ANNUAL REPORT 2016-2017

Prepared by: Carrie Nepstad, Assessment Committee Chair
HAROLD WASHINGTON COLLEGE Assessment Committee

Contents

Committee Membership

Executive Committee

Chair: Carrie Nepstad, Applied Science

Vice Chair General Education: Jeffery Swigart, Mathematics

Vice Chair Unit-Level Assessment: Erica McCormack, Humanities and Music

Secretary: John Kieraldo, Library

Research Analyst: Philip Vargas, Physical Science

Research Analyst: Sarah Kakumanu, Mathematics

Coordinators

Program Assessment Fall: Jennifer Asimow, Social and Applied Science

Program Assessment Spring: Paul Wandless, Art and Architecture

Online Learning Fall and spring: Jennifer Asimow, Social and Applied Science

Unit-Level Assessment Liaisons: Fall 2016

Art and Architecture, Paul Wandless

Biology: Aigerim Bizhanova

Business and CIS: Bral Spight

English, Speech, and Theatre: Amy Rosenquist

Humanities and Music: David Richardson

Library, Todd Heldt

Mathematics: Fernando Miranda-Mendoza

Physical Science: Allan Wilson

Social and Applied Science: Nick Ceh

World Languages/ELL: Margarita Chavez

Unit-Level Assessment Liaisons: Spring 2017

Art and Architecture, Paul Wandless

Biology: Bara Sarraj

Business and CIS: Bral Spight

English, Speech, and Theatre: Amy Rosenquist

Humanities and Music: David Richardson

Library, Todd Heldt

Mathematics: Camelia Salajean

Physical Science: Allan Wilson

Social and Applied Science: Nick Ceh

World Languages/ELL: Matthew Williams

Membership

Cindy Cerrantano, Academic Affairs

Ray Tse, Physical Science

Willard Moody, English, Speech, and Theatre

Loretta Visomirskis, English, Speech, and Theatre

Jacquelyn Werner, Academic Support Services

Yev Lapik, Biology

Fernando Miranda-Mendoza

Key Activities Fall 2016

Faculty Development Week (FDW)

Each of the unit liaisons presented their work during Faculty Development Week in August. In the past, the liaisons participated in a showcase, which took place during the weekly assessment committee meetings. This year, the AC along with support from the Committee for the Art and Science of Teaching (CAST), decided to schedule the showcase during FDW so other faculty would have the chance to hear more about various assessment projects across the departments. This was a good opportunity for liaisons to report out, but it also provided an opportunity for faculty who are interested in becoming a liaison to hear more about the process.

Experiments with committee time

The subcommittees for this semester were primarily focused on editing responsibilities. This allowed for more committee time to be spent in a large group discussion format. The group focused on various areas of assessment including areas where AC members felt comfortable and areas where they felt they needed to learn more about assessment. Committee time was also spent on various exercises such as classroom assessment techniques, engaging in a reflective process about assessment information, and building a culture of assessment.

Assessment of General Education: Humanities administration, norming session, and rating

The Humanities tool, which was updated and revised, was administered during the fall semester. In that process, the rating rubric was also updated and revised. Twenty faculty members volunteered to serve as raters. Two norming sessions were held toward the end of the semester. Over winter break, Jeffrey Swigart Vice Chair of General Education Assessment with assistance from Philip Vargas Research Analyst organized data collected from the essay portion of the Humanities assessment and assigned raters to each essay. Raters used registration hours to do the rating.

Unit Assessment

This is the first semester when every academic department has an assigned Unit Assessment Liaison. This has been a gradual process over the past several years starting with three liaisons and building up over time to ten liaisons. This is an important milestone for the AC and the AC members expressed gratitude to VP Armen Sarrafian for this level of support.

Program Assessment

Paul Wandless served as a Coordinator for Program level assessment at HWC. The way programs are identified, at least initially, is any unit of study resulting in a certificate or degree. Paul spent time reaching out to department coordinators and chairs to gather information about programs offered in each department.

Assessment in online learning

A letter went out from the AC Chair to all faculty teaching online courses describing the student survey, which is an indirect assessment tool developed by the AC. The goal of the survey is to gather student perceptions of their own learning in online courses relative to perceptions of their learning in face-to-face courses. That letter was followed by a letter from Jennifer Asimow, Coordinator of Assessment in Online Learning inviting faculty to encourage their students to participate in the survey.

District-wide Assessment Committee

Keith Werosh from the District Office coordinated a faculty survey to be administered district-wide, which focused on the culture of assessment at each of the City Colleges. This was promoted as an opportunity to contribute to research on the subject and to explore responses from each college. In the end, the response rate was too low to be considered a representative sample.

Assessment and Administration

The Office of Administration purchased a copy of "Assessing Student Learning: A Common Sense Guide, 2nd edition" by Linda Suskie to each officer of the AC and one copy of the book for each academic department.

Publications

Fall Assessment Times
http://www.ccc.edu/colleges/washington/departments/Documents/HWCAC/Newsletter/HWCAC%20-%20Assessment%20Times%20-%202016%2011.pdf

Public Speaking

Assessment Institute IUPUI 10/18/16: Philip Vargas, Sarah Kakumanu, and Carrie Nepstad presented about the Natural Sciences assessment administered at HWC.

Key Activities Spring 2017

Closing the Loop

- Assessment Day during registration week: Todd Heldt, Librarian, did a presentation for faculty on Information Literacy.
- AC members facilitated round table discussions with faculty to review the current General Education SLOs

Assessment of General Education

The Quantitative Reasoning tool was reviewed, and revised by a subcommittee and then the full AC took the test together during a meeting as a pilot. The tool will be piloted over the summer and then formally administered during the fall 2017 semester.

Online Learning Assessment

Survey data were analyzed by Data Analysts. Jen Asimow, Coordinator, put together a Power Point presentation and presented the findings to the AC as well as to the Online Advisory Council, which is comprised of faculty and administrators from across the district. The Final report for this assessment can be found on the website: http://www.ccc.edu/colleges/washington/departments/Documents/HWCAC/Online%20Assessment/HWCAC%20-%20Online%20Assessment%20-%202017%20Report%20Student%20Perceptions.pdf

Core Documents Review

The Charge was reviewed and revised. Revisions reflect changes to release time hours for the VP of Unit Assessment to reflect the increase in the number of liaisons as well as the new roles of Online Learning Assessment Coordinator and Program Assessment Coordinator. The calendar was reviewed, but was not revised at this time.

Data Analysts

The workload for data analysis has increased considerably as many liaisons are now at the point where they require analytical support in addition to ongoing analysis required for general education assessment. Data Analysts met to discuss protocols and deadlines for requesting data analysis in an effort to prioritize projects and manage them effectively throughout the year.

Program Assessment

Program Assessment Coordinator, Paul Wandless has met with all departments that offer programs which are defined at HWC as any unit of study resulting in a certificate or degree. The goal of these

meetings was to discuss the assessment plans/activities currently in place. This year, Paul met with the Digital Multimedia Degree (DMD), Theatre, Music, and AFA Studio Art.

Website updates

The pages were reviewed by the AC Chair and a report was sent to District Office. John Kieraldo, AC Secretary and Archivist has updated the pages with photos and images. A group photo of the AC along with a thumbnail image for the current Assessment Times along with shortcut links to various sections of the website are now reorganized on the Assessment home page. At each page, there is now an option to return to the home page. The AC is working with District Office to make sure the pages are fully searchable.

Publications

Assessment Times Spring 2017 edition:
http://www.ccc.edu/colleges/washington/departments/Documents/HWCAC/Newsletter/HWCAC%20-%20Assessment%20Times%20-%202017%2004.pdf

Public Speaking

- 21st Annual Illinois Community College Assessment Fair 2017 at Prairie State College: Todd Heldt, Library Unit Assessment Liaison, and Carrie Nepstad, AC Chair presented, "Information Literacy in a Post-Truth World" and Cindy Cerrantano, Associate Dean of Instruction, presented on Classroom Assessment Techniques.
- A visit to Blackhawk College in Moline, IL: Carrie Nepstad, AC Chair, Jen Asimow, Coordinator of online learning assessment, and Dr. Kristin Bivens, English/Speech/Theater were invited to meet with faculty and administrators from Blackhawk College to discuss assessment and share our strategies of creating a culture of assessment. Their various talks were simulcast across two of Blackhawk's campuses. The team was well received.

Unit Assessment Annual Report Prepared by Vice Chair Unit Assessment, Erica McCormack

In the 2016-2017 Academic Year, the Harold Washington College Assessment Committee (HWCAC) was gratified to see the Unit-Level Coordinator/Vice-Chairperson role and each of the previously-established Unit-Level Liaison positions reaffirmed and supported by administration in the budget for the Fall 2016 semester in order to provide a Unit-Level Liaison to each of the 10 academic departments at HWC.

Erica McCormack, Assistant Professor in Humanities and Music, has been serving as the Unit-Level Coordinator/Committee Vice-Chair, Unit-Level Assessment since spring 2015 and has been elected to continue in that role for the 2017-2018 Academic Year as long as the role remains in the budget.

For the first time, the 2016-2017 academic year has seen the Unit-Level Coordinator/Committee Vice-Chair role supported by local administration with six hours of release time (rather than the three hours that were initially ascribed to the role when it was first created in Fall 2012) due to the number of liaisons (and therefore of meetings and written work) more than tripling since the role was first established. This has been vital in enabling the position to contribute more substantial support to all Unit-Level liaisons and their projects.

Unit-Level assessment has been defined by the HWCAC as the assessment of any student learning outcome that goes beyond the individual class level but that does not extend to the level of the college general education outcomes. The Unit-Level Liaisons facilitated assessments with the input of their colleagues in the following ten departments during the Fall 2016 and Spring 2017 semesters—Art & Architecture (Paul Wandless); Biology (Aigerim Bizhanova in Fall; Bara Sarraj in Spring); Business (Bral Spight); English, Speech, & Theatre (Amy Rosenquist); Humanities & Music (David Richardson); Library (Todd Heldt); Mathematics (Fernando Miranda-Mendoza in Fall; Camelia Salajean in Spring); Physical Sciences (Allan Wilson); Social Sciences & Applied Sciences (Nick Ceh); World Languages/English Language Learners (Margarita Chavez in Fall; Matthew Williams in Spring)

The committee charge for Unit-Level work requires that all liaisons follow the six-stage process of assessment work: 1) Department Buy-In and Outcome Definition; 2) Assessment Research and Design; 3) Pilot Assessment Tools and Processes; 4) Administer Specific Assessment; 5) Data Analysis; and 6) Supporting Evidence-Based Change (Use of Findings).

Each assessment that is developed with the mentorship of a Unit-Level Liaison should run through this loop, but all six stages do not occur within a single semester. Especially for departments just beginning Unit-Level Assessment work (as of Fall 2016, that includes the Library and World Languages/English Language Learners), along with departments that undergo a change in liaison and accompanying project midway through the academic year (that includes Biology, Mathematics, and World Languages/English Language Learners), the first couple of stages can comprise the work of the first semester, then the administration of the full-scale assessment and analysis of the data to support evidence-based change can continue in subsequent semesters.

The way this Unit-Level assessment work continues and expands over the course of multiple semesters is particularly evident in the Art & Architecture and Humanities & Music reports. Applied Science (which as of this academic year has been incorporated into the Social Science department), Art & Architecture, and Humanities & Music have all had Unit-Level Liaisons since the fall 2012 semester. These reports demonstrate the way in which the cyclical six-stage process is used to get one assessment running within the department and then sustain that assessment while developing another.

The administrative support for Unit-Level Liaisons and the Unit-Level Coordinator/Vice-Chair, primarily represented through the allotment of reassigned time for doing this assessment work, is vital to the success and growing complexity of the assessment process. One of the greatest successes for the college related to the Unit-Level work has been what it has offered to departments invested in Unit-Level assessment efforts. More discussions among faculty related to student learning and how to best support evidence-based change are happening in those departments, and a clearer understanding of the faculty-driven assessment process at HWC has taken root. This increased dialogue and understanding helps strengthen buy-in for assessment efforts at the General Education level as well as at the Unit-Level, and the committee therefore is excited to celebrate this academic year as the first time when every department at HWC had a Unit-Level liaison participating in this process. We hope our college will continue to benefit from significant investment in future academic years.

The local HWC administration's financial support that makes Unit-Level assessment work possible represents the vital accompanying reallocation of faculty time through the establishment of the 3-credit equivalence for the Liaison role, and 6-credit equivalence for the Coordinator/Vice-Chair of Unit-Level Assessment role. That time is used by the Liaisons to work through the six stages of assessment, which includes meetings with other stakeholders in the department and across the college (including occasional meetings with the HWCAC research analysts as well as with the college Assistant Director of Research and Planning, Decision Support), and meeting weekly or biweekly with the Unit-Level Coordinator/Vice-Chair in order to troubleshoot and reorient as necessary. In past semesters, liaisons had met in a group setting,

but due to the expansion of liaison efforts, meetings were broken up so that the Unit-Level Coordinator could work one-on-one with each liaison. This has allowed for more individual feedback and support to be provided to each project.

Rather than conducting a showcase of Unit-Level work during the regularly-scheduled Assessment meeting, as had been standard practice from Spring 2013-Spring 2015 to highlight how much progress each Liaison has made on behalf of their department and also how distinct each of the Unit-Level projects are, the Assessment Committee has decided to make the final liaison deliverable of a presentation on the work completed for the 2016-2017 year due during Faculty Development Week leading into the Fall 2017 semester.

Furthering the goal of the Assessment Committee to foster more frequent and deeper discussions among faculty related to student learning, the creation of multiple sessions where each liaison can present their project is expected to create an opportunity for all ten Unit-Level Liaisons to present to an audience of full-time and part-time faculty and activate many successive conversations and ideas about how to best support evidence-based change.

The Unit-Level model has enough structure so that new projects can be developed and implemented, but it is also flexible enough to be able to assess the authentic questions about student learning that faculty working in the various disciplines and programs within departments want to know, thus providing data to address those questions and allow faculty to support evidence-based changes in the future.

The Unit-Level work being done at HWC represents a flourishing of assessment activity across the college that is an important parallel to the committee's General Education assessments, and the committee hopes to encourage it to continue to include all academic departments and ultimately infuse authentic assessment dialogue and work into every department and discipline.

Art and Architecture Liaison Report prepared by Paul Wandless

Department Buy-In and Outcome Definition

a. Background and Purpose of Assessment (unit description)

Hands-on assessment tools are needed for the technical skills covered in Art 144, Two-Dimensional design. The purpose of the assessment is for students to demonstrate their level of command with a specific technical skill within the principles and elements of art. These individual technical skills are introduced in class through exercises to build command and understanding of that particular skill. Once the exercises are completed, the skills are then incorporated into projects that applies them along with additional aesthetic, conceptual and technical considerations. If a student hasn't developed a command of the technical skill first, they will be unable to successfully apply the skills in their artwork creatively.

While these technical skills could be assessed at a cognitive level through quizzes, tests and written work to measure general understanding, they must ultimately be assessed through hands-on tasks for effective measurement. This is because the student must also be able to physically demonstrate command with the materials and supplies used when executing the technical skill.

The technical skills are assessed to measure the stated objectives and SLO's within the A.F.A Studio Degree and Art 144 course syllabus. The direct connection between the Objectives and associated SLO's, is they are technical competencies. Research was conducted to identify best practices, national standards and national guidelines. This research is on-going and has been instrumental in assuring the level of quality and relevancy of the objectives and SLO's.

b. Stated Objectives/SLOs in A.F.A in Studio Art Degree (unofficial draft language)

Degree Objective (technical)

Develop technical competence in a broad range of skills and tools for the manipulation of materials and mediums within the fine arts disciplines.

Degree Student Learning Outcome (technical)

Demonstrate competence in the application of a broad range technical skills for the fine arts disciplines with appropriate tools, materials and mediums.

Stated Objectives/SLOs in Course Syllabus

c. Stated Objectives/SLOs in the current Art 144 Syllabus

Course Objective (technical)

Introduce the principles and elements of 2D design through readings, demonstrations, blackboard, class discussions and field trips.

Course Student Learning Outcome (technical)

Demonstrate an understanding and knowledge of the elements and principles of two-dimensional design through assignments, papers, quizzes and test.

Assessment Research and Design

This assessment tool will focus on particular sets of technical skills our students learn during the course of the semester. The tool will measures a sub-set of tasks that cumulate into the overall technical skill set. For example, the 1-point and 2-point perspective sub-set tasks are drawing a rectilinear shape, drawing a receding opening and demonstrating craftsmanship with materials. The rubric scores each one of these tasks individually to ascertain their level of command. This allows for measurement of the overall skill and the individual tasks performed within it as well.

Pilot Assessment Tools and Processes

The assessment tool is an 8 1/2" x 11", stapled packet that consists of 3 sections. The color theory section has projected images that students use to answer the questions. The perspective and value sections are completed with graphite pencils within the packet.

Administer Specific Assessment

The unit level liaison verbally goes over the instructions and explains why the assessment is important to the department and how it's meant to improve learning for Art 144. Clear instructions are also on the cover page and on each individual skill assessment page so students can refer to them during the assessment. No additional instructions are given once the assessment starts to assure students are making decisions on their own without any instructor assistance. A 45 minute time limit is given to complete the assessment and names of the instructors and students are not on any of the packets to assure anonymity.

Data Analysis

Color Section

This is the first semester for the color assessment and it was pretty successful.

Identifying complimentary colors, primary colors and secondary colors on the Itten color wheel scored very high. Approximately 85% of the students answered these questions correctly. Correctly identifying split complimentary and triads scored lower than expected. Less than 50% of the students answered these questions correctly. The expectations was for this to be closer to 75%.

Identifying the use of color in a projected image was more challenging on a whole. Identifying color temperature scored high, but the other uses were answered with just 50 - 70% accuracy. This will be an area to reinforce, so students do a better job in the future accurately recognizing how color is used in a work of art.

This was a good start, though and there may be some adjustments in the images projected to see if that impacts the results as well.

Perspective Section

Both 1-point and 2-point perspective showed improvement in drawing the rectilinear shape. But, both showed a decrease in drawing a receding opening. 95% of the students have difficulty with this task, which is 40% more than last year**.** Isometric Projection is still the least challenging of perspective skills. The scoring was high across all three sections, just as it's been since the start of this assessment. This indicates that students have a full understanding of this competency and how to demonstrate it as well. This skill will no longer be assessed in the future.

Value Section

The overall results for the Value Assessment were similar once again to the prior semesters. Using shading and value to create a 5 - step gradient (light - dark) was still a strength, with value scoring a little higher than hatching.

Applying value to a rectilinear form and a cylindrical form continues to be a challenge for students. These are the more difficult skills of the 4 value competencies. The 5 - step gradients show the ability to create value changes. Adding value to different forms addresses the ability to apply value changes. The application of a skill is typically more challenging than the straight execution of it, exercise-style. 70% of the students are proficient or need some work. 15% meet the standard and 10% did not meet the standard at all.

Supporting Evidence-Based Change

(Use of Findings from Past Assessments)

Tool Updates

The scope of the assessment tool was expanded to include color theory and color use. The color assessment is comprised of 2 parts, with 5 questions each.

Part 1 has 5 questions where students answer questions identifying color harmonies associated with the Itten Color Wheel that is digitally projected.

Part 2 has 5 multiple-choice questions where students identify the use of color in an image that is digitally projected.

This is the first tool expansion since the value assessment was added fall 2014. Like value, color is a technical skill introduced in this course which students need to be successful in future studio courses. Color is especially important in preparation for the painting and printmaking courses. Color is also a skill linked to the stated technical Objectives and SLO's of the AFA Studio Degree and Art 144 2D Design syllabus.

Rubric Updates

The rubric was update in two different ways. A new section was added to score the color theory assessment. This rubric was simply having the correct answer for the questions. They scored as correct or wrong. There were no degrees or partial credit since there was only one possible correct answer for each question.

The second way the rubric was updated was in the perspective and value assessment. The rubric is now a descriptive rubric as opposed to a chart that was filled in with a score. Now each box has a description that provides rationale for why that score should be marked.

Success Factors

Overall, the Art 144 assessment has been very successful and several factors have contributed to its improvement.

1. Each semester, updates and adjustments are made to the assessment based off feedback from instructors, students and DAA faculty. This year color theory and color use were assessed.
2. Each semester the Shared Vocabulary list is updated to reflect the assessment language. This builds continuity of how terms are used across the sections and assures students in all sections are understanding and applying the terms in the same way. This year color theory and color use terms were added.
3. Each semester the course resources supplied to the instructors are updated to support instruction for the concepts assessed. This helps in norming what the basic expectations are for the assessment.
4. The dates for the assessment, shared vocabulary and assessment specific course resources are given to the instructors before the semester begins. This gives them plenty of time to plan how they will incorporate the supplied information in their usual teaching methods. It also allows plenty of time for conversation with instructors to clarify any questions about the assessment well before it's administered.

5. Sharing the results of prior semesters with instructors has also been very valuable .This serves as a wonderful learning tool for instructors to see not only the current results, but the semester-by-semester comparative results. This enables instructors to see what is happening across all sections and gives a sense of camaraderie. It has also fostered more open communication as well.
6. Speaking to each class personally about assessment helps with putting everyone in the right frame of mind. Before I handed out the assessment, I explained to the class how the results are used to help make the class as effective as possible for the student and the teacher. The data gives the department a way to measure how well we are meeting the outcomes of the class. This information, then helps with curriculum decisions to assure quality of information covered remains relevant with the proper level of rigor.

Recommendations

New

1. A new section will be developed for the Art 144 Assessment. This section will be cover composition, balance and symmetry. This was recommended by Annie Kielman who is has taught Art 144 and participated in this assessment since its beginning.
2. Update vocabulary list of core terms with composition, balance and symmetry terms. This will assure a consistent use and understanding of core terms that students should fully understand and be able to recognize and apply.
3. Isometric Projection is still an important skill and has consistently measured at a very high level from the very first assessment. So in light of adding new sections, the isometric projection section will be removed.
4. Images for Color Assessment will be reviewed with Art 144 instructors. Some images may be replaced if better examples of color use are identified by faculty.

Continuing

1. Continue to meet at the start, during and the conclusion of each semester with all the instructors to share information and assessment results. Results, successes and challenges will all be discussed at the conclusion of each semester.
2. Continue to supply resources to instructors that cover the important concepts and competencies for perspective, value and color that will be measured with the assessment.
3. Continue to encourage instructors to reinforce skills after they are introduced through exercises. It's important to do this in a manner that will allow students to not only learn the execution of the skill, but also be able successfully apply it appropriately.

Biology Liaison Report prepared by Bara Sarraj with Aigerim Bhizanova

Scientific writing in general microbiology courses

Introduction

Writing is an essential tool of communication in science in general and biology in particular. The format of scientific writing in biology follows the style known as IMRaD, short for Introduction, Materials & Methods, Results and Discussion. Using references was included as well. Specialized journals such as Science, Nature, Cell and Proceedings of the National Academy of Sciences publish biomedical findings following this style but with a variety of modifications. However, the undergraduate level of scientific writing is below average except for the top students. Because of this challenge, I created a brief template the students were asked to populate with their ideas regarding collected data of a specific lab. To strengthen the effect of the template, it was expanded with more detailed instructions as well as a rubric to guide students in their writing according to the aforementioned template.

Materials & Methods

The project was a part of the biology liaison of the assessment committee. The preliminary phase was to develop the rubric and enhance the template that students were supposed to use as a guide for their lab report writing. Two microbiology sections were enlisted for the preliminary phase of spring 2017. The final phase in fall 2017 enlisted two sections and biology courses other than microbiology. Because of the low number of students from other biology courses, three additional microbiology sections were enlisted in spring 2018. Students usually write four lab reports throughout a single semester. The third lab report was selected to analyze its writing efficiency as students proceed to a more advanced stage in the course. The fourth lab report was not selected for analysis because it adopts a different format. Submission of lab reports was via Turnitin Assignments online to exclude any plagiarism possibility. Lab reports were on the same subject and similar data of antibiotic resistance. The quality of work for each report part was estimated on a scale of 1-4 with 1 as mediocre, 2 as average, 3 as strong and 4 as excellent. 0 means the paper part was either not present or irrelevant to instructions. Total number of students for all microbiology course sections was 89 students.

Results

Table 1. The quality of work on a scale of 1-4.

	Number	Title	Introduction	Materials & Methods	Results	Discussion	References
EG17	18	2.06	2.89	2.56	1.83	1.83	1.67
SU17	22	2.27	3.27	3.41	2.32	2.91	3.00
EG18	21	2.05	3.05	3.05	2.71	2.76	2.57
KLQ18	12	2.42	3.25	3.25	2.50	2.67	3.00

SU18	16	2.50	3.69	3.25	3.13	2.75	2.94
Total	89	2.24	3.21	3.10	2.48	2.60	2.62

The quality of the paper components were shown in table 1. Only writing the Introduction and Materials & Methods was strong whereas the rest of the paper components were a little above average between 2 and 3 in our scale.

Discussion

Though the improvement in scientific writing was noticeable compared to previous semesters that lacked the template and rubric, but the progress of writing that took a year and a half was less than expected. Titles were more general than specific and some were scientifically inaccurate or faulty. The introductions witnessed failure to give the reader the scientific background of the cells, reagents, assay rationale and purpose. Materials & Methods were either inaccurate or too terse to allow the reader to repeat the assay if needed. Results showed student reluctance to explain data or pinpoint the most important finding to prepare for discussion. Discussions were mere repetition of the results section, stating known facts instead of analyzing data or contrasting with these known facts. The whole body of the report had seen failure to use external references, even if quoted, to elaborate or give further perspective on the subject. References were of low quality, very few or of the wrong APA format. Reports had shown Inconsistency in the effort spent and quality among the sections of the report. There were many strategies adopted over the semesters to improve scientific writing. One approach was to peer review online and in class. Samples of good and bad writing were analyzed and graded in class. Interestingly, students recognized well the bad elements of writing and utilized the provided rubric efficiently, but failed to avoid them in future lab reports. The template and rubric will be further refined and utilized, but more strategies in scientific writing improvement will be researched and adopted.

Business Liaison Report prepared by Bral Spight

Background

The Business Department at Harold Washington College wants to understand the abilities of students prior to entering a pathway of study to accomplish at least three things. First of all to begin base lining student performance in a way that could later be contrasted with performances of transferring/ graduating students to help demonstrate programmatic efficacy; secondly to help alter pathway curriculum based on any trends and issues perceived; and finally to be an aid in teacher preparation prior to the start of classwork in the next sequence of classes. Anecdotally instructors have observed that students enter into business pathways with a wide variation of knowledge and abilities. The goal was to provide a way to systematically and efficiently catalog student capabilities by individual that could be aggregated and collectivized as needed and appropriate. This work has been subsequently expanded to include topics relevant to the documentation required in support of departmental accreditation.

Department Buy-In and Outcome Definition

This work builds on previous work done in previous semesters. The department first held discussions with tenured and non-tenured faculty about the results of the pilot work. That input was used to tailor the timing and wording of the information sent to students via a Blackboard administered survey. It was determined that at a later date

Like previous semesters it was determined that the best time to approach students early in their HWC careers was at the beginning of three courses which were common to almost all later course requirements, Business 111, Business 141, and Business 181. This was then paired with the results of students completing courses considered to be taken later in their career, Business 269, Business 182, and Econ 201. It was determine that pending the results this semester a full review of questions would be undertaken with the assistance of faculty across the city colleges system.

Assessment Research and Design

This was a follow-up to a previously designed survey, a copy of the survey questions is included for review at the end of this report as an attachment. The general design principles were to leverage a national survey of potential "Exit" exams and assessments from community colleges and four-year colleges along with a questions from previous Business and Econ course exams to come up with the pool of questions to be used. Any question used was were cross-referenced against the course outcomes and expectations for the same courses to determine appropriateness for the assessment. The specific knowledge areas probed related to:

1. General knowledge of business terms and definitions deemed critical to performance in subsequent courses
2. Ability to perform basic computational business calculations
3. Ability to navigate routine mathematical operations which will serve as a foundation for the additional business calculation to be learned in higher-level classes

Assessment Tools and Processes

The assessment format chosen was to ask 30 multiple choice questions in 60 minutes in such a way that students would be best placed to score well only if such knowledge was deeply held. In addition to potential answers students would also be allowed the option to answer I do not know as appropriate. These same questions would then be used in a second survey presented to students matriculating through the second set of classes student generally take later in their tenure at HWC. The timing was honorary only and those that needed it were allowed to take as long as needed to complete the assessment. They were later asked how long it took to complete the assessment as the last question presented to them. The assessment were provided to all sections of aforementioned courses along with an instructor explanation that was sent out separately on how to administer the assessment and an encouragement for teachers to help ensure high participation rates through class participation credit or other appropriate means. The assessment was designed to run for two weeks before collection of results.

Administer Specific Assessment

The assessment was administered over a two week period in the fall of 2016 via a Blackboard domiciled tool. The tool went out to 26 sections, collectively all the fall sections of Business 111, Business 141, Business 181, Business 182, Business 269, and Economics 201 both online and face to face. Overall 157 students responded out of 1,121 surveyed for a response rate of 14%. Face-to-Face classes responded 33.9% of the time and on-line classes were much lower at 14%. "Early Tenure" classes had a 16% response rate while later tenure classes had an 11% response rate.

Data Analysis

The data yielded the following results:

- Average performance of the assessment for early career: 47% with a standard deviation of 15%.
- Average performance of the assessment for late career: 52% with a standard deviation of 13%.
- Percent increase between early and later is 10% with a p-value of 0.054. This is just a hair above significance at the 0.05 cutoff.

- Average performance of the assessment for online: 47% with a standard deviation of 14%.
- Average performance of the assessment for f2f career: 55% with a standard deviation of 15%.
- Percent increase between early and later is 16% with a p-value of 0.007. This is significant. (Note: there is significance here, it may not have been attributed to the learning modality, but the compositions this tool was administered in the F2F vs the online setting. See the respective response rates above.)
- Cronbach Alpha Score: 0.7738. This test measures the internal consistently of a tool. A value of 0.77 is typical deemed "acceptable".
- A Pt. Biserial was performed on all of the individual questions. Nothing flagged above 0.8, and only one questions flagged below 0.2 which was Q5 (Pt. Biserial of 0.13)

Supporting Evidence-Based Change (Use of Findings)

The results will be presented in a department meeting in August and subsequently in a City Colleges wide discipline meeting in fall of 2017. The presentation to faculty will be used to provide input and guide the subsequent steps including any redesign efforts and to build support for the increased use of assessment in departmental self-evaluation. Part of the hope is that with successful refinement results could be provided in a digested form to inform instructors of higher level pathway courses what some of the capabilities and opportunities would be for their incoming student populations. In addition it is expected that any findings would be used as in support of the reaccreditation effort of the business department which will happen in the fall of 2018.

English, Speech, and Theatre Liaison Report prepared by Amy Rosenquist

I. Department Buy-In and Outcome Definition

Following conversations with the Chairs, it was decided to focus this academic year on our non-composition offerings. In the current climate of ensuring that courses are relevant to professional and career-related majors, I sought a project that could bridge fine arts classes with career and professional goals for degree-seeking students. I requested assistance in the form of current syllabus SLOs from instructors who taught every fine arts class in the fall 2016 schedule, and most responded promptly.

In the spring, based on fall 2016 findings, I worked with the Chairs, along with theater faculty Rachel Iannnantuoni, and Kathryn Nash, to design a three-part assessment of Theater Arts students. The theater faculty were generous with time and information as the pilot was designed and administered.

The outcome for the fall 2016 assessment was to identify fine arts courses in the department that offered value to all students, in terms of soft skill development. Based on findings from that assessment, the outcome for spring 2017 was to develop a pilot, which would then be used to assess the courses with the strongest correlation to soft skill development; these were determined to be the performance-based Theater Arts courses.

II. Assessment Research and Design

In the fall of 2013, the HWC Soft Skills Committee convened for one academic year devoted to research, development, and planning for strategies to incorporate and measure soft skills in our course offerings. The committee first identified a number of soft skills that were important to obtaining and maintaining any professional career, including those personal qualities and traits that were highly valued in the business field. Eventually, the lengthy list of soft skills was condensed into 25 measurable qualities that, it was hoped, our students would master prior to graduation. In addition, the Career Center offered a certificate program in which students could improve and demonstrate their understanding of the importance of these skills.

Initially, the committee hoped to assess what courses embedded soft skill mastery, and to what extent, in various disciplines. Because of other projects as well as concerns regarding faculty buy-in, the committee determined a certificate offering via the business department and Career Center were preferable outcomes of the committee's work.

This assessment within the English, Speech, and Theater department sought in part to pick up the idea of soft skill mastery, and in particular, investigate the strength of the intersection of fine arts courses in literature, creative writing, and theater arts with the ability (or necessity) to develop, refine, or master the skills valued by employers.

I first obtained a copy of the soft skills identified in the spring of 2014 by the Soft Skills Committee as those which were important for students to possess for professional success, and then obtained copies of the Student Learning Outcomes for the literature, theater, and creative writing courses that were being offered in the fall 2016 semester. By charting which soft skills were necessary to succeed in the fine arts courses, I hoped to get a sense of whether fine arts classes could lead to soft skill mastery, and to what extent.

The spring 2017 assessment was based on the results of this assessment, and was designed to measure both students' perception of whether (and which) soft skills were important, and their mastery of those same soft skills - both perceived (self-reported) and objective (instructor reported). The assessment design included two identical indirect assessments structured as Google Form surveys (one pre-test and one post-test) as well as an instructor rubric for use in a direct assessment of the same set of soft skills that appeared on the surveys.

III. Pilot Assessment Tools and Processes

The fall component was an information-gathering project and, as such, a pilot was not administered. Based on this project, however, courses were identified for the pilot. The courses that by far sought to confer the greatest range of soft skills were the performance-based Theater Arts classes: Theater Arts 132: Theater Production, Direction, and Management; Theater Arts 133, Acting I; Theater Arts 235, Acting II, and Theater Arts 242, Improvisational Theater.

These four courses participated in the spring 2017 pilot. The pilot was divided into three parts:

I) An initial survey that students completed, assessing the value they placed on acquiring soft skills, their confidence in terms of having mastered individual soft skills, and the degree to which they had already participated in performance training or activities, if any. The soft skills that were highlighted were determined by the Liaison in consultation with the Theater Arts faculty and Unit-Level Coordinator: presentation skills, teamwork, dependability, communication skills, effective expression, management skills, and interpersonal relationship skills.

2) A direct assessment of each individual student in regard to the student's mastery of the above soft skills, conducted during week 16 by faculty who taught the four performance-based courses, as the students presented their final performance for the courses.

3) An exit survey, administered in week 15-16, to re-assess the students in terms of how important it was to them that they acquire the individual soft skills, where they would rank themselves in terms of mastery at this point in the semester, and the level of experience they now had achieved in terms of theater training and performance activities.

IV. Administer Specific Assessment

In order to analyze the fall 2016 data, I first contacted the instructors teaching sections of literature, creative writing, and theater to request their current SLOs. I received SLOs from almost all of the department's fine arts offerings. I then analyzed each set of SLOs in relation to the soft skills identified by the Career Center. The soft skills were divided into eleven categories that were directly measurable by assessment, such as communication skills, presentation skills, critical thinking skills, and basic grammar. An additional six skills that were a necessary component of mastering the first 11. (For example, students in hybrid or online classes who pass those courses would also have to be adept at technology skills; students who were subject to critique of their acting or physical techniques in a theater class would need to demonstrate resilience in order to take in criticism and make adjustments and improvements to their performance.)

At the conclusion of this analysis, it was clear that Theater Arts performance classes included the highest level of direct instruction, assessment, and expectations in terms of conferring soft skills. Therefore, these courses were selected for participation in the Pilot.

In the early weeks of spring 2017, Professors Rachel Iannantuoni and Kathryn Nash provided in-depth consultation about how to best phrase and capture the soft skill information this assessment was seeking. Their input was invaluable as the initial survey, final performance rubric, and final survey were created. All of the performance-based classes received a link to the survey in week 3, with 62 responses (3 students completed the survey twice, so 59 usable responses were collected.)

Students in Theater Arts 132, 133, and 235 received course credit (not extra credit) for completing the initial survey, and accounted for 100% of the responses. Students from Theater Arts 242 were given the link and encouraged to complete the survey, but did not participate. For

the Fall 2017 Assessment, it will be important to ensure participation from all performance-based classes, perhaps by using the strategy of course credit rather than extra credit or suggestion.

A performance rubric was developed using the same set of soft skills, as well as a template shared by Professor Nash, which she uses to assess theater arts performances. This rubric will be used by instructors in the above four classes to assess the students' mastery of the individual soft skills in the final week of the semester, based on their final performance as well as overall course performance.

The final survey is identical to the initial survey. Results should be available beginning at the end of week 16, and will be compared to both the initial survey results as well as the rubric assessments by instructors.

V. Data Analysis

Fall 2016:

Of the 39 sections of fine arts courses offered in fall 2016, 37 were included in this assessment: 24 sections of literature representing nine course offerings; two sections of Creative Writing; and 11 sections of Theater Arts, representing all six Theater Arts course offerings.

Every course that was assessed was found to impart and measure skills in communication, influence/persuasion skills, and critical thinking. In addition, all but one course required and measured selling skills and basic spelling and grammar. A majority of our fine arts course offerings convey presentation and interpersonal relationship skills.

The Theater Arts classes in particular were found to make the most significant and comprehensive contribution to the identified soft skills. Theater Arts 132, "Theater Production, Direction, and Management," offered students opportunities to acquire or improve every soft skill that was measured. Because of their emphasis on a combination of memorization, performance, analysis, teamwork, and positive integration of critique, Theater Arts classes convey a number of unique business soft skills that are not present in the requirements or coursework for other disciplines.

Spring 2017:

Results from the spring 2017 initial survey given to Theater Arts students confirmed that students do value acquiring soft skills. Communication Skills (46%), Presentation Skills (43%),

Interpersonal Communication (42%), Teamwork (42%), and Management (38%) were the highest ranking, with no soft skill receiving less than 34% in the "Very Important" category. Conversely, students did not rate themselves as having mastered the same soft skills in high numbers; Dependability (23%) and Teamwork (20%) were the only two soft skills in which students ranked themselves as "very proficient" in numbers at or above 20%. Twelve percent of respondents reported professional performance experience, while 70% reported some type of volunteer activity related to performance.

The instructor assessment, as well as the follow up survey, will be administered during the final two weeks of the semester. Based on the analysis of that data, evidence-based changes may be made for the full fall 2017 assessment.

VI. Supporting Evidence-Based Change (Use of Findings)

Currently, there is a trend to ensure that students graduate from college with marketable skills, a worthy goal when serving a population of urban students who look to successful careers to secure their futures. Regardless of major, most students in professional settings will need the identified soft skills to varying extents in order to obtain and excel in their professional careers. The evidence from these two assessments strongly suggests that students pursuing all types of professional careers that require critical thinking, dependability, presentation skills, communication with the public, resilience, and positive response to evaluation would greatly benefit from being advised to take a performance-based Theater Art class as a way to meet their fine arts requirement or as a useful elective.

Success Factors

The ease of participation in the fall assessment - merely attaching and sending a document - guaranteed almost 100% participation among the sections being assessed. Response from faculty was almost immediate in many cases. Both adjunct and full time faculty participated. Results were shared with the Chairs, Executive Committee, and in a subsequent department meeting, as were plans for developing and administering a pilot for the Theater Art courses in the spring.

The spring pilot assessment was successful in large part due to the outstanding contributions of the full time theater faculty. Their input, suggestions, and active participation was directly responsible for the large number of participants and thorough scope of this pilot. An overview and status of this assessment was also shared at an early spring department meeting, as well as on an ongoing basis with the Chairs.

Recommendations

Based on the findings of this assessment, the following recommendations are presented to the department:

1. A designated team continue to meet with the Business Department to explore future partnerships in terms of recommending Theater Arts classes to business majors as their fine arts or other elective.

2. In collaboration with the Business Department and/or Career Center, Chairs, PACC committee, and administration, formally adopting a Theater Arts recommendation to the Business Marketing or other business major pathway.

3. Consideration of adding Theater Arts as a preferred fine arts elective to other professional pathways.

4. Inclusion of the performance-based Theater Arts classes on the GECC list.

5. A full assessment of our Theater Arts program in relation to relevant professional skills to be administered in the fall of 2017 (weeks 2 and 16).

Appendix A: Fall 2016 Fine Arts SLO data

(Note: Shaded courses were not included in this assessment

Fall 2016 Courses

Course #	Title	Total sections	Face to face	Hybrid	Online
Lit 110	Introduction to Literature	5	2	1	2
Lit 111	Poetry	2	2	0	0
Lit 112	Drama	1	1	0	0
Lit 119	Romantic Revival to 20th Century	1	1	0	0
Lit 121	Contemporary African American Literature	4	1	1	2
Lit 126	Contemporary American Literature	1	0	0	1
Lit 128	Latin American Literature	3	1	0	2

Lit 129	US Latino(a) Literature	1	1	0	0
Lit 137	The Black Woman in Black Fiction	1	1	0	0
Lit 150	Literature by Women	4	1	0	3
Lit 155	Literature and Film	2	1	0	1
Lit 211	Shakespeare	1	1	0	0
ENG 241	Creative Writing	2	2	0	0
THR 131	Introduction to Theater	2	2	0	0
THR 132	Theater Production, Direction, & Management	2	2	0	0
THR 133	Acting I	2	2	0	0
THR 134	Theater Diversity in the US	3	3	0	0
THR 235	Acting II	1	1	0	0
THR 242	Improvisational Theater	1	1	0	0

26 sections of literature (23 assessed); 2 sections of Creative Writing; 11 sections of Theater

Soft Skills

Class	A	B	C	D	E	F	G	H	I	J	K
LIT											
110	x	x		x		x	x	x	x	x	x

111	x	x		x		x		x		x	x
121	x			x		x				x	x
126	x			x		x		x		x	x
128	x			x		x		x		x	x
129	x	x		x		x				x	x
150	x	x		x		x	x	x		x	x
155	x	x		x		x		x	x	x	x
211	x	x		x		x	x		x	x	x
ENG											
241	x	x		x		x		x	x	x	x
THEATER											
131	x			x		x				x	x
132	x	x	x	x	x	x	x	x	x	x	x
133	x	x	x	x		x	x	x	x	x	x
134	x			x		x				x	x
235	x	x	x	x	x	x	x	x	x	x	x
242	x	x	x			x	x	x	x	x	

Measureable:

A= Communication skills B= Presentation skills

C= Interviewing skills
D= Selling skills
E= Meeting management skills
F= Influence/persuasion skills
G= Teamwork skills
H= Interpersonal relationship skills
I= Dependability
J= Critical thinking skills
K= Basic spelling and grammar

Class	1	2	3	4	5	6
LIT						
110				x		
111					x	
121						x
126				x	x	x
128					x	x
129					x	x
150				x	x	x
155	x	x	x			
211	x	x	x			
ENG						
241		x		x	x	
THEATER						

131						x
132	x	x	x	x	x	x
133	x	x			x	
134						x
235	x	x	x	x	x	
242	x	x	x	x		

Implied (necessary to meet the course requirements and/or SLO's):

1= Stress management

2= Resilience

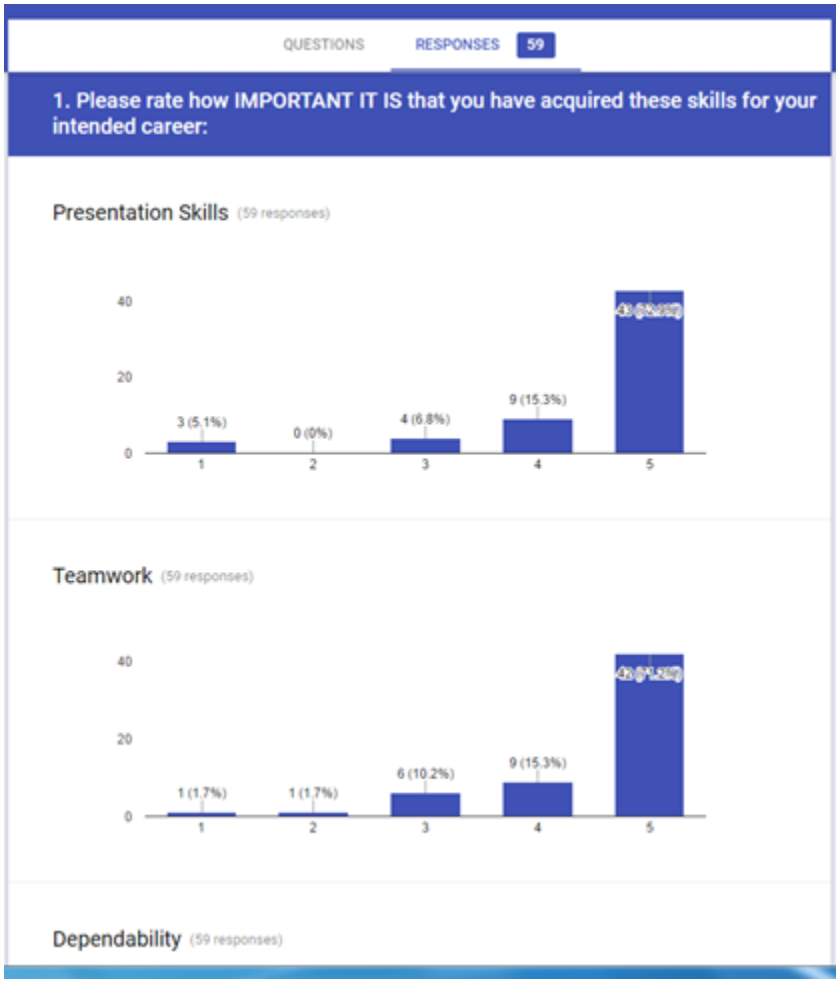
3= Skills in dealing with difficult situations

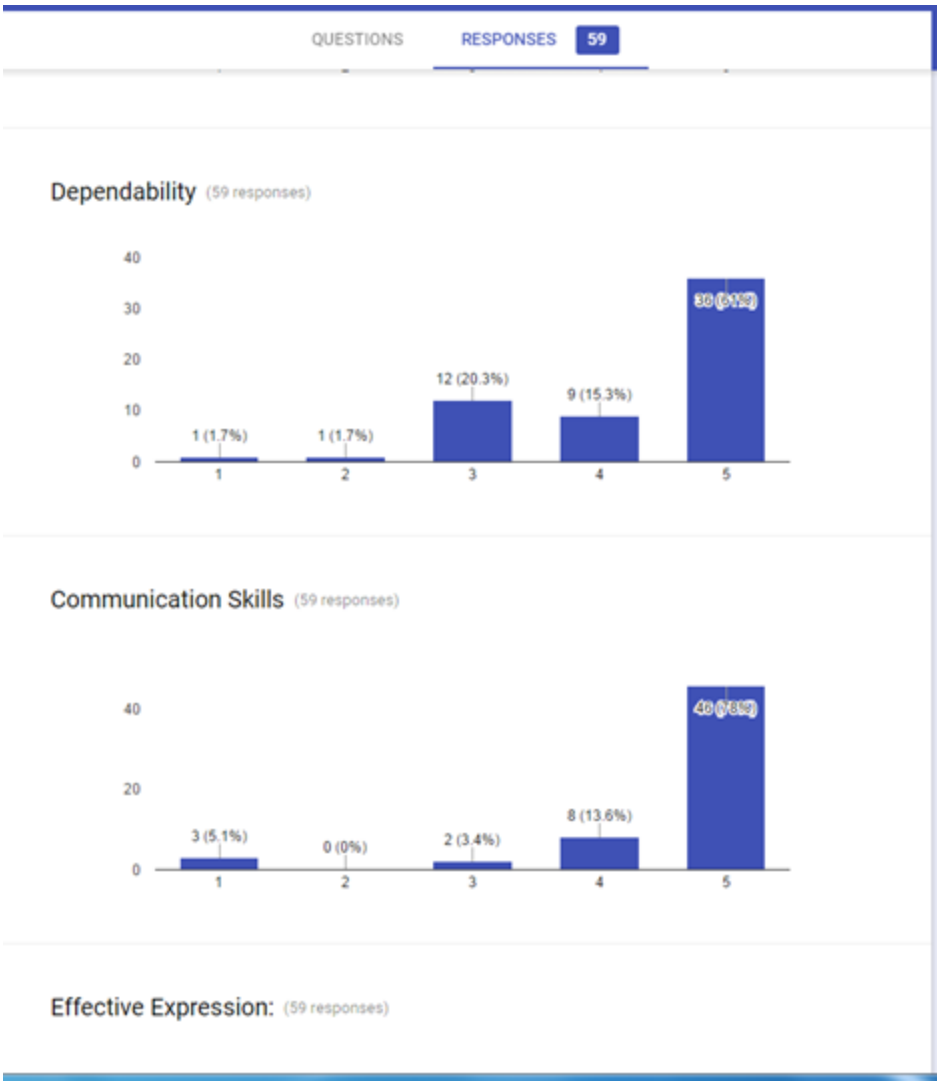
4= Networking skills

5= Technology skills

6= Cultural awareness/appreciation

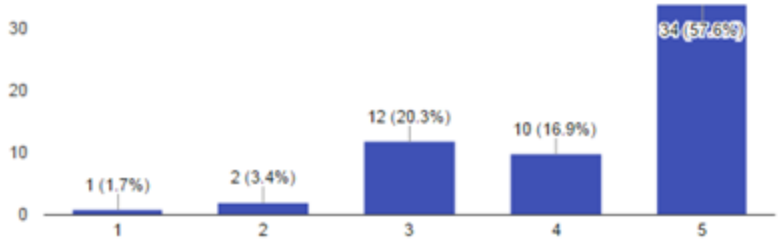
Appendix B: Initial Theater Arts Student Survey Data (Week 3)



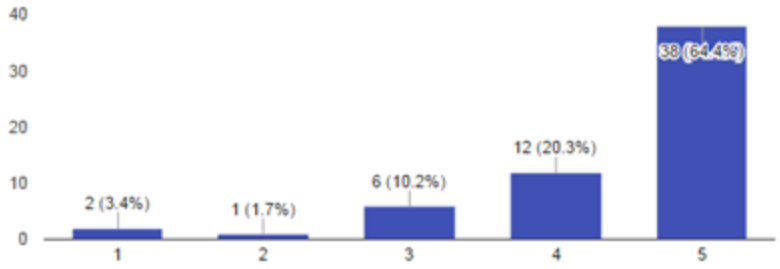

QUESTIONS
RESPONSES 59
Dependability (59 responses)
40
30
20
10
0
1 (1.7%)
1 (1.7%)
12 (20.3%)
9 (15.3%)
1
2
3
4
5
Communication Skills (59 responses)
40
20
0
3 (5.1%)
0 (0%)
2 (3.4%)
8 (13.6%)
1
2
3
4
5
Effective Expression: (59 responses)

QUESTIONS RESPONSES 59

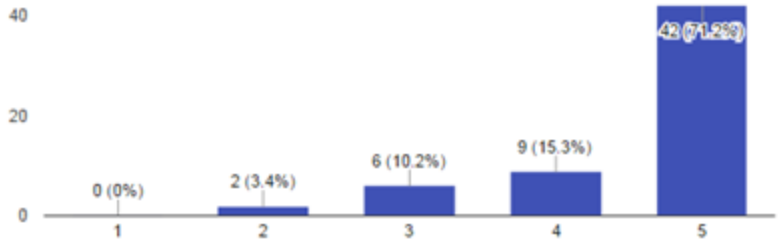
Effective Expression: (59 responses)



Management skills (59 responses)



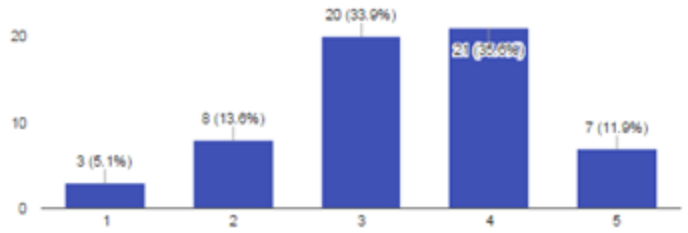
Interpersonal Relationship Skills (59 responses)



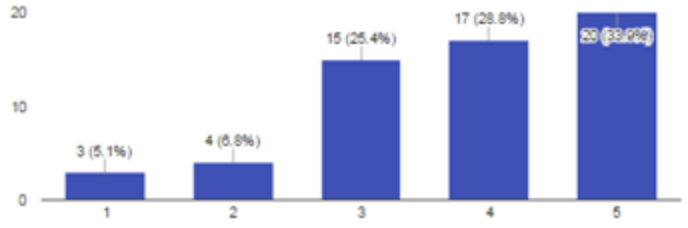
QUESTIONS RESPONSES 59

2. Please rate how PROFICIENT you are in these skills, as of today:

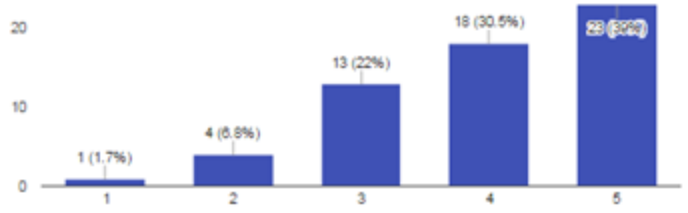
Presentation skills (59 responses)



Teamwork (59 responses)

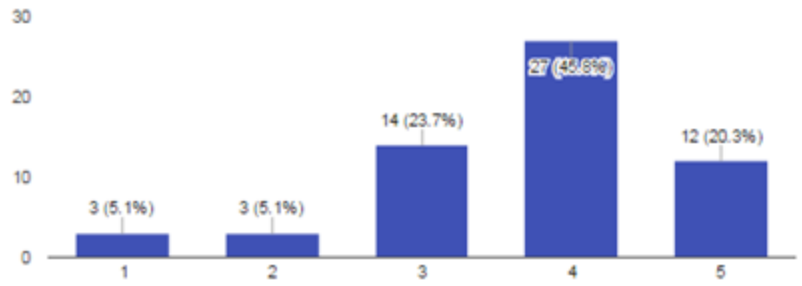


Dependability (59 responses)

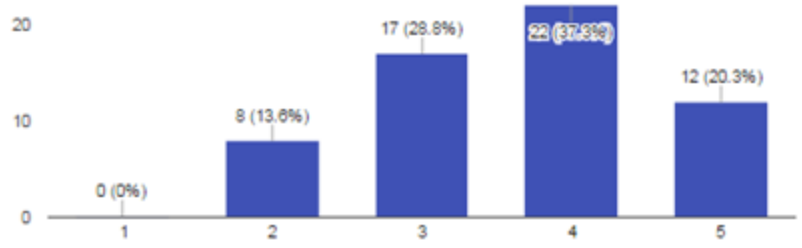


QUESTIONS RESPONSES 59

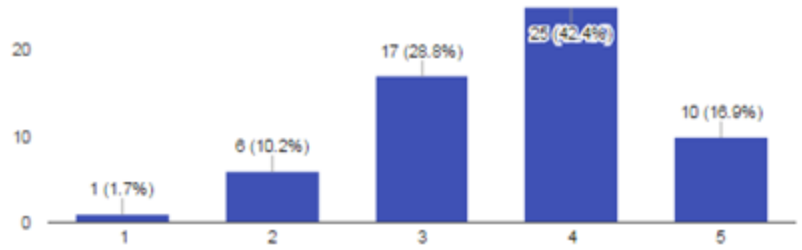
Communication Skills (59 responses)



Effective Expression (59 responses)

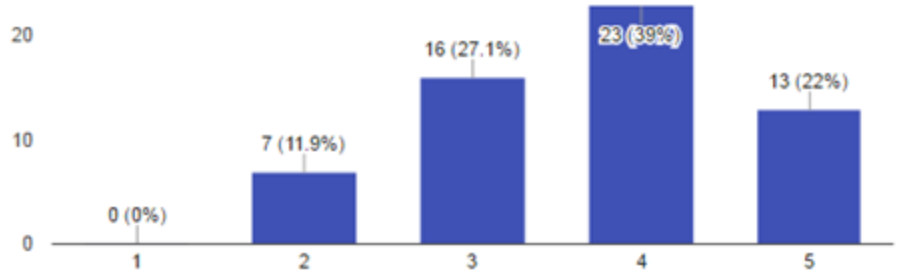


Management Skills (59 responses)

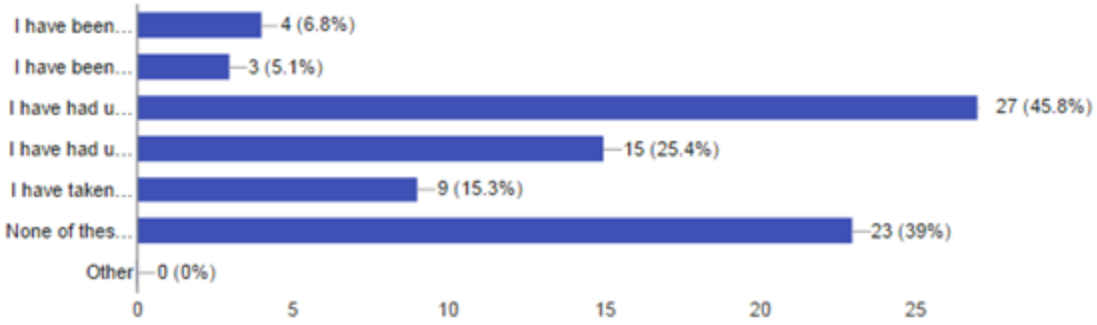


QUESTIONS RESPONSES 59

Interpersonal Relationship Skills (59 responses)



3. Please check all that apply: (59 responses)



Additional Comments (optional): (0 responses)

No responses yet for this question.

Appendix C: Theater Arts/Soft Skills Instructor Assessment Rubric

	Exceeded the Standard	Met the Standard	Approaching the Standard	Did Not Meet the Standard
Presentation Skills	Always presents in an articulate, engaging, professional manner, with smooth transitions and physical movements	Frequently presents in an articulate, engaging, professional manner, with smooth transitions and physical movements	Sometimes presents in an articulate, engaging, professional manner, with smooth transitions and physical movements	Infrequently presents in an articulate, engaging, professional manner, with smooth transitions and physical movements
Teamwork	Always works in a cooperative, equitable, and pleasant manner with colleagues	Frequently works in a cooperative, equitable, and pleasant manner with colleagues	Sometimes works in a cooperative, equitable, and pleasant manner with colleagues	Infrequently works in a cooperative, equitable, and pleasant manner with colleagues
Dependability	Always prompt, prepared, engaged at rehearsals and performance; perfect attendance	Frequently prompt, prepared, engaged at rehearsals and performance; above average attendance	Sometimes prompt, prepared, engaged at rehearsals and performance; below average attendance	Infrequently prompt, prepared, engaged at rehearsals and performance; sporadic attendance
Communication Skills	Always demonstrates clear, accurate, engaging, professional communication	Frequently demonstrates clear, accurate, engaging, professional communication	Sometimes demonstrates clear, accurate, engaging, professional communication	Infrequently demonstrates clear, accurate, engaging, professional communication
Effective Expression	Diction, nonverbal cues, and intended meaning are always clear	Diction, non-verbal cues, and intended meaning are frequently clear	Diction, nonverbal cues, and intended meaning are sometimes clear	Diction, nonverbal cues, and intended meaning are infrequently clear

Management Skills	Always able to direct, lead, motivate, and engage others	Frequently able to direct, lead, motivate, and engage others	Sometimes able to direct, lead, motivate, and engage others	Infrequently able to direct, lead, motivate, and engage others
Interpersonal Relationships	Always communicates and works well with others (fellow actors, instructor, audience members, staff)	Frequently communicates and works well with others (fellow actors, instructor, audience members, staff)	Sometimes communicates and works well with others (fellow actors, instructor, audience members, staff)	Infrequently communicates and works well with others (fellow actors, instructor, audience members, staff)

Humanities Liaison Report prepared by David Richardson

I. Department Buy-In and Outcome Definition

Philosophy: This phase opened and closed in the fall of 2016 with an email poll of philosophy faculty members regarding their preferred assessment work/area of inquiry. Possibilities included a cross-class rubric for writing assignments, critical reading evaluation, survey of reading and learning beliefs, and others. Eventually, the instructors settled on student critical reading abilities and reading/learning beliefs as our primary areas of interest and inquiry.

Music: This phase was largely completed in the previous year. However, in initial discussions with the previous liaison and faculty members, I learned that there was consensus regarding the need for some revisions to the procedures to improve the efficiency of the measure related to data collection.

II. Assessment Research and Design

Philosophy: Design involved reviewing various forms and examples of critical reading assessment in college and grad school readiness tests and test-prep books and adaptation of the model. I found an argumentative passage from a journal article and developed questions related to our specific learning goals in philosophy classes, and then attached a survey of student learning behaviors and a survey of student learning and reading beliefs that I had developed separately as part of my sabbatical project. All of this was formatted together as a single document and prepared for piloting.

Music: This involved adapting the already developed rubric to an electronic (Google Doc) format and simplifying its categories for both space considerations and ease of use. We also needed to develop new procedures related to providing faculty with the means of immediate electronic submissions. Working with the IT department, we came up with a plan to reserve an iPad cart over the last two weeks of the semester and make it available to our music jurists. We developed and tested procedures and instructions in the weeks prior to the jury testing period of the fall semester and found them to be an improvement, even if not quite flawless.

III. Pilot Assessment Tools and Processes

Philosophy: This measure was piloted toward the end of the semester in the fall of 2016 across five philosophy classes taught by full-timers and adjuncts. Data from the pilot showed "robust" reliability and validity in the measure (the assessment set a new high-score for reliability as based on a Cronbach alpha test). Two questions were adjusted between the pilot and the full-scale assessment based on Point Biserial scores, and I collected feedback from instructors leading to a suggested 30-minute time frame for the administration of the measure in the spring 2017 semester.

Music: This stage was skipped since the measure had been previously piloted. Throughout the initial administration, though, faculty feedback flowed in regarding the edits that had been made to the measure and the new procedures. Real-time adjustments were made where possible, and all of it was noted for future administrations.

IV. Administer Specific Assessment

Philosophy: As of this writing, full administration of the Philosophy Assessment is ongoing, with distribution to all sections of all of our philosophy classes for administration over the last two weeks of the semester.

Music: This went well, leading to the collection of our first workable pool of data for the 52 music juries (102 entries) conducted in fall 2016. The administration for the spring will take place during the final week of the spring semester and allow us to do our first comparative work with the data sets.

V. Data Analysis

Philosophy: Having the support of the committee data analysts has been invaluable and, going forward, promises exciting possibilities related to the insights and usefulness of the data we collect through this assessment. I am very excited to work with our analysts to dig into the data and the differences in student learning reflected there. This data, in combination with other data related to student learning beliefs and specific reading behaviors, should give us actionable teaching points and a means of measuring their impact in future semesters, as well as a variety of ways of getting at new questions as they arise.

Music: The primary data analysis interests for the music assessment will require longitudinal data over multiple semesters in order to track individual student progress through the sequence of individual lessons and identify patterns (or their absence), as well as develop larger pools of data for each level. In the meantime, we will focus on rater consistency and determination of the weight and impact of the various categories on the final rating.

VI. Supporting Evidence-Based Change (Use of Findings)

Philosophy: With luck and funding, analysis will be complete in early fall 2017, leading to direct suggestions by the midterm of the fall semester, perhaps in time to see results in the fall administration of the assessment.

Music: Immediate changes include the reviewability of ALL jury data by all of the music faculty and improved transparency related to past jury requirements (in the form of faculty expectations

as exemplified in required performances). Additional changes are expected once we have multiple semesters to compare.

Success Factors: Working in the role of Liaison Coordinator, Erica McCormack has been an invaluable source of wisdom, knowledge, and encouragement. Her advice and suggestions and general excellence as a colleague, and department/college leader, have made my job feel easy and exciting. The data analysts, Phil Vargas and Sarah Kakumanu, have also been critical to my work and any successes that have resulted. Being able to build on work that I did while on sabbatical—work that could not have been completed without that sabbatical—has been really great and, again, speaks to the importance of administrative support for faculty research and learning conducted in lieu of teaching duties as well as the lasting value of support for sabbatical projects. Finally, working in the best department of the college has allowed for easy collaboration, efficient and productive development of ideas, and useful, actionable feedback on the tools and procedures, allowing us to power through work at twice the speed, at least, typical for these kinds of projects.

Recommendations: Next year, assuming continued administrative support for this work, we are going to work on developing new versions of the critical reading portion of the philosophy assessment, piloting at least one, possibly two, for reliability and validity assurance amid the regular administration and begin discussing the possibility of expanding the assessment across Humanities classes.

Appendices:

~Philosophy Pilot Assessment Results (initial/basic)

Philosophy Assessment Raw Initial Pilot Results (FA16)

Critical Reading (Perry Scheme)

1. E is correct Inference (Meaning)—27.5% (A is top answer)
2. D is correct Analysis (Audience)—52.7% (D)
3. B is correct Inference (Meaning)—62.6% (B)
4. A is correct Analysis (Conclusion)—19.8% (D)
5. C is correct Comprehension (Assumption)—42.9% (C)
6. B is correct Inference (Meaning)—52.7% (B)
7. E is correct Evaluation (Criticism)—70.3% (E)
8. C is correct Inference (Support)—28.6% (B)

9. A is correct Inference (Prediction)—49.5% (A)

10. E is correct Inference (Exclusion)—54.9% (E)

27. B is correct--Evaluation (After)—15.4% (A)

28. A is correct--Evaluation (After)—19.8% (B)

29. B is correct—Validity—13.2% (A)

30. B is correct—Validity defined, not named (should match #29)—45.1% (A)

Reading Behaviors (Before/During/After)

11. Title/Prior Knowledge (Before)—60.4% (Yes)

12. Preview (Before) –51.6%

13. Purpose (Before)—49.5%

14. Purpose/Protocol (Before)—(yes to 13 should link to yes here)—44%

15. Metacognition (During)—78%

16. Annotate (During)—18.7%

17. Visualized (During)—59.3%

18. Vocabulary/Selection (During)—67%

19. Connect (During)—70.3%

20. Metacognition (During)—71.4%

21. Metacognition (During)—match to #20—84.6%

22. Questioning/Annotating (During)—26.4%

23. Prediction/Metacognition (During)—38.5%

24. Metacognition (During)—match to #15—80.2%

25. Metacognition/Summary (After)—69.2%

26. Metacognition (After)—76.9%

Reading and Learning Beliefs

Stance (% Agree)

32. 15.4%-Stance: Transmission--Good readers remember most of what they read verbatim (meaning "word for word").

35. 73.6%-Stance: Transmission--The main purpose of reading is to learn new information.

36. 59.3%-Stance: Transmission--When I read, I try to bring away exactly what the author meant.

42. 11 % - Stance: Transmission--People should agree on what a book means.

48. 74.7%-Stance: Transmission--I like books in which the author's message is strong and clear.

54. 59.3%-Stance: Transmission--When I read, I focus on what the author says is important.

39. 48.4%-Stance: Transaction--I often have strong emotional responses to what I read.

45. 69.2%-Stance: Transaction--When I read, I like to imagine I am living through the experience myself.

46. 74.7%-Stance: Transaction--Reading for pleasure is the best kind of reading.

52. 72.5%-Stance: Transaction--I enjoy sharing the thoughts and reactions of characters in a book.

55. 82.4%-Stance: Transaction--The meaning of a book depends on *more* than just what the book says.

56. 33 % - Stance: Transaction--When I read, I focus more on how I feel about the information than on what I learn.

Mindset

33. 13.2%-Mindset: Fixed--Your intelligence is something very basic about you that you can't change very much.

40. 8.8%-Mindset: Fixed--You can learn new things, but you can't really change how intelligent you are.

53. 14.3%-Mindset: Fixed--You are a certain kind of person, and there is not much that can be done to change that.

60. 37.4%-Mindset: Fixed--You can do things differently, but the important parts of who you are can't be changed.

37. 76.9%-Mindset: Growth--No matter what kind of person you are, you can always change substantially.

43. 80.2%-Mindset: Growth--No matter how much intelligence you have, you can always change it quite a bit.

49. 75.8%-Mindset: Growth--You can always substantially change how intelligent you are.

57. 75.8%-Mindset: Growth--You can always change basic things about the kind of person you are.

Development

34. 31.9%-Development: Dependent--When I read, I don't think about goals or strategies, I just read.

38. 4.4%-Development: Dependent--Good readers don't struggle with texts.

41. 34.1%-Development: Dependent--When I have a hard time reading, I stop and wait to find out what it means in class.

47. 18.7%-Development: Dependent--When the text gets tough, I just keep going in the same way, at the same speed.

50. 25.3%-Development: Dependent--I read magazines and science books and novels and everything else the same way.

31 46.2%- Development: Independent--I do NOT count on teachers to tell me if I got the right thing out of my reading.

44. 30.8%-Development: Independent--I write while I read.

51. 83.5%-Development: Independent--When the text gets tough, I stop to figure out what I know & what's confusing me.

58. 52.7%-Development: Independent--When I read I consciously set a specific goal of my own choosing for my reading.

59. 69.2%-Development: Independent--When I struggle with a text, I know of multiple strategies I can use to get unstuck.

Library Liaison Report prepared by Todd Heldt

Library Unit-Level Assessment Plan

In keeping with the tradition of assessment at HWC, the library has been tasked with the creation of a unit-level assessment plan. In response to this task, the library has re-evaluated its outcomes with regard to the changes in the field and within the library, itself; defined units that can be assessed; standardized instruction for single-session instruction sessions ("one-shots"); created an assessment tool more in line with those new goals, and pushed for greater collaboration among librarians during the design stage of lesson plans.

I. Department Buy-In and Outcome Definition

The library standardized its outcomes in line with the Association of College and Research Librarians (ACRL)'s *Standards for Information Literacy* in 2008 and informally assessed instruction at that time. As the broader field and HWC library's instruction offerings changed, the library recognized the need to revisit the original outcomes. Thus, departmental buy-in was already in place. Each HWC librarian has a stake in the creation of the unit-level assessment plan because each took a survey to determine consensus about the most important information literacy concepts to teach in one-shots. In departmental meetings, the librarians discussed the findings and made plans to collaborate on lesson plans for agreed-upon concepts. Departmental buy-in is strong and aided by a department chair who recognizes the importance of assessment for improving student learning.

II. Assessment Research and Design

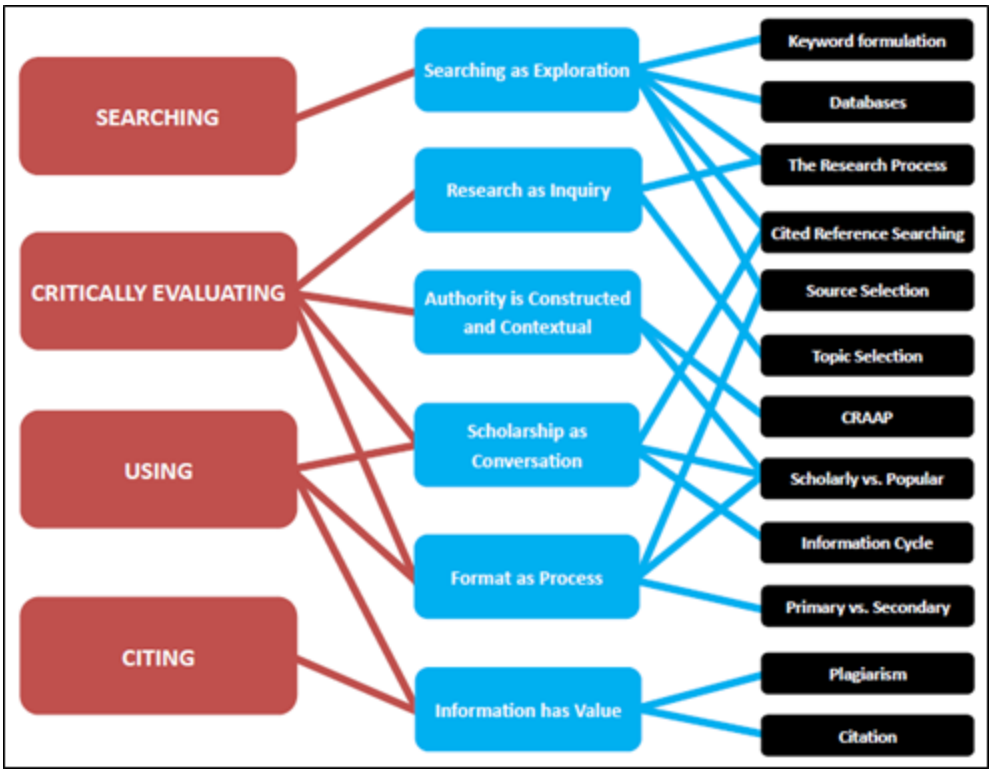
The biggest change in the field is the official adoption by the ACRL in January of 2016 of the Framework for Information Literacy ("Framework") to replace the 2001 Standards of Information Literacy ("Standards"). Whereas the Standards lent themselves fairly seamlessly to assessment, the Framework is more difficult to pin down. In practice, the Standards summarized information literacy as the ability to know when information was needed, to find it from a variety of sources, to evaluate it for credibility, and to use it ethically. The Framework takes a more holistic approach to information literacy and consists of several overlapping "frames" of understanding about information, espousing such ideas as "Authority is Constructed and Contextual, "Information Creation as a Process," "Information Has Value," "Research as Inquiry," " Scholarship as Conversation," and "Searching as Strategic Exploration."

Each of these frames for understanding information consists of threshold concepts, knowledge practices, and dispositions. Knowledge practices and dispositions refer to the learned behaviors and habits of mind that the discipline of information literacy instills in its practitioners. Threshold concepts are more difficult to pin down but may be understood as "the core tenets in a

particular discipline" (Par. 3). Meyer and Land, the creators of the Framework, proposed that threshold concepts are "transformative, irreversible, integrative, bounded, and potentially troublesome" (qtd. In Oakleaf Par. 3) which suggests that the learning of information literacy concepts ideally will be completely integrated into a student's understanding of and interaction with the world.

An administrator may look at the Framework and see it predominantly as a vehicle for obscuring the nice, neat lines of assessment provided by the Standards. But there are reasons that these lines may need to be blurred. When relying on the Standards to guide student learning, it is easy to see that some of the outcomes are more complex than others. As important as it is to be able to find information, in practice, the majority of the learning experience will be spent on teaching students to evaluate and use it. Teaching students to think critically about information and use it ethically is much trickier than teaching them to create a search strategy or to navigate a database interface. The Standards' approach of treating information literacy as a set of discrete and functionary steps--of which, for instance, evaluation is one, but no greater than the others--makes it difficult to justify formal classroom learning that extends more than an hour. On the other hand, the Framework asks students to consider and understand holistic aspects of information, all of which ultimately assist in the evaluation and use of information. This approach requires more formal contact time to teach and promises deeper student learning and engagement, but for those reasons is more difficult to assess.

To be sure there is a great deal of overlap from the Standards to the Framework. Maoria J. Kirker, the Information Services & Assessment Librarian at George Mason University has provided a simple graphic that shows the interrelations between the two conceptualizations:



This overlap means that assessment of learning will not be starting over from scratch. But that is not the most important aspect of the Framework. Though it is possible to modify existing tools to work with the Framework, and though doing so may capture useful student data, the ultimate goal is to expand both the depth of what librarians teach as well as to increase the contact hours spent with students so that such expansion will be possible. An aspirational model for this kind of information literacy instruction is Champlain College's sequence of seven information literacy sessions which their students must take to graduate. The sessions cover five distinct sets of outcomes, and librarians have the contact hours to teach many important aspects of information literacy that one-shots just can't accommodate. The students are assessed via rubrics and portfolios, and it is easy to chart student learning from beginning to end.

Outcomes Revisited

Based on the Standards, for the past 15 years, the HWC library's SLOs have been

1. Identify key concepts and terms (keywords, synonyms and related terms) that describe the information they seek.
2. Construct search strategies using appropriate commands, including Boolean operators.
3. Retrieve information in a variety of formats using various information resources.
4. Evaluate web sites for authority, credibility and currency.

5. Recognize the legal and ethical importance of citations and cite information accordingly.

In light of the Framework, these outcomes are no longer adequate for the scope of learning that should take place. At the same time, it would be inappropriate to try to squeeze all of the learning the Framework engenders into one information literacy instruction session. The HWC library has defined the different kinds of learning experiences students may have with them and are linking those learning experiences with appropriate learning outcomes. The different units of library instruction are:

One Shots—when a professor brings a class to the library for information literacy instruction intended to help them complete a specific research task, such as a paper or project.

Multi-Session Instruction—when a professor brings a class to the library for multiple instruction sessions, each of which will cover a different aspect of information literacy, such as the research process, citations and plagiarism, or finding credible resources on the open internet.

LIS 105 and LIS 101—Credit-bearing information literacy courses worth one and three credit hours, respectively, which meet all semester.

Outreach across the Curriculum—Providing handouts, tutorials, exercises, assignments, or other online tools and resources to classroom teachers outside of the library for use fulfilling the general education objective of information literacy.

Tracking learning in these different kinds of sessions will require more than one tool. In cases of more intensive or immersive information literacy instruction, such as semester-length courses, assessment tools can be mapped entirely to the Framework, but in limited exchanges, such as one-shots, more basic instruction is required. Moreover, while one-shots and semester-length courses can be standardized and assessed accordingly, the multi-session courses may often cover different materials, based solely on the decisions of the non-departmental professor with whom the librarians are collaborating.

Librarian Survey

To standardize the information taught in one-shots, HWC librarians completed a survey to determine the most important concepts to cover. Surveys were completed September 22, 2016, and the numbers highlighted in yellow indicate the relative importance of the skill denoted at the top of the column. **The lower numbers** represent the consensus of the most important concepts, and **the higher numbers** are deemed less crucial. Looking at the raw numbers shows a wide range of opinions, but the average scores indicate some degree of agreement.

Evaluation and Critical Thinking	Narrowing Your Topic	Research Questions and Thesis Generation	Search Strategies and Boolean Operators	Database Interface Navigation	Subject Headings and Keywords	Outlining the Research Process	OPAC and Call Numbers	Peer-Reviewed vs. Popular Press	Citations and Plagiarism	Subscription vs. Open internet	Library website navigation	left blank
2	5	3	4	6	9	1	10	8	7			
9	4	11	3	7	5	8	2	6	10	1		
10	7	8	6	5	11	2	4	9	3		1	
1	5	11	2	6	3	8	7	4	9			10
5	1	4	2	9	8	3	10	6	7			11
2	1	4	3	6	5	9	10	8	7			
1	6	7	3	2	8	9	10	4	5			
10	8	9	2	1	3	7	5	4	6			
5	4.625	7.125	3.125	5.25	6.5	5.875	7.25	6.125	6.75			

In order of agreed importance:

3.125 Search Strategies and Boolean Operators

4.625 Narrowing Your Topic

5 Evaluation and Critical Thinking

5.25 Database Interface Navigation

5.875 Outlining the Research Process

6.125 Peer-Reviewed vs. Popular Press

6.5 Subject Headings and Keywords

6.75 Citations and Plagiarism

7.125 Research Questions and Thesis Generation

7.25 OPAC and Call Numbers

One respondent offered that teaching students how to use the library webpage was the most important thing to teach in one-shot sessions, and another noted that the most important thing is teaching students the difference between subscription databases and the open internet. Teaching students how to navigate the web page is important, and it is noted that such information should be taught in information literacy sessions. At the same time, teaching the difference between the internet and the databases, while important in its own right, fits generally under the designation of evaluation and thinking critically about information. Furthermore, though the librarians agree that being able to narrow a research topic is a crucial step in performing a search, some were concerned that teaching that would tread too closely to the traditional domain of English instructors, and still others were not sure how to assess it in a multiple choice format.

There is some disagreement about what is and isn't most important, and there is room for different librarians to teach different things to a certain extent. But collectively, HWC librarians agree that Search Strategies and Boolean Operators, Narrowing Your Topic, Database Interface Navigation, and Evaluation and Critical Thinking are a little more pressing than Outlining the Research Process, Peer-Reviewed vs. Popular Press, Subject Headings and Keywords, Citations and Plagiarism, Research Questions and Thesis Generation, and OPAC and Call Numbers.

The Middle States Commission on Higher Education (2007) noted that locally created assessment tools that are relevant to the learning goals of a specific school may be more effective and appropriate than standardized tools (46); however, they also stressed the importance of measuring validity and reliability (34). Bryan and Karshmer (2013) and Brooks (2013) wrote of the usefulness of assessing learning both pre- and post-session, and librarians should keep in mind that an assessment for one-shots should be short enough to complete in one class session and easy for students to access before the session so that learning can be tracked. Brooks suggested that the pre-test, in addition to capturing a baseline, should be used by librarians to tailor the instruction session to a class's specific needs (41).

In response to the survey, librarian Todd Heldt drafted questions meant to assess student learning. It should be noted that an earlier set of questions was piloted in the beginning of the spring 2017 semester, and that one of the questions was found to be problematic, and was thus modified for the official run. In particular, question 6 below was originally confusingly worded, and the best choice was less clear. The final questions appear below in the appendix (see App. A).

III. Pilot Assessment Tools and Processes

After piloting the assessment tool, the librarians recognized that the measure did not capture emerging growth or partial knowledge. In the pilot, the scoring was such that best answers received full credit and all others received no credit. But because some answers are not the best answers but represent emerging understanding, the measure was scored on a rubric (See. App. B). The library provided the rubric to data analyst Phillip Vargas for his use when calculating the final scores on each SLO.

IV. Administer Specific Assessment

In spring of 2017 the library assessed the learning of 170 students in one-shot classes. Participating classes came from all across the curriculum at various stages of their education, from first semester students to those about to graduate. The first question required students to enter their student ID numbers, so granular data about their educational experiences could be found if needed. No librarians reported problems administering the measure, and all the classes that librarians sought to measure were able to complete the tool.

V. Data Analysis

After weighting the scores with the rubric students attained the following average scores:

Overall Score

73.78%

Outcome 1

Create search Strategies using keywords and Boolean Operators

48.15%

Outcome 2

Name criteria for evaluating the usability of articles or other information sources

87.42%

Outcome 3

Explain the basic features and functions of library databases

79.03%

Outcome 4

Recognize research as an iterative process

80.54%

The standard deviations for each question were notably high, ranging from 16% to 36%, and questions remain as to what exactly that means. There could be wide variance for any number of reasons. The assessment tool itself may be unreliable, or perhaps the difference reflects the wide variance in the different kinds of students and courses that comprise the sample.

In either case, librarians were quite disappointed by the low performance on "Create search strategies using keywords and Boolean operators," and there will be much discussion over the summer and into the fall 2017 semester about how to improve the questions meant to measure that outcome, as well as the different ways those concepts can be taught. Other than that, the results are largely positive considering the amount of material to be taught and the short amount of time to do so.

VI. Supporting Evidence-Based Change (Use of Findings)

HWC librarians will meet in the summer to determine what these findings mean and to discuss ways to alter the tool, the teaching, or both. The process will include discussions of each librarian's approach to teaching each outcome in anticipation of generating multiple approaches to each concept.

Success Factors

At this time, there is indication that although students did not perform poorly, in general, they are not consistently achieving the best answer possible. Any feeling of success should be tempered by an honest desire to improve student learning of these concepts. Additionally, departmental buy-in to the process can be seen as a success factor.

Recommendations

It is recommended that HWC librarians meet to discuss the questions used in the assessment tool to make sure that each accurately measures what it is intended to measure. Furthermore, the librarians should meet to discuss how each individual approaches the outcomes and put together a list of best practices, ready examples, and useful exercises.

Appendix A

1. **Using the following research question as your starting point, which search terms below would return the greatest number of relevant results?**

What are the causes of heart disease? *

A. What are the causes of heart disease?

B. (Causes or reasons) and heart disease

C. heart disease and heart attacks

D. Causes or heart disease

E. Causes and heart disease

2. A database search for Student Loans AND Poverty will retrieve... *

A. Articles about Student Loans but not necessarily about Poverty

B. Articles about Poverty but not necessarily about Student Loans

C. Articles about Poverty and articles about Student Loans

D. Articles about Student Loans but only if they are also about Poverty

3. **In order to find articles written specifically for academic audiences, which limiter should you use in the EBSCO database?** *

A. Full-Text documents only

B. Scholarly Journals (Including Peer-Reviewed)

C. Filter by Relevance

D. Filter by Date

4. In the HWC online catalog students can search for *

A. Books in the physical collection at HWC library

B. Books and e-books owned by all of the Chicago City Colleges

C. Some but not all of the articles in our article databases.

D. All of the above

5. When determining whether or not to use a source, you should pay attention to *

A. Credibility

B. Authority

C. Date of Publication

D. Bias/Purpose

E. All of the above

6. You are doing research for your group presentation about medical viruses. Because some of your group members are novices at biology while others have had several courses in it, which publication(s) would you bring to the group to inform your presentation? *

A. USA Today, because it is a generally reliable source that offers entry-level information in a cover story about drug-resistant viruses.

B. Journal of Virology, because it is a peer-reviewed journal offering in-depth information for experts in the field.

C. ColloidialSilverCure.com, because it claims that colloidal silver cures all known viruses.

D. Popular Science, because it runs stories about computer viruses.

E. All of the above.

F. A and B.

7. Harold Washington College Library strives to help students learn about the important skill of information literacy. In order to help students we depend on accurate assessment data. If you have read the questions on this assessment completely and are trying to answer them to the best of your ability, please let us know by answering D for this question. *

A

B

C

D

8. You are researching your paper on gun control, when you find a credible, timely, and authoritative article that disproves your thesis. Should you… *

A. revise your argument to include the new information, even though it isn't what you want to write

B. use other sources, even if they are not as credible or up-to-date, to counter-argue the new information

C. ignore the research and write what you want to write, because your opinion is important too

D. either b or c

9. Your initial search for articles about rules governing charter schools in Illinois turns up only two articles. Should you… *

A. try a different database for your search

B. try different keywords and/or Boolean operators

C. read the articles you retrieved to find additional keywords to add to your search strategy

D. search the online catalog for books on the subject

E. all of the above

Appendix B

This is the scoring rubric that assigns partial credit for correct but incomplete answers:

Using the following research question as your starting point, which search strategy below would return the greatest number of relevant results? What are the causes of terrorism? *

A 0

B 5

C 0

D 0

E 2.5

A database search for Student Loans AND Poverty will retrieve... *

A 0

B 0

C 0

D 5

In order to find articles written specifically for academic audiences, which limiter should you use in the EBSCO database? *

A 0

B 5

C 0

D 0

In the HWC online catalog students can search for *

A 2.5

B 2.5

C 2.5

D 5

When determining whether or not to use a source, you should pay attention to *

A 2.5

B 2.5

C 2.5

D 2.5

E 5

5

You are doing research for your group presentation about medical viruses. Because some of your group members are novices at biology while others have had several courses in it, which publication(s) would you bring to the group to

inform your presentation? *
A 2.5
B 2.5
C 0
D 0
E 2.5
F 5

Harold Washington College Library strives to help students learn about the important skill of information literacy. In order to help students we depend on accurate assessment data. If you have read the questions on this assessment completely and are trying to answer them to the best of your ability, please let us know by answering D for this question. *
A Remove from sample
B Remove from sample
C Remove from sample
D Keep in sample

You are researching your paper on gun control, when you find a credible, timely, and authoritative article that disproves your thesis. Should you… *
A 5
B 0
C 0
D 0

Your initial search for articles about rules governing charter schools in Illinois turns up only two articles. Should you… *
A 2.5
B 2.5
C 2.5
D 2.5
E 5

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Mathematics Liaison Report prepared by Camelia Salajean with Fernando Miranda-Mendoza

Department Buy-In and Outcome Definition

Starting this semester, spring 2017, the Mathematics Department decided to create an assessment for Math 118 – General Education Mathematics. This course is designed to fulfill general education requirements. It is not designed as a prerequisite for any other college mathematics course. This is also the first semester in which we offer Math 118 in all three formats: face-to-face, hybrid and online. At our college, this course is mainly taught by part time faculty. For all these reasons, Math 118 poses a particular challenge when it comes to creating a unified and relevant assessment.

Math 118 – General Education Mathematics is the only college level course for which the instructor selects 4 out of 12 topics to be taught. The Student Learning Outcomes for this course are specifically presented for each of the 12 possible topics of the course. This semester, a district wide committee formed of one faculty member from each of the City Colleges worked together to determine 3 common SLOs for Math 118 that students can meet no matter what topics are taught in the course. Our Mathematics Department Assessment Committee analyzed these common SLOs and selected "Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics." to investigate during this assessment cycle.

Assessment Research and Design

At the heart of every assessment process is answering the questions: "Where do we want students to be at the end of a course or a program? How will we know if they get there?" This requires collecting and analyzing information about the student learning and performance in order to improve their education and our teaching techniques.

The Mathematics Department Assessment Committee researched and reviewed different assessment tools and processes for our specific student learning outcome. A Quantitative Reasoning Test available through Madison Assessment LLC caught our attention. This test is a computer-based assessment designed to be content-free, in other words correct responses to the questions do not require specific content knowledge of any domain of science but general quantitative reasoning that the course aims for.

In a similar line of thought, we created a pilot assessment tool in collaboration with the HWC Assessment Committee. This tool consists in three mathematical problems that are properly aligned with the targeted SLO (see Appendix).

For the design of this assessment we decided to create a "spring 2017 HWC Math 118 Survey" using Google Forms. This specific tool is convenient for collaboration and shareable process and outcome between the members of the committee. It is browser independent and especially mobile friendly, which is a significant advantage for students. The responses are organized

automatically into pie charts and bar graphs that are viewable dynamically as the survey progresses. As the sample size grows, we see the results evolving in time.

Pilot Assessment Tools and Processes

Before the end of the Spring 2017 semester this pilot assessment was administered to students with collaboration from instructors teaching Math 118 via various formats, face to face, hybrid and online. In the course of two weeks, we were pleasantly surprised to record about 170 responses!

We are eager to get into the analysis phase of the data from this pilot and we are looking forward to creating a proper assessment for our students in the fall 2017 semester. The Mathematics Department Assessment Committee is planning to examine patterns and determine if the students' results are influenced by the specific topics covered in the course. All this information will help us narrow down strategies to enhance our teaching, with the goal of improving our students' learning.

Administer Specific Assessment

In upcoming semesters, we plan to expand the assessment beyond this pilot into two parts: a pre-test and a post-test, in order to analyze and identify more accurately where students are struggling, and to address their problems more efficiently.

Data Analysis

In anticipation of a sufficient sample size of responses, we plan to conduct a test of significance on the data, and compare quantitatively how students interpret and draw inferences from the various mathematical models in the SLO.

Supporting Evidence-Based Change (Use of Findings)

This will be a continuing process that will identify the goals, develop valid and reliable questions, gather and interpret data that will inform and help the enhancement of Math 118 courses.

Success Factors

The number of responses already gathered from this pilot is extremely encouraging and promises improving results in the future.

This semester, the extent of faculty involvement in the math department was substantial. Half of the full time faculty have worked together and successfully collaborated towards the same goal.

Recommendations

After the upcoming analysis of the completed pilot, as well as discussions amongst the committee members, we will be able to draw conclusions and make pertinent recommendations for refining teaching of Math 118 and improving this specific SLO.

Appendix

Math 118 Pilot Assessment Tool Spring 2017

1. Use the formula below that expresses the relationship between temperature in Celsius degrees, C, and Fahrenheit degrees, F, to answer the question below.

$$C = \frac{5}{9}(F - 32)$$

Water boils at 212°F. What is this temperature in Celsius degrees?

a) 100˚

b) 85.78˚

c) 32˚

2. Study the table below and answer the following 3 questions.

Table 5. Reasons for Retirement by Age at Retirement			
	Age at Retirement		
Reason for retirement	Under 62	Between 62-64	65 or older
Age	10.5	21.6	64.6
Ready to retire	10.5	50	14.6
Health problems	26.3	11.9	8.3
Plant closed	10.5	1.5	-
Benefits	10.5	3	-
Make way for younger workers	2.6	1.5	6.0
Bad work conditions/industry uncertainty	5.3	4.5	-
Family concerns	7.9	-	2.9
Enjoy life	7.9	1.5	2.1
Other	7.9	4.5	2.1
	100%	100%	100%
n =	76	66	48

2A. What is the total number of surveyed retirees on which Table 5 is based?

a) 76

b) 200

c) 190

d) 100

2B. For the surveyed retirees under age 62 from Table 5, what was the least mentioned reason for retirement?

a) Family concerns

b) Benefits

c) Health problems

d) Make way for younger workers

2C. How many of the surveyed retirees who were between 62 and 64 from Table 5 reported that their reason for retirement was that they were "Ready to retire"?

a) 10.5

b) 33

c) 50

d) 66

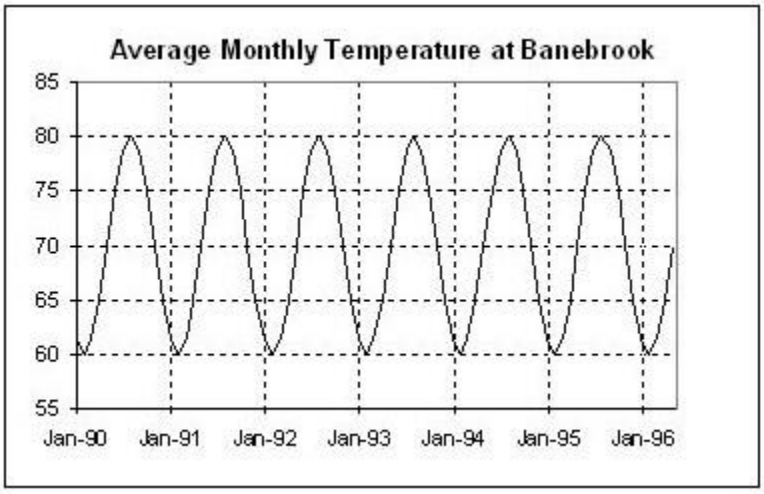
3. Regarding the two graphical displays given below, which of the following statements is correct?

a) Banebrook (Graph 1) and Grove City (Graph 2) temperatures exhibit linear behavior through the year.

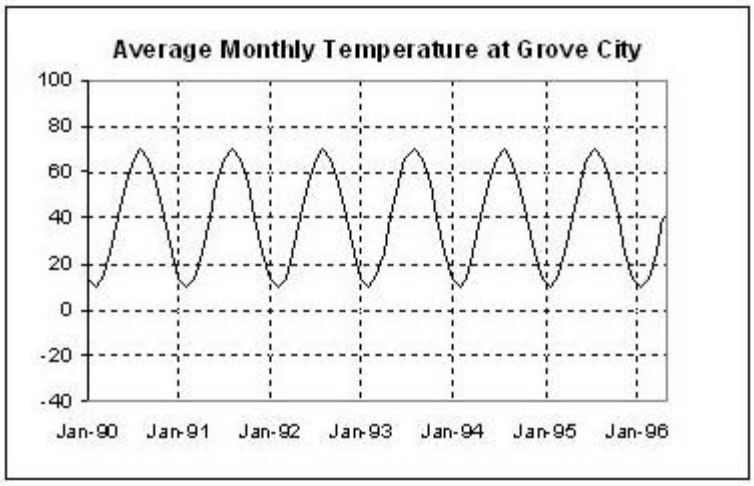
b) Banebrook (Graph 1) has the largest changes in temperature than Grove City (Graph 2) through the year.

c) Neither of the above.

Graph 1



Graph 2



Adopted from 2017 Madison Assessment LLC.

Physical Science Liaison Report prepared by Allan Wilson

Results from the 121 Posttest

After several semesters of collecting data, I am thrilled to be able to report on the results of the assessment that we use at the end of our Chem 121 classes. The data represent results from the fall 2015, spring 2016, and fall 2016 semesters, and include 79 students. Thank you to everyone who participated in our departmental assessment efforts and made these results possible!

The posttest for Chem 121 is the California Chemistry Diagnostic Test, a 44-question multiple choice test. The average number of correct responses is 20.7 out of 44 in our courses, which is slightly below 50%. The particular questions that were relatively easy or difficult did not change much from semester to semester.

Some questions stand out as being well-understood (arbitrarily defined as being answered correctly by more than 70% of our students). There is a straightforward question about calculating a molar mass that gave our students no problems; neither did a question about balancing equations. Students can select the element that possesses a given electron configuration, and they can calculate the subatomic particles in an atom given its symbol, mass, and charge. Given a selection of measurements, students can calculate an average. All of these topics are fundamental learning outcomes for CHEM 121; since this knowledge will be needed continuously in subsequent courses, it is gratifying to see our students doing so well.

Several questions, on the other hand, were very difficult for our students (answered incorrectly by at least 80% of them). There is a question that asks students to choose a generalized balanced equation that describes a pair of before-and-after molecular "pictures", with the added complication that there is a limiting reactant. This question, perhaps unsurprisingly, was challenging. Students likewise struggled with a question that asked them to select the best description for the bonding present in ammonium chloride. On average, students do not know that atoms get smaller as they lose electrons, and they struggle to accurately describe what would happen to T if P and V are doubled while k is held constant in the equation $PV/T = k$.

In general, it seems that what predicts student success on a question is the difficulty of the question itself, not the difficulty of the topic that question assesses. If the question is straightforward, our students do well, even if the material itself (like electron configurations) is challenging. But they struggle with multistep and "trick" questions. So it is all the more surprising that the very first question on the test is actually the hardest, and it seems quite simple – calculate the number of atoms in half a mole of N_2 gas. Why is this question such a challenge for our students? The explanation is not immediately obvious, and I would welcome your feedback.

Implications for 121:

The results of the 121 post-tests should be examined more closely to confirm the tentative conclusions described above, ideally with data from a few more semesters. To this end, I would like to extend another invitation to all faculty to participate in our assessment efforts, particularly for CHEM 121. Considering that we collected data from three semesters, it would be nice to have more than 79 data points. To put this in perspective, a similar analysis that was done for the CHEM 201 courses had data from the same three semesters, and had tests from over 200 students!

But if it is true that our students can answer a variety of easy questions but struggle with harder ones, then several ideas come to mind. For instance, it might be productive for 121 faculty to meet to discuss how these new hours from the reintroduction of Chem 100 are being used. Perhaps someone has found a creative strategy for fostering more sophisticated problem solving techniques. Also, since writing higher level questions is often difficult, faculty could pool test questions so that we are not constantly duplicating others' work.

Are there additional aspects of our Chem 121 courses you think would be fruitful for us to study as we work to give our students the best possible foundation in chemistry? Have the reports generated thus far been interesting? Helpful? Is there something you can suggest that would make this process even more useful to you?

Social and Applied Science Liaison Report prepared by Nick Ceh

The unit level assessment project for the Social Science Department (SSD) was introduced to the department's faculty via email in early February 2016. It should be noted that the SSD encompasses six disciplines: Anthropology, History Economics, Political Science, Psychology, and Sociology. The Applied Science Department (ASD) merged with SSD in the fall of 2017, further expanding the department. After consultation with Dr. Domenico Ferri, chair of the SSD, the decision was made to start the assessment with history. Because several fields of history are taught (U.S. History, African American, Latin American, African, and World), the challenge was to create an assessment tool and rubric that would apply to all history courses.

It was also decided that the best way to proceed was to form a small informal steering committee composed of faculty representing some of the various fields of history taught at HWC. Two faculty members, Nick Ceh (World History) and Stephen Burnett (U.S. History) volunteered to serve on the committee with the Unit Level Liaison, Janette Gayle.

Adapting an assessment tool developed by history faculty at four-year colleges, the steering committee identified five essential skills it is important for students to be able to demonstrate at the end of any history course: the ability to (1) craft a thesis statement; (2) distinguish between primary and secondary sources; (3) use primary and secondary sources to support an argument; (4) understand and identify the factors that cause change and continuity over time; (5) demonstrate knowledge of specific historical content and context.

Focusing on the first three skills, the steering committee created a rubric to determine measureable outcomes. For example, see the rubric below:

History Assessment Rubric

Skill	Exceeds Expectations 3 pts	Meets Expectations 2 pts	Emerging Skills 1 pt	Does Not Meet Expectations 0 pt
Demonstrates the ability to craft a thesis statement	Crafts a strong, well-developed thesis statement that can be argued pro and con using sophisticated language	Crafts a thesis statement	Crafts a weak thesis statement – a claim that can be answered yes or no	Does not craft a thesis
Demonstrates the ability to distinguish between	Consistently distinguishes between primary and secondary	Distinguishes between primary and secondary	Inconsistently distinguishes between primary	Does not distinguish between

primary and secondary sources and to properly cite both using Chicago Manual of Style (CMS)	sources and cites correctly using CMS	sources most of the time	and secondary sou	primary and secondary sources
Demonstrates the ability to use primary and secondary sources to support an argument	Consistently uses primary and secondary sources and analyzes them to support an argument	Consistently uses primary and secondary sources to support an argument	Inconsistently uses primary and secondary sources to support an argument	Does not use primary and secondary sources

The pilot assessment project was launched in the second half of the spring 2016 semester and the rubric was used to assess students' final essays in the following courses:

- History 111 Sections D and WW2 (Online) (American History to 1865)
- History 112 sections C & E (US History Survey II)
- History 115 sections K & Q (African American History Survey II)

III. Data Analysis:

History Writing and Research

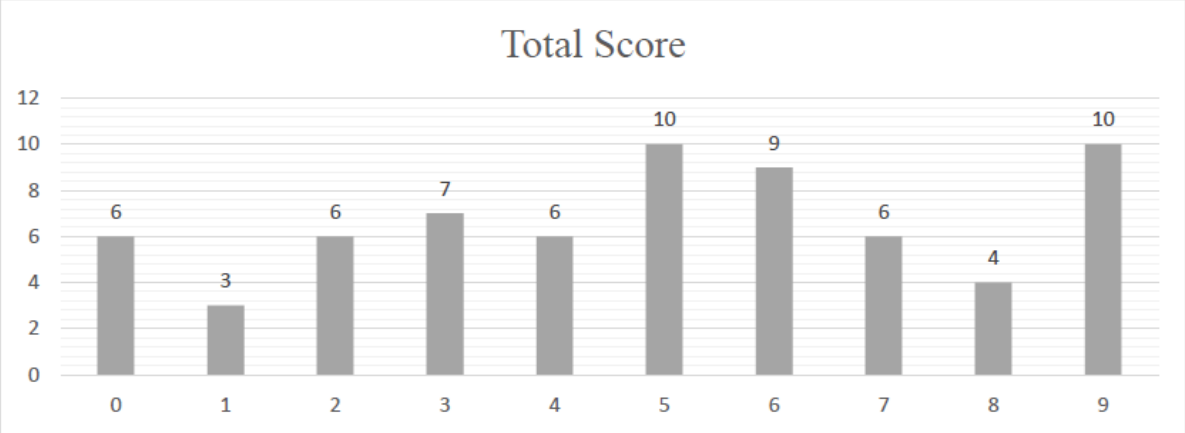
Unfortunately, results are only based on four class sections rather than the six as listed above. Two sections of data were lost when an adjunct history instructor failed to complete an analysis of their class results.

There was a total of 67 student papers analyzed and of that number 39 were male and 28 were female. The mean age of students was 24 (rounded up). For 55 students it was the first history course they had taken. The number of students completing English writing classes prior to writing their history research paper is presented in the chart below:

Eng 101/102	Count				
			English 101 Only	2	
			English 101/102	22	
			English 102 Only	2	
			Neither	6	

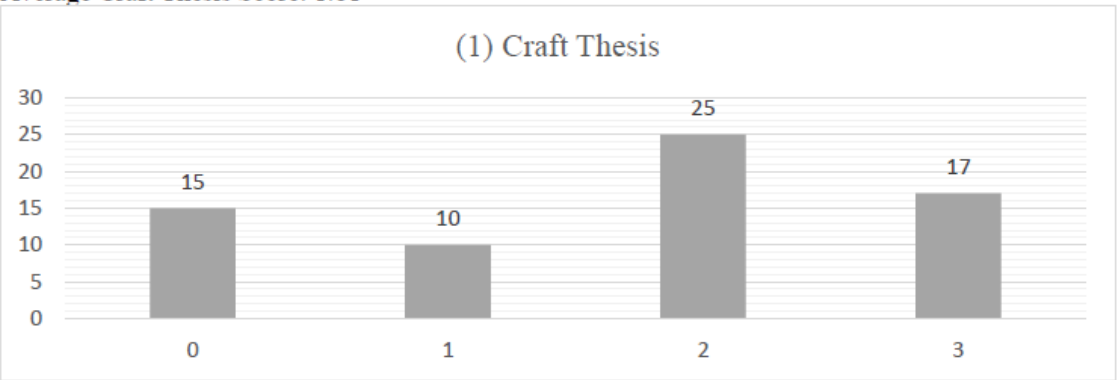
The average total score for students based on the rubric was 5.09. The maximum total points was 9 and the minimum is 0. The table listed below shows the distribution of scores.

Average Total Score: 5.09



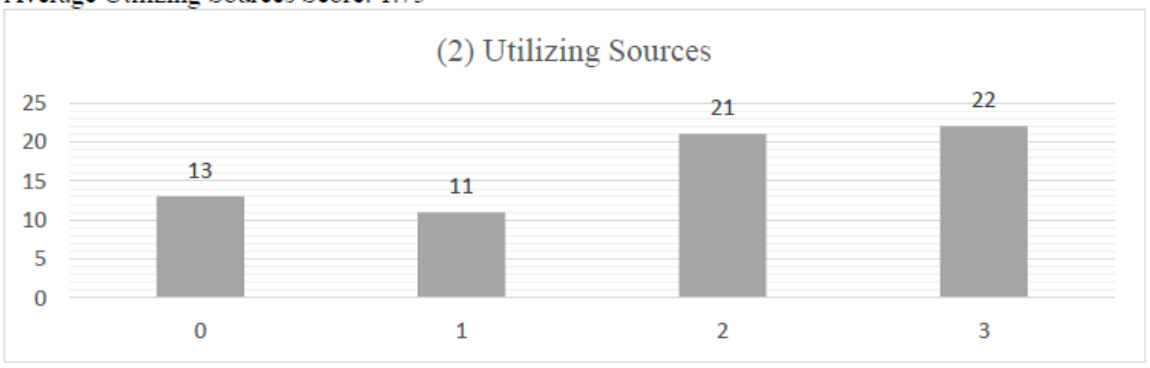
The cumulative average score for crafting a thesis statement. The average score was 1.81.

Average Craft Thesis Score: 1.81



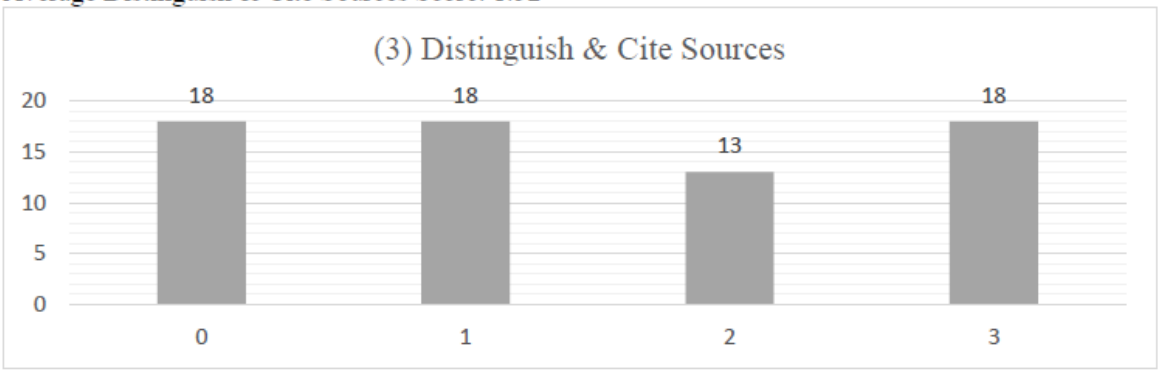
Average Craft Utilizing sources the score was 1.75.

Average Utilizing Sources Score: 1.75



Average distinguish or cite sources 1.52

Average Distinguish & Cite Sources Score: 1.52



Recommendations:
In my opinion, this pilot study cannot be used to determine whether or not students learned the skills being assessed. There are too many questions still remaining to be addressed. No pre-assessment of student skills was done, so a comparison of the results cannot be made. While the numbers seem to suggest learning was not achieved, without a baseline to make a comparison, the numbers do not add to the understanding of student learning. In addition, there needs to be more papers assessed. Faculty participating in the study did not use similar worksheets to teach the skills assessed. The adjunct instructor's failure to provide any data also negatively impacted the final results.

The history assessment has a strong foundation. The three assessment skills identified are important for success in any history class, however, the design process requires more thought. While these three skills are important in understanding history, they represent only a portion of what is necessary. The three assessed skills should have been tied to a larger skill -- critical thinking. It is recommended the assessment be continued with the following suggestions:

1 Increase the number of student assessed;
2. Faculty should use same instructional guidelines in class to teach skills assessed; and
3. Addition of a category to address counter arguments within the paper could be used to assess critical thinking.

World Languages and ELL Liaison Report prepared by Matthew Williams with Margarita Chavez

I. Department Buy-In and Outcome Definition

In the decade that I have taught in the World Languages and ELL Department, I have learned that I can achieve more through cooperation with other faculty and with the Chair than I could ever do alone. Consequently, as a new liaison this spring 2017 term, I sought out the Department Chair to determine the best way to support what faculty might already be working on. Her first suggestion was for me to consider a project just completed by department faculty to revise the student learning outcomes for online and face-to-face Spanish courses.

I contacted the faculty members to let them know what my new role would be this term and to ask if they would be interested in working with me to assess student learning using one of the newly revised SLOs. After some discussion, the four faculty members who teach Spanish 102 courses, both online and face-to-face, agreed to work with me.

I then asked the Spanish 102 faculty to choose for themselves which outcome would be the most important to assess this term. I used Google Forms to conduct a poll of the faculty, the majority of whom then opted for the following SLO: "*Students will be able to narrate events using present and past tense".*

Upon reflection, the time I spent reaching out to and considering the opinions of the faculty has made the outcome definition part of this process go very smoothly. Without faculty buy-in, this effort would have taken much longer and would have been much more difficult.

II. Assessment Research and Design

I have designed a pilot assessment tool that will examine how students in Spanish 102 apply grammar rules for verb usage in the present and past tenses.

The test takers begin with a short list of irregular Spanish verbs that are in common usage. After they review these for a brief time, they move on to the two parts of the assessment:

Part One contains a task type that requires test takers to compose a sentence in response to a short prompt written in the target language. There will be eight items in this task type amounting to eight isolated sentences. This task will draw on knowledge of word structure, vocabulary knowledge, as well as knowledge of phrase and sentence structure. Of course, the responses

must also be relevant to each short prompt. Since responses for this task type are limited to one sentence, the test taker has the luxury of devoting a lot of attention to the actual structure of word formation and sentence formation and does not have to expend as much mental energy on the content of the response. Therefore, I anticipate that test takers will be able to demonstrate a high level of grammatical accuracy with their verb forms.

Part Two contains a task type that requires test takers to compose a short paragraph in response to a different prompt also written in the target language. Since response for this task type is much longer, the test taker is burdened by not only making vocabulary choices, structuring words accurately and composing grammatically well-formed phrases and sentences, but also by having to devote a lot of attention to transitions and other discourse-level features in an effort to best respond to the prompt. Therefore, I anticipate that test takers will demonstrate a somewhat lower level of grammatical accuracy with their verb forms.

They will be asked to provide their CCC student ID number and are told that the assessment results will not be used to affect their grades and will only be studied in the aggregate.

Currently, the Spanish 102 faculty are considering the draft version of the pilot and some of them have already provided helpful feedback that has allowed me to improve it.

III. Pilot Assessment Tools and Processes

I anticipate being able to do the pilot in early May of 2017 using a google forms format. Once we have the results, I will be able to adjust the pilot to enhance its effectiveness in preparation for doing a full assessment study in the fall of 2017.

IV. Administer Specific Assessment

Pilot Assessment: After receiving and incorporating feedback from faculty regarding task type design, I will invite them to volunteer a small number of online and face-to-face sections of Spanish 102 for the pilot. The plan is to use a google form containing the demographic question and the assessment tasks and provide all test takers with the link to it. I will then provide the faculty with the google form link and have them supply it to their students. (I imagine that making the link available via Blackboard would be the most efficient way to do that.) I anticipate being able to make the pilot assessment available to students in the first week of May, 2017. Test takers will have that week-long window of time to take the assessment once. After the deadline, the link to the google form will be closed and the data analysis process can begin.

Full Assessment: I anticipate being able to do a full assessment study in the fall of 2017. The plan is the same as the pilot--to use a google form containing the demographic question and the assessment tasks and provide all test takers with the link to it--unless the pilot experience reveals some unforeseen problems with that method. Test takers will again have about a week to take the assessment once. After the deadline, the link to the google form will be closed and the data analysis process can begin.

V. Data Analysis

While assessing the outcome, "*Students will be able to narrate events using present and past tense",* could be done in any number of ways, I propose using the following criteria:

Task Type 1:

Morphological Level	Focus is on word form accuracy, in this case, of verbs
Syntactic Level	Focus is on word order accuracy

Task Type 2:

Morphological Level	Focus is on word form accuracy, in this case, of verbs
Syntactic Level	Focus is on word order accuracy
Discourse Level	Focus is on appropriate use of transitions to maintain coherence

Each of the above categories will be assessed using the following dichotomous Likert-type scale:

Score = 0	Score = 1
does not meet the outcome	meets the outcome

Pilot Assessment: This will be done in May of 2017, preferably before the end of the term. I will score the responses myself on the google form and enter the results into a spreadsheet in order to display them in table form.

Full Assessment: This will be done in later fall of 2017 after the administration of the full assessment. If some of the faculty who have been advising me during this study are interested in working together with me as raters, we will then hold one or more calibration sessions as we do the grading. If I am working alone on the scoring of the assessments, the process will obviously take longer, but inter-rater reliability will not be an issue.

VI. Supporting Evidence-Based Change (Use of Findings)

Pilot Assessment: The plan is to share the results of the pilot assessment in a presentation during Faculty Development Week in August, 2017. I also plan to share the results with the entire World Languages and ELL faculty through the new departmental blog as well as in the faculty meeting at the opening of the fall semester.

Full Assessment: I will share the results on the departmental blog and, if asked, at the faculty meeting at the opening of the spring semester in 2018 once the data analysis portion has been completed.

Success Factors

I believe that one of the factors leading to the success of this study is and will be department faculty buy-in. The faculty have been instrumental in facilitating the process so far, and I anticipate that their help and advice will be critical to making both the pilot and the main assessment tools work well. Finally, I have great hope that faculty involvement in every step of this assessment process will translate to faculty feeling comfortable and even interested in 'closing the loop' by applying the results of the study to make evidence-based changes that serve to improve student learning in their courses.

Recommendations

None as yet.

Appendices

Pilot Assessment Tool Draft: https://docs.google.com/document/d/1-q-qMSAMjakP2MC8-9CSNJyJpS3vr4_ap5N1SGhkzzo/edit

Program Assessment Report prepared by Program Assessment Coordinator Paul Wandless

Program level assessment is looking at an area that offers a degree or certificate and seeing if there is some type tool that measures how well students meet the degree/certificate level outcomes. Areas and disciplines that are independently accredited have these kinds of assessments in place already. Child Development is an example of having active program level assessments in place as part of meeting the requirements for its field.

Other areas are in different stages of having program level assessment and need to take the next steps of making them active assessments at some point in the future. As part of the HLC process, documentation is needed to show that HWC is doing program level assessment for all its degrees and certificates.

The focus for spring 2017 Program Level Assessment, for me, was the Liberal Arts degrees and certificates. My first step was to identify 6 programs and contact the faculty that were responsible for the degrees or certificates within the programs. As I progress through the 6 initial programs, I will add if time in the semester allows.

The first six programs chosen are Studio Art, Digital Media Design (DMD), Architecture, Theater, Music and Philosophy. Below is chart of the programs, degrees/certificates offered faculty contact.

Program	Degree / Certificate	Faculty Contact / Role	Program Level Assessment Notes
Studio Art	AFA Studio Art	Paul Wandless Discipline Liaison	No formal Program Level Assessment. Has a cross-disciple assessment that can be used for PLA.
Digital Media Design	AA Digital Media Design AC Digital Media Design BCDigital Media Design	Rose Divita DMD Area Coordinator	No formal Program Level Assessment. Has capstone courses DMD 233 and DMD 299 that can be used for PLA.
Architecture	AAS Architectural Drafting BC Architectural Drafting	John Maden Architecture Area Coordinator	No formal Program Level Assessment. Has an ARCH 220 Portfolio Class that can be used for PLA.

Theater	AA Theater Art	Kathryn Nash (retiring SP17) Rachel Iannantuoni	No formal Program Level Assessment. With only 1 FT Theater faculty, there is really no opportunity to pursue PLA at this time. Need follow up in Fall 2017.
Music	AFA Music Performance AFA Music Education	Matt	No formal Program Level Assessment. Has a multiple unit level assessments that can potentially be used to create a PLA. Need follow up in Fall 2017.
Philosophy	AA Philosophy Emphasis	David Richardson Kamran Swanson	Still need to meet and speak about PLA in Fall 2017.

Area findings

While I was able to meet and learn about 5 areas, I will focus this report on the on the areas that have some time of assessment of class in place that can be readily transformed into a Program Level assessment. Those areas are Studio Art, Digital Media and Architecture. Studio Art has a cross-discipline assessment and Digital Media and Architecture have portfolio courses. Theater, Music and Philosophy need more follow conversations to better determine their next viable step and what has the potential to be a program level assessment. These follow up meetings will happen fall 2017.

Studio Art

The Studio Art area offers an AFA Studio Art degree. It has been doing Unit level Assessment since fall 2012 in Art 144 Two Dimensional Design and Art 131 Beginning Drawing. Currently there is no formal Program Level assessment. Paul Wandless (Faculty & 2D Area Coordinator) created the pilot program level assessment for studio art critiques. Since only 2 - 3 students complete an AFA before transferring, a capstone class would not have many examples to assesses. But all studio courses critique, which would able to give a cross-discipline look at the studio art degree with the potential for a large sample size.

An Oral Communications Assessment is used for General Education courses to measure how students across different Gen.Ed. areas are meeting PLOs associated with oral presentations. This assessment model was adapted and modified for studio art critiques. Art students orally present their artwork and then participate in group discussions that follow the presenting student's description of their artwork.

Studio Art Critiques vary in how they are conducted from class to class. Beginning course critique differently than an advanced course, because the level of content and degree of difficulty is

different. A 2D area class critiques differently form a 3D area class, because the mediums have different physical qualities that need to be addressed.

The aforementioned differences are minimized with the assessment simply focusing on the commonalities that exist across disciplines. Examples of areas in common include; overall preparedness, proper use of vocabulary, demonstrated understanding of project requirements, ability to answer questions about artwork and overall confidence in presented project.

Critiques happen at different times throughout the course of a semester and their frequency is dependent on the needs and pace of the class. Some courses only critique finished artworks and have them more frequently. These courses have less multi-stage or long creation process. Some courses critique works-in-progress and finished works due to long or multiple-stages processes. These courses critique less frequently.

In light of this, the optimal time to run a studio critique assessment would be towards the end of the semester. This give students an opportunity to experience at least one critique earlier in the semester and become familiar with critique expectations. It also allows work that takes longer to be created and be critiqued as finished works. Once class period (or two if the instructor wishes) would be needed for the assessment. The faculty would have the participating students fill out assessment questions and then score the student critique using the supplied rubric that is part of the question hand-out. The handouts would be numbered and the student names would not be on them to keep the assessment results anonymous.

The task for fall 2017 will be to have this pilot run in as many course as possible. The Unit Level Liaison will facilitate this task and submit a report on the data Spring 2018.

Digital Media and Digital Media Design

The Digital Media area offers an Associate of Applied Science (AAS) in Digital Media Design, an Advanced Certificate (AC) in Digital Media: Interactive Design & Development and a Basic Certificate (BC) in Digital Media: Interactive Design & Development. Currently, there is no formal assessment done on a unit level or program level in the Digital Media area. Rose Divita (DMD faculty & area coordinator) has created portfolio courses for the degrees and certificates offered in digital media. These courses are DMD 299 and DMD 233 and are currently in use.

DMD 299 is a portfolio class. The portfolio is an online version of all of the work students have done within time they are in the DMD program. It is the final class for the AAS degree and Advanced Certificate, however it is sometimes taken concurrently with DMD 233.

DMD 233 is the final class for the Basic Certificate, and we do encourage students who are only getting the BC to also create a portfolio site for one of their projects, to better prepare them for employment or transfer.

A written history of the process is not recorded, but examples of student work that clearly shows all of the main skills outlined in the DMD assessment rubric are saved. The outlined skills are in the form of a descriptive rubric that is applied to the portfolio. It has 7 outcomes that are measured as exceptional, satisfactory or unacceptable.

A program level assessment could easily be applied to the portfolio generated in DMD 299. Since this course is needed for the AAS and the AC, it would be representational most of the digital media students who complete their coursework for the AAS and AC. The only students not represented, would be those getting a BC. Since the class is already in place with a proven rubric, it's just a matter now of creating a system to record the data generated. This will be the first task pursued at some point Fall 2017.

Architecture

Architecture offers an Associate of Applied Science Degree (AAS) in Architectural Drawing and a Basic Certificate (BC) in Architectural Drawing. Currently, there is no formal assessment done on a unit level or program level in the Architecture area. John Madsen (Architecture faculty and Coordinator) is interested in pursuing assessment, though, for their area and will meet with the Department of Art & Architecture Unit Level Liaison to help facilitate the process.

There is a capstone class titled ARCH 220 Portfolio Class that is used for both the AAS and the BC that could easily be their Program Level Assessment. While there is no unit or course level assessment, student are required to create specific works that will be used for the portfolio class. These are referred to as sequence works and student are aware of what these are and what they are used for while taking the courses in their pathways. The portfolio class takes the sequence works and combines them with new assignments to create a portfolio of work that is representational of their experiences.

This portfolio is a professional representation of what they need to provide/display to potential employers or to successfully transfer to a 4-year school to pursue a Bachelor Degree in Architecture. The students create this portfolio in both a digital and hard copy format. The architecture faculty keep examples of these portfolios that students create, but there is no official record keeping of them.

A program level assessment could easily be applied to the portfolio generated in ARCH 220. Since this course is needed for the AAS and the BC, it would be representational of all the architecture students who complete their coursework. John Madsen is interested in pursuing this and will meet with the Assessment Program Coordinator to facilitate the next steps. Since the class is already in place, the guidelines for creating the portfolio can be the basis of the rubric. This will be the first task pursued at some point Fall 2017.

Historical Anecdotes as Closing the Loop prepared by Vice Chair of General Education Jeffrey Swigart

During this academic year we've been trying to better "close the loop" by keeping track of evidence of where our work is having an effect on student learning. Below are some stray historical anecdotes we've collected over the past few years that we now realize we never properly recorded. We plan to keep better track in the future.

- 2016, July: Olive Harvey College Assessment Committee chair, Shadi Assaf, asked for takeaways and suggestions from our 2014 Information Literacy Assessment, which Phillip Vargas shared with them via email.

- 2016, April: HWC President Margie Martyn emailed the Assessment Committee to thank them for the presentation on the general education natural sciences report.

- 2016, March: Frank Wang, a mathematics professor at LaGuardia Community College, presented to the HWC faculty on quantitative reasoning. He later emailed our committee to thank them for our help in advertising his talk. He also informed us that he was sharing our 2015 closing-the-loop special-edition newsletter with his president and provost.

- 2015, Spring: Todd Heldt produced information literacy teaching materials in response to the information literacy assessment.

- 2015, March: Matthew Williams, an instructor in the World Languages and English Language Learning Department, shared that the Social Sciences Assessment of 2010 helped him in his teaching of History 111. For example, since the results of the assessment identified anthropology as a branch of social science that students especially struggle with, he dedicated more time to planning the anthropology aspects of his lessons and was better able to anticipate student problems. Our committee discussed this in spring 2017 as inspiration to keep our focus on student learning. On a separate note, he also shared how the Information Literacy Assessment of 2014 inspired him to add a component to History 111 involving students attending a library information session to better learn how to research topics and use proper citations.

- 2014, March: HWC Vice President Margie Martyn emailed the Assessment Committee to thank us for the recently finished report on the 2012 Human Diversity Assessment and its findings on HWC being an accepting place for students. She was likely mainly referring to such findings that students' perceptions of discrimination significantly decrease once they come to HWC. Our committee discussed this in spring 2017 in the context of current events around politics and diversity in the U.S.

- 2012, September: HWC Vice President Margie Martyn emailed the Assessment Committee to thank us for our work, specifically commenting on the social science gen ed assessment, writing gen ed assessment, future interest in civic engagement, and preparations for accreditation visits from the Higher Learning Commission.

- 2012, August: Our committee shared the results of the general education quantitative reasoning assessment with the math department as well as the HWC community as a whole.

- 2012, May: The Physical Sciences department made changes to prerequisites, partly in response to the Quantitative Reasoning Assessment of 2009. Specifically, the lab classes Physical Science 111, 112 and 118 each added a prerequisite of eligibility for Math 99. In spring of 2017 our committee discussed the significance of this as we prepared for another assessment of quantitative reasoning in fall of 2017.

- 2012, February: Members of the physical sciences and biological sciences department continued discussion of the natural sciences gen ed assessment from 2008. Specifically, they discussed how the next iteration of the assessment could connect to their current work with scientific reasoning and EBAPS.

- 2009, Fall: Our committee shared the general education natural sciences report with the physical sciences department and the biological sciences department, as well as other departments and the administration.

- 2007, May: Faculty Council partnered with the Assessment Committee to give a Closing the Loop seminar. Discussion topics included definition of assessment, the difference between assessment and evaluation, and the growing focus from the federal government on assessment in education. In fall of 2016 our committee discussed this event as a possible inspiration to reconnect with Faculty Council.