constantly challenged in our visual and graphic capabilities. This becomes increasingly important as our work becomes more publicly accessible and widely available.

Funding Assessment Work

All primary assessment committee work is funded through special assignments and the maintenance and management of this mode of funding places increasing pressure on both administrative functions and the Assessment Chair, who in this academic year has been responsible for generating around 30 special assignments. Key officers receive release time from teaching, which gives a most valuable resource to these complex college-wide tasks. Leadership, planning, and coordination of this scale of institutional assessment is only sustained by time invested by key players who have built and sustained a voluntary buy-in for regular weekly meetings, large-scale data gathering, analysis of complex data, and communal dialogue to initiate changed practices.

Oral Communication Assessment

Michael Heathfield led this subcommittee as work progressed on the preparation for our first Oral Communication assessment. This specific assessment generates considerable logistical challenges if we are to assess students' oral communication capabilities using a college-wide large sample size similar to those we have normally achieved for our other general education assessments. It also presents a challenge to our technical capabilities if we are to assess live, in-class presentations of significant numbers of students. Logistics, inter-rater reliability, validity, and approach were all issues about which the committee had considerable debate, challenge and critique. Eventually, a methodology was arrived at and is being piloted with a small number of class sections during the summer 2013 semester.

During this planning process, we surveyed all teaching faculty to gain a sense of their oral communication practices, to specifically reach out to adjunct faculty, and trail the notion of assessing oral communication in the fall of 2013. This survey was handled electronically through Survey Monkey, and within one week we received 112 faculty responses, representing 29% of our teaching faculty this semester. Again, this quick assessment survey can be seen as an indicator of a responsive and engaged faculty body at HWC. This pre-assessment faculty research data will be used in the planning stages of our Oral Communication Assessment. A brief summary of these faculty consultation findings is provided as Appendix Three to this report.

It is to be hoped that this full scale and complex assessment data gathering process in the fall of 2013 can continue to engage many faculty and achieve a large sample size despite the multifaceted issues involved in such a live performance format assessment.

Human Diversity Assessment

Jeffrey Swigart, Phillip Vargas and Michael Heathfield worked on organizing and analyzing the mass of data generated from our fall 2012 Human Diversity Assessment. Phillip concentrated on statistical analyses; Jeffrey concentrated on analyzing the strong qualitative data we gained from placing a comments box at the end of our survey. We learned from our District colleagues that we were the only campus using the Human Diversity assessment in the fall to include this open and qualitative student feedback question. We believe this data will add considerable richness and context in which to place our significant statistical findings. The intention with this assessment report is also to attempt to produce findings in a different format from our more usual dissemination practices. We are working to produce at least four "Findings Briefs" which focus in on specific themed data and findings. In this way we plan on being more accessible and reaching more faculty with interesting findings more quickly than is customary. We will still produce a more formal report covering the usual ground, but we plan on making this much smaller and becoming sharper on maintaining a utility and accessibility focus to this aspect of our assessment cycle. We will see if this is possible.

District-Wide Assessment Committee

This commitment continued in this semester and at times challenged officers of the committee with demands driven by a District agenda for documentation, records, or responses which were sometimes additional and onerous tasks added to our already busy and pre-planned work. This is perhaps to be expected at the intersection of faculty and administrative tasks but certainly pressures faculty who in large part continue to carry large teaching loads. The upcoming academic year will be interesting with regard to the District-Wide Assessment Committee. The retirement of Dr. Cecilia Lopez, a driving force in this initiative, is likely to change this work in as yet unknown ways. A key task of this committee in the spring semester was to ensure our documentation: the charge, the key principles, and the different and distinctive sister college assessment plans. These tasks hopefully secured a sustainable and useful framework for District Wide assessment dialogue and learning. As the photograph on the cover of this annual report shows, HWC's Assessment Committee made a special presentation to Dr. Lopez on her retirement, recognizing the significant role she played as a previous Vice President at HWC in revitalizing our assessment culture. The photograph attests to the pleasurable experience this was for all involved.

Conclusions

Towards the end of the spring semester all three Assessment Committee Officers were reappointed to their positions by acclamation. Michael Heathfield will continue as Chair for a further year, Jennifer Asimow continues as Vice Chair and Jeffrey Swigart as secretary. This is a leadership team that has been in place for a few years now, and committee members and administration should begin transition planning for when this leadership team changes, as it must do in the not-too-distant future. We also finally

approved our much debated new Assessment Charge, Job Roles, Expectations and Responsibilities document. This is provided as Appendix Four to this report.

In conclusion, five core issues arise from our extensive work this year and require continued dialogue amongst committee members and our supportive administrative leadership team.

The ever-expanding role and workload of the Assessment Committee will certainly be an increasing issue of concern as we progress into the new academic year. When Discipline Assessment begins to grow, this will add a large new remit to the committee charge. Perhaps, more challengingly, it presents leadership, logistical and practical complexities to a well-established, successfully functioning academic committee. Over this academic year, we have continued to just add in roles, tasks, responsibilities, and people. This has placed increasing pressure on a regular hour long meeting schedule, in which sub-committee work time has been increasingly squeezed by important information sharing, dialogue and critique of every aspect of our collegial assessment work.

Some solutions have already emerged, with Discipline Assessment colleagues scheduling a weekly meeting for the hour before the regular Assessment Committee meeting which they are expected to join. This has worked smoothly this year but we must not lose the centrality of why our HWC assessment practices work so well. It is a collegial faculty-led process of engagement that must be maintained and protected, as busy faculty lives remain pressured in so many other ways. The strength of what we do lies in the time we commit together to debate, disagree, decide, support - and get the work done. Some committee members are wary of this ever-increasing role of the committee. I am more concerned about how we maintain the quality of the work we do as we sustain ourselves through important changes. Executive leadership also meets outside of meeting time- another hour per week.

We have learned a great deal through our Discipline Assessment program, and much progress has been made. The individuality and differences between how this has been approached in the three initial departments has been refreshing and an important reminder that this is an organic and inherently differentiated process. What remain consistent are our well-established assessment framework and the strength of our faculty expertise we use to coach and support new faculty members as they tackle this new and complex task. As this aspect of our work grows, it is hoped we can continue to pick the appropriate faculty to lead this work in their departments and find how we support them to succeed across very diverse departments, practices and personalities.

This year we initially thought we had found a solution to our graphic needs, but this was not to be. This is an area of expertise that we do not have on the committee and one that was centralized as part of Reinvention. As our public profile increases, as it should, we will have to revisit this issue. The scale and range of our work, and our public accountability requirements, will require that not only the content of our work but also its presentational power is strong. The creation of our first online learning modules has also highlighted our inability to easily access graphic and production resources to service our diverse assessment needs. We will need to develop a range of new solutions to this issue which is certain to continue to grow in importance.

Perhaps the biggest unresolved challenge we have faced this academic year also relates to our increasing roles and workloads but speaks more directly to more administrative and fiscal issues. As our work increases and embeds itself more directly and overtly in the regular work of academic departments, we need to revisit the current funding strategies for our assessment work. The special assignment process has proved to be vulnerable, at times unreliable, and an administratively complicated process not best suited to such expansive and consistent assessment responsibilities and functions. HWC administration has fought hard to win strong fiscal support for our assessment activities, yet the manner in which we practically fund the work is a system too vulnerable to uncontrollable forces. These forces have delayed scheduled work, changed staffing arrangements, timescales and certainly impacted deliverables. These are significant unintended consequences of a system designed for special assignments rather than those that are in fact ordinary, expected and consistent functions for some faculty and can clearly be seen as core college activities. We need to find better ways to maintain consistent fiscal support for assessment work that reduce some of the vagaries of our current special assignment administrative system. Our current system of payment and accountability does not serve us well, is not efficient, and creates too much unnecessary managerial and administrative work.

As our 2013 CHEA Award indicates, HWC's Assessment Committee, and its strong administrative support, can sustain work rated as "outstanding" by nationally recognized criteria. This annual report has highlighted both the strength and complexity of our work. The thirteen faculty and the five key administrators named in this report demonstrate that we have a deep and widely shared institutional expertise in assessment. This will continue to serve us well as we seek to address some of the issues highlighted in this conclusion and sustain next year's assessment work in all its glorious diversity.



Mike Heathfield
September 2013

Appendix One

HWC Assessment Week Fall 2012 – Assessment Tracker

	Monday Evening	Tuesday Morning	Tuesday Evening	Wednesday Morning	Wednesday Evening	Thursday Morning	Thursday Evening	Friday Morning	Friday Evening	Saturday Morning	Saturday Evening	Sunday Totals
Total Login	300	374	625	659	963	985	1,200	1,223	1,375	1,392	1,489	1,522
Q1: In HWC Class %	70%	66.6%	61.5%	59.9%	57.3%	56%	54.9%	53.9%	51.8%	51.1%	49%	48%
Q1: Out of Class %	30%	33.4%	38.5%	40.1%	42.7%	44%	45.1%	46.1%	48.2%	48.9%	51%	52%
Question 2	328	364	625	659	943	965	1,175	1,198	1,343	1,359	1,454	1,486
Final Question 27	299 91% Completion Rate	343 94% Completion Rate	593 95% Completion Rate	610 93% Completion Rate	892 95% Completion Rate	917 95% Completion Rate	1,110 95% Completion Rate	1,134 95% (93%) Completion Rate	1,267 94% (92%) Completion Rate	1,285 95% (92%) Completion Rate	1,378 95% (93%) Completion Rate	1,405 94% (92%) Completion Rate
Student Comments	92	105	190	196	275	281	355	364	409	415	437 (29%)	442 (29%)
Numerical Increase	↑300 Daytime participation	↑74 Night-time participation	↑251 Daytime participation	↑34 Night-time participation	↑304 Daytime participation	↑22 Night-time participation	↑215 Daytime participation	↑23 Night-time participation	↑152 Daytime participation	↑17 Night-time participation	↑97 Daytime participation	1,522

Appendix Two - Harold Washington College General Education Assessment Plan 2012 – 2014

<i>Assessment Process</i>	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Student Learning Outcome Definition	Oral Communication (1)			Information Literacy (2)			Physical Sciences (2)
Assessment Research & Design		Oral Communication (1)			Information Literacy (2)		
Pilot Assessment Tools & Process			Oral Communication (1)			Information Literacy (2)	
Collect College-Wide Data Sample	<i>Human Diversity (2)</i>			<i>Oral Communication (1)</i>	<i>CCSSE (3)</i>		<i>Information Literacy (2)</i>
Data Analysis		Human Diversity (2)			Oral Communication (1)	CCSSE (3)	
Report: Make Recommendations & Create Dialogue	Social Sciences (1)	Effective Writing (1)	Human Diversity (2) Effective Writing (1)	Human Diversity (2)		Oral Communication (1)	CCSSE (3)
Track Changes: Impact of Findings & Recommendations			Social Sciences (1)	Social Sciences (1)	Effective Writing (1)	Human Diversity (2) Effective Writing (1)	Human Diversity (2)

Harold Washington College General Education Assessment Plan 2015 – 2017

<i>Assessment Process</i>	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Student Learning Outcome Definition			Humanities & the Arts (2)			Quantitative Reasoning (2)	
Assessment Research & Design	Physical Sciences (2)			Humanities & the Arts (2)			Quantitative Reasoning (2)
Pilot Assessment Tools & Process		Physical Sciences (2)			Humanities & the Arts (2)		
Collect College-Wide Data Sample			<i>Physical Sciences (2)</i>			<i>Humanities & the Arts (2)</i>	
Data Analysis	Information Literacy (2)			Physical Sciences (2)			Humanities & the Arts (2)
Report: Make Recommendations & Create Dialogue		Information Literacy (2)	Information Literacy (2)		Physical Sciences (2)	Physical Sciences (2)	
Track Changes: Impact of Findings & Recommendations	Oral Communication (1)	CCSSE (3) Oral Communication (1)	CCSSE (3)		Information Literacy (2)	Information Literacy (2)	

Harold Washington College General Education Assessment Plan 2017 – 2019

<i>Assessment Process</i>	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
Student Learning Outcome Definition		Social Sciences (2)					
Assessment Research & Design			Social Sciences (2)				
Pilot Assessment Tools & Process	Quantitative Reasoning (2)			Social Sciences (2)			
Collect College-Wide Data Sample		<i>Quantitative Reasoning (2)</i>			<i>Social Sciences (2)</i>		
Data Analysis			Quantitative Reasoning (2)			Social Sciences (2)	
Report: Make Recommendations & Create Dialogue	Humanities & the Arts (2)	Humanities & the Arts (2)		Quantitative Reasoning (2)	Quantitative Reasoning (2)		Social Sciences (2)
Track Changes: Impact of Findings & Recommendations	Physical Sciences (2)	Physical Sciences (2)		Humanities & the Arts (2)	Humanities & the Arts (2)		Quantitative Reasoning (2)

Appendix Three – Oral Communication Assessment Faculty Research Summary (Assessment Times)

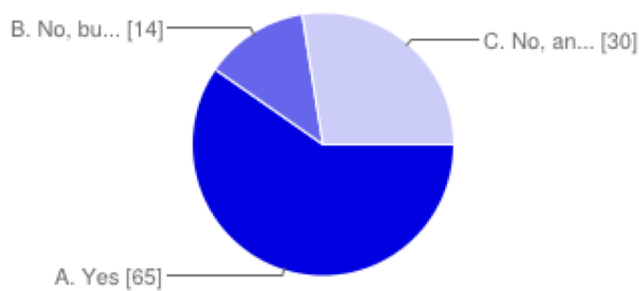
If we need any more evidence of how great HWC faculty is, here it is. In one week, 112 faculty responded to an email request for information about their planned Oral Communication practices for the fall of 2013. This represents 29% of our teaching faculty!

We are planning our first ever college-wide Oral Communication assessment and want to build this process around the practices of faculty. We have a target of 1,000 students, which is a very tall order for something we have never assessed before. It will require the direct assessment of student skills being demonstrated in the classroom.

We already have our student learning outcomes and are reviewing grading rubrics from our own English Department, the University of Kentucky's Assessment List Serve, Valencia College, Ohio State University, and the AAC&U, amongst others. We are particularly invested in reaching out to more adjunct faculty and engaging them in our important assessment work. We got a great deal of useful information back including almost 30 named faculty we can count on to help us in the fall. A deep assessment culture and not bad at all considering we are all up to our necks in midterms right now.

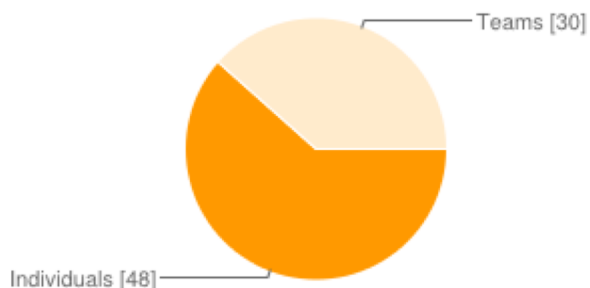
Some key findings were:

Do you plan to have an assignment with an "Oral Communication" component in any of your classes in the fall semester of 2013?



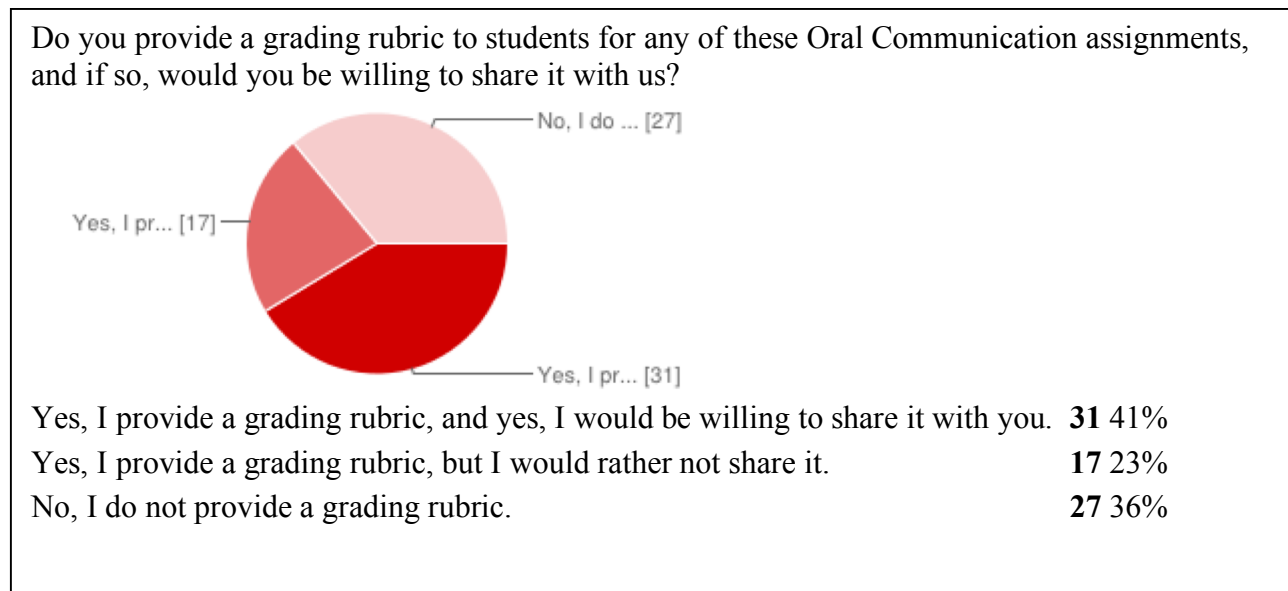
A. Yes **65 60%**
B. No, but I would be willing to include one in a course I am teaching this fall. **14 13%**
C. No, and I do not want to include one in a course I am teaching this fall. **30 28%**

Are these Oral Communication assignments delivered by individuals or teams?



Individuals **48 62%**
Teams **30 38%**

While only 5% of responding faculty tape or record these diverse student oral communication assessments the dominant format was student presentations (81%). Alongside this strong method for assessing student oral communication skills, was the use of a grading rubric by many faculty.



We also got numerous suggestions and guidance about how we can undertake this complex task. Especial thanks got to the faculty who shared their practice wisdom with us. We plan on keeping this conversation going as we move forward through the design and pilot stages. If you gave us your email address, we will also respond to your personally. If you want to get involved in some way in this fall 2013 assessment of our General Education curriculum, then please send me an email so we can work directly with you. It would be exceptional if we could get 45 active faculty contributing oral communication data from their classrooms. We strive to be as inclusive as possible, so you don't have to sit on the Assessment Committee to contribute to our nationally recognized "outstanding institutional practices"!

APPENDIX FOUR

ASSESSMENT COMMITTEE CHARGE – Approved March 20th 2013

(Renewed Draft, v.10 SP13)

The Harold Washington College (HWC) Assessment Committee is charged with developing, supporting, and expanding a learning-focused, evidence-based campus culture. Achievement of these results is only possible through, and so predicated upon a vision featuring broadly shared faculty ownership of assessment activities, meaningful student input, and strong support from the Administration.

Given those conditions, the committee's work should result in:

- A common understanding of the meaning, purpose, and utility of the assessment of student learning, shared among faculty, students, staff, and the administration;
- Documented evidence of student learning (in terms of students' progress and achievement) that can be used to improve instruction, support, services, processes, and most importantly, student learning outcomes;
- Important evidentiary bases for college priorities, including new initiatives, policy development and resource allocations.

The HWC Assessment Committee understands their central activity to be engagement in a comprehensive process that is ongoing, systematic, structured, and sustainable. The HWC Assessment process involves:

- 1) Establishing faculty expectations for a range of student learning outcomes and attainment that are explicit and public, setting qualitative and evidentiary standards for student learning;
- 2) Aligning institution-wide assessment activities, methods, and instruments with the learning outcomes expected by the faculty;
- 3) Gathering, analyzing, and interpreting evidence of students' development and attainment to determine how well their performance aligns with faculty's stated expectations and standards;
- 4) Catalyzing and supporting department and program-level assessment processes that align with, inform, and are informed by institution-wide practices, findings, and responses;
- 5) Using assessment information from both direct and indirect measures:
 - a) To understand how, when, and where learning takes place;
 - b) To identify in what areas and for which students learning needs to be improved;
 - c) To encourage efforts to make changes in modes of instruction, program curricula, learning resources, and support services designed to improve student learning;
 - d) 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;
- 6) Sharing results and cultivating dialogue regarding assessment issues, findings, and action-responses at a range of stakeholder levels.
- 7) Creating and sustaining a strong culture of assessment in three specific domains:
 - a) The general education curriculum;
 - b) Coherent units of assessment at department or discipline levels, beyond the individual classroom;
 - c) College to Careers programs (C2C).

DELIVERABLES AND RESPONSIBILITIES

- A). Create and maintain a yearly Assessment Plan covering a minimum of a five-year assessment span;

- B). Provide assessment consultation and expertise to a range of faculty development initiatives as required;
- C). Develop and disseminate assessment resources:
 - 1. Maintain the Assessment Website;
 - 2. Develop and maintain Assessment Newsletters for a range of audiences;
 - 3. Create widely disseminated assessment artifacts derived from findings targeting diverse stakeholders;
- D). Form interdisciplinary work groups on an ad hoc basis as needed;
- E). Assessment Week activities:
 - 1. Include planning for at least one Assessment Week in the yearly Assessment Calendar;
 - 2. Administer assessment tools during Assessment Week;
 - 3. Coordinate data collection and analysis;
 - 4. Disseminate results;
- F). Support department assessment activities through the work of the Department Assessment Coordinator
 - 1. Provide guidance and feedback on department progress through the assessment cycle;
 - 2. Provide the assessment report format;
 - 3. Collect and compile annual departmental assessment progress reports;
 - 4. Provide feedback to the departments;
- G). Compile an Annual Assessment Report and formally submit to the CAO, President, Department Chairs, and Faculty Council before sharing the relevant sections with key constituents.
- H). Contribute to District Wide assessment activities to build collegial expertise in assessment across our sister colleges.

MEANS OF SUCCESS

I. HWC Assessment Committee Membership

A. Eligible Voting Members

- 1. At least one and not more than two full-time faculty members from each department appointed by the respective Department Chair, including designated "Department Assessment Liaisons" and officers;
- 2. Dean or Associate Dean of Instruction or representative of Office of Research and Planning;
- 3. One student member recommended by the faculty;
- 4. One representative from Faculty Council, appointed by the Faculty Council.

B. Ex Officio

- 1. Any and all interested members of the HWC Community;
- 2. Vice President of Academic and Student Affairs (Chief Academic Officer).

II. Relationship to the Faculty Council

- A. The purpose of the Faculty Council's representation on the Assessment Committee is to ensure open communication regarding the accomplishments and concerns of the faculty with respect to assessment while continuously reinforcing the connection between the body responsible for academic recommendations (Faculty Council) and the activities and findings of the committee;
- B. The Assessment Committee will collaborate with Faculty Council to nurture a college culture that honors

Assessment and a focus on learning, to communicate plans and findings, and to monitor the general effect of assessment activities on the academic culture of the college;

- C. The Assessment Committee will support the work of Faculty Council to provide opportunities for faculty to discuss and debate issues of academic importance by providing expertise regarding various assessment components, suggesting topics and recommendations for consideration, and offering evidence to inform deliberations.
- D. The Assessment Committee is an ad hoc, stand-alone committee that recognizes the importance of its collaborative and informative relationship to the Faculty Council.

III. Relationship to the Academic Departments

- A. The purpose of cross-departmental membership on the Assessment Committee is to access disciplinary expertise with respect to committee activities and ensure open communication regarding the accomplishments and concerns of the departments with respect to assessment while continuously reinforcing the connection between the academic departments and the activities and findings of the committee;
- B. The Assessment Committee will collaborate with the departments to nurture a college culture that honors assessment and a focus on learning, to communicate plans and findings, and to monitor the general effect of assessment activities on the academic culture of the college;
- C. The Assessment Committee will support the work of departments by disseminating information on current trends in assessment, regularly communicating and gathering feedback on committee plans, activities, findings, and recommendations, and providing assistance and support to Department Assessment Liaisons and departmental assessment activities through the offices of a Department Assessment Coordinator—see below for details;
- D. The Assessment Committee recognizes its relation to the departments as one of collaborative peers with overlapping and complementary interests in a single domain—student learning. As such the Committee understands its responsibility to be one of sharing expertise and not directing or encroaching on departmental priorities or activities.

IV. Relationship to the Students

- A. The purpose of student membership on the Assessment Committee is to access students' perspective with respect to committee activities and promote open communication regarding the accomplishments and concerns of the students with respect to assessment while continuously reinforcing the connection between the student body and the activities and findings of the committee.
- B. The Assessment Committee will collaborate with students to nurture a college culture that honors assessment and a focus on learning, to communicate plans and findings, and to monitor the general effect of assessment activities on the academic culture of the college.
- C. The Assessment committee will support the work of the student body toward attainment of faculty defined learning outcomes by regularly communicating and seeking student input on committee plans, activities, findings, and recommendations, making evidence based recommendations regarding all aspects of student learning, and sharing observations and recommendations on the improvement of student learning through pedagogy, curriculum and instructional resources;
- D. The Assessment Committee recognizes its relation to the students as one of collaborative inquiry and support. After all, since it is their learning with which we are concerned, any inquiry thereto requires both informed consent and participation on the part of students. Furthermore, the students are not mere objects of inquiry but agents of their own learning and, as such, should have a voice in the activities and recommendations of the committee.

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

- A. The purpose of administrative membership on the Assessment Committee is to access administrative expertise and logistical support with respect to committee activities while ensuring open communication regarding the accomplishments and concerns of the college administration with respect to assessment while

continuously reinforcing the connection between the leadership of the college and the activities and findings of the committee;

- B. The Assessment Committee will collaborate with the administration to nurture a college culture that honors assessment and a focus on learning, to communicate plans and findings, and to monitor the general effect of assessment activities on the academic culture of the college;
- C. The Assessment Committee will support the work of the administration by regularly communicating and gathering feedback on committee plans, activities, findings, and recommendations, making recommendations to the CAO for modification in current college processes, procedures and policies, contributing evidence for consideration with respect to planning and budgeting, and offering observations and recommendations on the improvement of student learning through pedagogy, curriculum and instructional resources;
- D. The Assessment Committee recognizes its relation to the administration as one of informative symbiosis. It is only with the administration's trust and support that the Committee can fulfill its charge and in fulfilling its charge the Committee necessarily supports and provides the basis for informed leadership. Consequently, the Committee recognizes that we must work closely with the administration to provide them with information about student learning that will be helpful to the administration of the college and that the process must, to be truly effective and informative, be driven by faculty interests and under faculty control.

VI. Committee Leadership

A. The Assessment Committee Chair (6 hours of release time)

- 1. Requirements:
 - 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;
- 2. Duties:
 - a. Set the agenda for regularly scheduled Assessment Committee meetings;
 - b. Preside over Assessment committee meetings using procedures in Robert's Rules of Order;
 - c. Oversee the development, distribution and implementation of the Assessment Calendar working with the CAO or representative;
 - d. Provide oversight for persons and offices charged with collecting, analyzing and disseminating assessment data;
 - e. Coordinate the processes involved in acting on assessment data;
 - f. Coordinate and maintain lines of communication between the Assessment Committee and internal HWC constituents;
 - g. Act as liaison between the Assessment Committee and the HWC Administration;
 - h. Write the public Annual Assessment Report, which describes the year's outcomes regarding the assessment of student learning at HWC;
 - i. Formally submit the Annual Assessment Report to the CAO, President and key constituents;
 - j. Work with the CAO to implement evidence based changes identified by assessment data;
 - k. Attend District-Wide Assessment Committee Chairs meetings on a regular basis.

B. Vice -Chair (3 hours release time)

- 1. Requirements:
 - 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;
- 2. Duties:
 - a. Provide direct support to subcommittee work;
 - b. Coordinate the dissemination of assessment resources to the Harold Washington College community;
 - i. Maintain and revise the HWC Assessment Website;
 - ii. 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;
 - iii. Support the Assessment Committee Chair in communicating with the Department Chairs regarding assessment results at the departmental level;
 - c. Attend District-Wide Assessment Committee Chairs meetings as required.

C. Secretary and Archivist (3 hours release time)

1. Requirements:
 - a. Nominated by members of the Assessment Committee on an annual basis;
 - b. Elected by members of the Assessment Committee on an annual basis;
2. Duties
 - a. Take minutes during the Assessment Committee meetings and disseminate to Assessment Committee members;
 - b. Disseminate information generated at Assessment Committee meetings;
 - c. Maintain current Assessment Committee roster;
 - d. Sustain a searchable archive of Assessment Committee documents and communications.

D. Department Assessment Coordinator (3 hours release time)

1. Requirements:
 - a. Appointed by Committee Chair in consultation with Vice Chair and C.A.O.;
 - b. Affirmed by majority vote of the committee;
2. Duties
 - a. Provide assistance and weekly consultation with the Department Assessment Liaisons regarding their development of Department Assessment Plans (for the purposes of suggestions only);
 - b. Support the implementation of department assessments, and the collection, analysis, and reporting of data;
 - d. Collect bi-weekly progress reports from Department Liaisons and collate for (alternate) bi weekly reporting to committee leadership and C.A.O.;
 - e. Create semester reports of Department Assessment activities for wider circulation.

E. Assessment Research Analyst (3 hours release time)

1. Requirements:
 - a. Appointed by Committee Chair in consultation with Vice Chair and C.A.O.;
 - b. Affirmed by majority vote of the committee;
2. Duties
 - a. Manage large data sets created by Assessment Committee activities;
 - b. Provide a range of relevant statistical analyses and reports from assessment data;
 - c. Ensure ethical and professional human research requirements are sustained;
 - d. Consult with the Office of Research and Planning as appropriate;
 - e. Meet on a regular basis with Assessment Committee Officers and sub-committee members as required for each specific assessment;
 - f. Contribute statistical data and analyses to each assessment report and to the Annual Assessment Report, as required.

VII. Responsibilities of Departmental Assessment Liaisons (3 hours release time)

1. Requirements:
 - a. Appointed by Committee Chair in consultation with Department Chairs and C.A.O.;
 - b. Affirmed by consent of the committee;
2. Duties
 - a. Attend regular Assessment Committee meetings;
 - b. Attend specific department and discipline sub-committee meetings as required;
 - c. Provide regular reports of assessment activity to Assessment Committee and host department;
 - d. Contribute statistical data and analyses to specific assessment reports and to the Annual Assessment Report, as required.
 - e. Select, in consultation with department faculty, coherent units of assessment at the department or discipline levels (beyond the individual classroom);
 - f. Design and sustain a departmental assessment plan, comprised of units of assessment, that includes protocols and processes for assessing student learning outcomes at these levels;
 - g. Partner with faculty to utilize assessment results to improve student learning.

VIII. Election of Officers - Officers are elected for the academic year prior to the end of the previous spring semester following procedures adopted and agreed upon by the committee.

Michael Heathfield

From: Joel Espinoza <Espinoza@chea.org>
Sent: Wednesday, January 02, 2013 2:38 PM
To: Michael Heathfield
Subject: Congratulations on being a 2013 CHEA Award recipient

Dear Dr. Heathfield,

I called your office today and was informed that you are out until next week. However, I wanted to let you know in writing that on behalf of the awards committee for the 2013 Council for Higher Education Accreditation (CHEA) *Award for Outstanding Institutional Practice in Student Learning Outcomes*, it is my pleasure to inform you that Harold Washington College has been named a 2013 award winner. We congratulate you on your success in developing, applying and maintaining evidence of student learning outcomes as a part of your ongoing efforts to evaluate and improve your programs of study.

CHEA will shortly be issuing a press release announcing the award recipients. Tim Willard, Senior Director of Communications, will be in contact with you later this week about the timing of the release.

The formal presentation of the CHEA Award will be on January 29, 2013, at the Tuesday luncheon plenary of the Annual Conference in Washington, DC. We invite you to attend the conference to be recognized for this outstanding achievement.

CHEA will reimburse up to \$500 for travel and hotel. You will also receive complimentary registration (for up to 2 people) to the conference. You can find information and registration for the conference by clicking on the link ([2013 CHEA Annual Conference](#)).

Please do not hesitate to call me with any questions you might have.

Regards,

Joél Espinoza
Special Assistant to the President
Council for Higher Education Accreditation
One Dupont Circle, NW, Suite 510
Washington, DC 20036-1135

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