

Participation Trophies for Everyone!



Annual report of the Harold Washington College Assessment Committee for fall 2022 through spring 2023

[Harold Washington College Assessment Committee Home Page](#)

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

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Committee Membership

Executive Committee

- Chair: David Richardson, Humanities & Music
- Vice Chair General Assessment: Ukaisha Al-Amin, English
- Vice Chair Unit-Level Assessment: Amy Rosenquist, English
- Research Analyst: Phillip Vargas, Physical Science
- Secretary: Jeffrey Swigart, Mathematics

Coordinators

- Co-curricular Assessment: Carrie Nepstad, Social & Applied Science

Unit-Level Assessment Liaisons

- Art and Architecture: Paul Wandless
- Art and Architecture, Digital Media Design: Galina Shevchenko
- Biology: Farah Movahedzadeh
- English, Speech, Theatre, and Journalism: Amy Rosenquist
- Humanities & Music: Erica McCormack
- Mathematics: Chao Lu
- Physical Science: Samar Ayesh
- Physical Science: Phillip Vargas
- Social & Applied Science: Juanita Del Toro

Additional Participating Members

- Viggý Alexandersson, English at Malcolm X College
- Payton Carlson, Student Government Association
- Elmer Felipe, Student Government Association
- Rachelle Bryant, Social & Applied Science
- Ainka Clepper, Advising and Transition
- Alysandra Cruz-Bond, Advising and Transfer
- Ellen Goldberg, Transfer Center
- Ignatius Gomes, Biology
- Komala Hayes, Sociology/College Success, Olive Harvey
- Jing He, Advising
- Todd Heldt, Library
- Joe Hinton, Associate Dean of Career Center
- August Kampf-Lassin, Research and Planning
- Aimee Krall-Lanoue, Dean of Office of Instruction
- Yev Lapik, Biology
- Luvia Moreno, Student Services
- Margaret Oyeleye, English
- Paul Rizik, Library
- Hamed Sarwar, Biology
- Ivanhoe Tejada, Art & Architecture
- Loretta Visomirskis, English, Speech, & Theatre

- Latisha Williams, Early College Program
- Catherine Willis, Social & Applied Science
- Allan Wilson, Physical Science
- Anthony Woods, Computer Information Systems
- Zeke Yusof, Physical Science

Introduction

This semester we continued meeting weekly on Wednesdays from 3PM to 4PM in a hy-flex format with some people in room 1046 and some on Zoom. Our average meeting attendance was 15.5 for fall 2022 and 17.6 for spring 2023. Our unit assessment continued its tradition of excellence while we experimented a bit with general education assessment, moving it towards a model of institutional assessment. We also expanded our work with co-curricular assessment and made new connections throughout the college. Below is a summary of this academic year's work.

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 created four new course assessments, which now means about half of his department's courses have assessments. He's also working on creating a capstone class that can also be used as a program level assessment.
- Art and Architecture DMD: Galina Shevchenko worked on four assessments including digital picture files in DMD 168 and DMD 268, layout fundamentals in Art 176, the multimedia project in DMD 233, and the portfolio in DMD 299.
- Biology: Farah Movahedzadeh looked at what variables affect enrollment in Biology 121, including teaching styles, student services, and student attitudes about microscope use.
- English, Speech, Theatre, and Journalism: Amy Rosenquist is working on two projects, one broadly assessing students' opinions of modalities and the other specifically assessing oral communication for classes within her department.
- Humanities & Music: Erica McCormack worked on three projects including a review of all humanities syllabi, a music theory assessment specifically on aural/keyboards skills, and a philosophy assessment on the specific concept of validity.
- Mathematics: Chao Lu looked at the modalities students prefer versus the modalities being offered, finding that the two matched fairly well.
- Physical Science (Ayesh): Samar Ayesh continued her work in assessing Chem 201 student learning outcomes, working to improve focus on the outcomes students struggle with.
- Physical Science (Vargas): Phillip Vargas continued using the Lawson Classroom Test of Scientific Reasoning (CTSR), with one result showing students need more help in experimental design.
- Social and Applied Science: Juanita Del Toro looked at how the diversity of the Latinx population is discussed in certain classes such as History 216 U.S. Latinx History.

Institutional Assessment

Institutional Learning Outcomes (ILO): Within the past few years we've shifted from the phrase "general education assessment" to the phrase "institutional assessment". This is centered on our [list of ILOs](#) that we continue to edit and improve. During this academic year, we especially focused on making the ILO's more encompassing of co-curricular activities rather than just academic activities.

Query #2: Following up on our first query project in fall 2020, we conducted a second query in the fourth week of Fall 2022, including three items each with the options strongly agree, somewhat agree, neutral, somewhat disagree, or strongly disagree. Here are the three items:

- My classes provide a sense of connection and community.
- I have been encouraged to actively engage in and contribute in my classes.
- I feel comfortable enough in my classes to ask questions or discuss content.

We created two videos on the analysis and results, a [long video](#) and a [short video](#), for your viewing pleasure.

Participate: [Our final report of our Participate survey from 2021 was the central focus of our Spring 2023 newsletter.](#) One interesting result is that 54% of respondents had tried "new forms of participation" while at HWC. Other findings suggested that while students were willing to participate, their preferred forms were "active listening" and other less prominent forms of participation. A recommendation related to this, therefore, is that instructors help students to be aware that their classmates are open to participation yet perhaps have a hard time initiating. The committee is considering assessing some or all of the learning outcomes associated with our "Initiate" Institutional Learning Goal next year.

Other Committee Highlights

Accreditation: Carrie Nepstad led the HWC's four-year check-in from the Higher Learning Commission (HLC) for the whole college, and HWC passed with a good report and good marks for assessment.

Administration: David Richardson and others met regularly with VP Theresa Carlton of our local HWC administration and also with the district-wide assessment committee. One theme at district was how to encourage assessment culture without forcing it.

Co-curricular: Throughout the academic year, Carrie Nepstad met with various people around the college to offer support for assessment. For example, she worked with Tom Glatz of the Access Center on a survey on accessibility. She also attended meetings with the Diversity, Equity, and Inclusion Committee, offering support as well as welcoming their feedback on our human diversity work.

Chair's Connections with Others: David Richardson made various connections throughout the academic year, as outlined below.

- Student Affairs: He and Joe Hinton presented at a student affairs one-day retreat in October 2022 at the request of VP Theresa Carlton. They shared tips on writing student learning outcomes.
- Olive-Harvey College: He met with their admin to share about how HWC's institutional researcher has helped in our committee's work.
- President's Cabinet: He presented to this group in November 2022, showcasing our current work and sharing a brief history of our past work.
- Wright College: He met with their assessment committee in March 2023 to discuss committee structure and compensation.

Newsletters: We continue to publish the Assessment Times every semester, perhaps the best outlet to show the work we do. See the [newsletter section of our webpage](#) for the [fall 2022 issue](#) and [spring 2023 issue](#) as well as older issues back to 2004.

Presentations:

- [Phillip Vargas. \(October 2022\).](#) The modal participant: Using the statistical mode to find the "typical" student in the classroom. Presented at The Assessment Institute at IUPUI (Indiana University-Purdue University Indianapolis).
- [David Richardson. \(August 2022\).](#) Assessing Harold: It takes a committee. Presented at Harold Washington College Faculty Development Week.
- [David Richardson & Carrie Nepstad. \(August 2022\).](#) Building positive relationships: Co-curricular assessment at HWC. Presented at Harold Washington College Faculty Development Week.

Program Assessment: David Richardson spent some time this academic year collecting info from each of HWC's programs about the assessment methods currently happening. His goal is to then see if there are ways our committee can support the work already happening.

SGA: We had two representatives from the student government association attend our meetings periodically throughout this academic year.

Conclusion

As our committee started in spring 2003, this semester marks the 20th anniversary of our faculty-led work in assessment. During this time we've maintained our focus on student learning and aggregate data, avoiding the dangers of evaluating individual faculty. This focus has therefore precluded any one faculty having to tell us, "Don't assess me!"