

By the end of this document, you will understand... everything

Annual report of the HWC Assessment Committee for fall 2020 through spring 2021

[Harold Washington College Assessment Committee](#)

<http://www.ccc.edu/hwcassessment>



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Committee Membership

Executive Committee

- Chair: Erica McCormack, Humanities & Music
- Vice Chair Unit-Level Assessment: Jeffrey Swigart, Mathematics
- Vice Chair General Education (Fall 2020): David Richardson, Humanities & Music
- Vice Chair General Education (Spring 2021): Ukaisha Al-Amin, English
- Research Analyst: Fernando Miranda-Mendoza, Mathematics
- Research Analyst: Phillip Vargas, Physical Science
- Secretary: Jack Whalen, Social & Applied Science

Coordinators

- Online Learning: Yev Lapik, Biology
- Cocurricular Assessment (Fall 2020): Jennifer Vogel, Advising
- Cocurricular Assessment (Spring 2021): Veronica Villanueva, Academic Support

Unit-Level Assessment Liaisons

- Art and Architecture: Paul Wandless
- Biology (Fall 2020): Farah Movahedzadeh
- Biology (Spring 2021): Bara Sarraj
- Business: Bridgette Mahan
- English, Speech, Theatre & Journalism (Fall 2020): Ukaisha Al-Amin
- English, Speech, Theatre & Journalism (Spring 2021): Amy Rosenquist
- Humanities & Music (Fall 2020): David Richardson
- Humanities & Music (Spring 2021): Mick Laymon
- Mathematics (Fall 2020): Camelia Salajejan
- Mathematics (Spring 2021): Chao Lu
- Physical Science: Samar Ayesh
- Physical Science: Phillip Vargas
- Social & Applied Science: Ingrid Riedle
- World Languages/ELL: Matthew Williams

Additional Participating Members

- Vicky Alexandersson, English (Wilbur Wright College Assessment Committee Chair)
- Robert Anelli, Biology
- Jen Asimow, Social & Applied Science (Truman College)
- Kristin Bivens, English
- Yolanda Chapman, Social & Applied Science
- Ellen Goldberg, Transfer Center
- Ignatius Gomes, Biology
- Todd Heldt, Library
- Aja Humphreys, Student Activities
- Bernadette Limos, Strategic Initiatives
- Elena Rakochy, Art & Architecture
- Hamed Sarwar, Biology
- Tetiana Seely, Student Government Association
- Karen Smith, World Languages/ELL
- Ivanhoe Tejeda, Art & Architecture
- Iran Torres, Student Representative
- Loretta Visomirskis, English, Speech, Theater & Journalism
- Sandy Vue, Institutional Research
- Shiang-Kwei Wang, VP of Academic Affairs
- Gustav Wiberg, Physical Science
- Catherine Willis, Social & Applied Science
- Asif Wilson, Dean of Academic Affairs



Introduction

The Harold Washington College Assessment Committee (HWCAC) worked just as hard as ever during this academic year, even while meeting on Zoom because of the ongoing covid pandemic. We continued working both on fine-tuned departmental-level assessment as well as broad institutional-level assessment. We gave many remote presentations to colleagues during our faculty development week. What follows is an overview of our work with many links (in purple underlined text) to more detailed reports.

Unit Assessment

Unit assessment liaisons work on projects according to the specific needs of their departments. Here is a brief summary of their work, and full reports are available in the [unit assessment section of our webpage](#).

- **[Art and Architecture](#)**: Paul Wandless continued his work in assessing Art 145 3D Design and the skills necessary to manipulate platonic solids.
- **[Biology](#)**: Bara Sarraj analyzed how certain in-class activities such as videos and Jamboard group work improved learning in microbiology classes.
- **[Business](#)**: Bridgette Mahan looked at how Prior Learning Assessments can help to give college credit to students for their past employment or other life experiences.
- **[English, Speech, Theatre & Journalism](#)**: Ukaisha Al-Amin continued to explore English 102 students' demonstration of rhetorical knowledge in their capstone essays..
- **[English, Speech, Theatre & Journalism](#)**: Amy Rosenquist focused on the issue of plagiarism and how well students and instructors are able to recognize its different types.
- **[Humanities and Music](#)**: Mick Laymon considered methods to assess Music 225 Individual Project, which is the capstone for the music business and music technology certificates. It offers flexibility for students according to their career path, such as an internship or working for a live music event.
- **[Mathematics](#)**: Chao Lu assessed the outcome of solving trigonometric equations in Math 141 Trigonometry by using a mix of multiple-choice and open-ended show-your-work problems.
- **[Physical Science \(Ayesh\)](#)**: Samar Ayesh worked on identifying the most important *critical outcomes* in Chemistry 201 to then prepare an assessment tool on those.
- **[Physical Science \(Vargas\)](#)**: Phillip Vargas considered various large-scale assessment tools , such as the Lawson Classroom Test of Scientific Reasoning (CTSR) or the Learning About STEM Student Outcomes (LASSO) to begin using regularly in the physical science department.
- **[Social and Applied Science](#)**: Ingrid Riedle continued her work on how political participation is embedded into social science classes.
- **[World Languages/ELL](#)**: Matthew Williams continued his work of using computer software to improve pronunciation in French language classes.



General Education Assessment

We made many changes to our general education practices during this academic year, including collecting data on a survey of just one question, rewriting our outcomes to generate Institutional Level Outcomes, and piloting a survey on one of our new outcomes.

Query Project: From 2003 through 2018, we assessed general education outcomes by collecting data, analyzing it, and reporting on it. In 2019 we collected no data but rather discussed forming our outcomes. In fall 2020, primarily due to the covid pandemic, we decided to administer our simplest survey in the history of our committee, a one-question survey asking the following: "Thinking about all of your experiences at Harold Washington College (HWC): What can we do to help you feel comfortable, safe, valued, and/or able to be yourself in all HWC physical and virtual spaces?" The results included various themes such as the importance of regular communication, flexibility of rules such as regarding cameras on Zoom, and the rising need of support services like tutoring. We shared more results in the report linked above.

Reformed Gen Ed ILO's: After using the same general education outcomes since 2003, we began discussion in 2019 to reform our outcomes to encompass more disciplines beyond those in the [General Education Core Curriculum](#) and to include cocurricular learning as well. Our proposed result became eight *institutional learning outcomes (ILO's)* using these verbs: initiate, investigate, evaluate, create, participate, appreciate, communicate, and contemplate. A more detailed description for each is given in the link above.

Participate Pilot: In Spring 2020 we piloted a survey on our new *institutional learning outcome (ILO)* of "participate" with various questions on students' preferred methods of participating in class as well as how much they participate in extracurricular activities such as student clubs. We plan to analyze the pilot data and then fully administer the survey in fall 2021.

Other Committee Highlights

- ***Admin:*** Erica McCormack met multiple times with our new VP of academic affairs, Dr. Shiang-Kwei Wang. We were finally able to get our committee written into the college budget. We needed to trim our total compensation a bit for officers, but we considered this worth it to avoid having to justify our funding anew every semester. On a separate note, we were lucky to have the institutional researcher Sandy Vue attend many of our meetings throughout the academic year and offer her help and advice.
- ***Cocurricular:*** Veronica Villanueva worked on a Qualtrics survey on student experiences of tutoring. Because of her positive view of Qualtrics, we began considering changing to that from Google Forms for our other committee surveys.
- ***Newsletters:*** We continue to publish every semester the *Assessment Times*, perhaps the best outlet showing the work we do. See the [newsletter section of our webpage](#)



for the [fall 2020 issue](#), [spring 2021 issue](#), and older issues back to 2004.

- **Participation Stats:** Average weekly attendance of our meetings was 25 people for fall 2020 (a committee record!) and 21 people for spring 2021. [More participation stats can be found here.](#)
- **Program Assessment:** Carrie Nepstad shared with the committee her planning for this fall's NAEYC accreditation for the child development program. She will share documents as she completes them, and she emphasized this could be a model on how unit liaisons could help their departments with accreditation.
- **Presentations:**
 - [Erica McCormack. \(August 12, 2020\). Assessment at HWC. Presented at Harold Washington College Faculty Development Week.](#)
 - [David Richardson, Yev Lapik, Erica McCormack. \(August 12, 2020\). Student responses to remote learning: A mini-assessment. Presented at Harold Washington College Faculty Development Week.](#)
 - [Yev Lapik & Aigerim Bijelic. \(August 11, 2020\). Assessment of learning in introductory biology class: Concepts and misconceptions. Presented at Harold Washington College Faculty Development Week.](#)
 - [Bridgette Mahan. \(August 11, 2020\). Accounting/business and social justice. Presented at HWC's Faculty Development Week.](#)
 - [Erica McCormack, Carrie Nepstad, & Jeffrey Swigart. \(August 11, 2020\). Civic engagement in our time. Presented at HWC's Faculty Development Week.](#)
 - [Erica McCormack. \(August, 2020\). Assessment at HWC. Presented at Harold Washington College adjunct orientation.](#)
 - [David Richardson. \(August, 2020\). Why change it? Presented at Harold Washington College Faculty Development Week.](#)
- **SGA:** Tetiana Seely, president of the Student Government Association (SGA), attended many of our meetings. She shared SGA survey data with us on issues such as students' feelings toward online classes, the stigma of tutoring, and the need for a method of anonymous student feedback to the college.

Conclusion

In case you missed the joke at the beginning, the title was itself an educational outcome written in the classic manner. We have reached the end of this document, and we hope you now understand everything.