



# Assessment Committee

Harold Washington College



## Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst),

Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

## Minutes for 1-27-2021

3:00 PM to 4:00 PM Zoom

### **Members Attending:**

*Ukaisha Al-Amin—English, Speech, Theater*  
*Samar Ayeshe—Physical Science*  
*Ellen Goldberg—Transfer Center*  
*Todd Heldt—Library*  
*Mick Laymon—Humanities and Music*  
*Chao Lu—Mathematics*  
*Bridgette Mahan—Business*  
*Erica McCormack—Humanities and Music*  
*Carrie Nepstad—Social & Applied Science*  
*Elena Rakochy—Art & Architecture*  
*Ingrid Riedle—Social & Applied Science*  
*Amy Rosenquist—English, Speech, Theater*  
*Bara Sarraj—Biology*  
*Hamed Sarwar—Biology*  
*Tetiana Seely—SGA*  
*Jeffrey Swigart—Mathematics*  
*Phil Vargas—Physical Science*  
*Loretta Visomirskis—English, Speech, Theater*  
*Jack Whalen—Social & Applied Science*  
*Matthew Williams—World Languages/ELL*  
*Paul Wandless—Art & Architecture*  
*Veronica Villanueva—Advising*  
*Viggy Alexandersson--Wright College*  
*Assessment Committee Chair*

### *Guests*

*Kristin Bivens—Rockstar*  
*Gustav Wiberg—Rockstar*

### **Agenda for 1/27**

- I. Introductions
- II. Administrative Updates
- III. Review of Query Project Recommendations
- IV. Homework: Wash hands, wear mask, take care of yourself and each other.

**Intro:** Erica called the meeting to order 03:02pm

**Review of minutes:** N/A

**Introductions**

Attending members discussed their roles within the committee and broader HWC community. Erica provided an overview of committee work. Specifically, she explained how assessment of student learning allows for better construction of student supports within the classroom and across HWC's community. HWCAC is a faculty-led committee and includes members representing administration, staff, and students. Erica stressed that our findings are recommendations rather than rules, that we drive conversations that positively influence student learning. Assessment is a six-stage process:

Stage One: Formulation and approval of specific student learning outcomes (SLOs)

Stage Two: Research/develop tools to address the specific SLOs [and with a utility towards 2-year institutions]

Stage Three: Pilot the assessment as means to refine for larger assessment

Stage Four: Administering of full-scale assessment

Stage Five: Data analysis of data into usable information

Stage Six: Recommendations for evidence-based change, aka "closing the loop"

Erica also emphasized that assessment is a continuous process, it never ends. The continuous nature of assessment allows the committee to keep pace with the changing nature of education.

#### *Current Assessment Projects*

The committee is continuing to review and edit how assessment is conducted at the General Education level. While the process is working well at smaller units—as evidenced by the different liaison projects—results were mixed at the larger Gen Ed level. Ukaisha discussed the importance of incorporating Fall 2020's Query Project results within the outcomes the committee is developing. Also, she suggested the end of Spring 2021 as a deadline so that the committee can present our findings during Faculty Development Week (FDW) Fall 2021.

#### **Reflections on Query Project**

Committee members reflected on how the Query Project has influenced course design for Spring 2021 and how information from the project could be implemented in the future. Tetiana discussed making use of the chat option to show participation during classes. This option would afford students without video capabilities to participate meaningfully in class discussion. Paul and Matt discussed being cognizant of student time, something many students expressed as a point of concern in the Query Project. Matt also suggested being mindful of own biases, providing the example of adding transcripts for students. Erica suggested the social annotation tool Hypothesis, being piloted in HWC brightspace courses this semester and offered to share information about that application with committee members--email to come soon!

#### **Homework**

Wash hands, wear mask, and take care of each other.

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by \_\_\_\_\_ and seconded by \_\_\_\_\_



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## Minutes for 2-03-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Ukaisha Al-Amin—English, Speech, Theater</i>  <i>Samar Ayesh—Physical Science</i>  <i>Yolanda Chapman--</i>  <i>Ellen Goldberg—Transfer Center</i>  <i>Todd Heldt—Library</i>  <i>Yev Lapik—Biology</i>  <i>Mick Laymon—Humanities and Music</i>  <i>Chao Lu—Mathematics</i>  <i>Bridgette Mahan—Business</i>  <i>Erica McCormack—Humanities and Music</i>  <i>Carrie Nepstad—Social &amp; Applied Science</i>  <i>Amy Rosenquist—English, Speech, Theater</i>  <i>Bara Sarraj—Biology</i>  <i>Tetiana Seely—SGA</i>  <i>Jeffrey Swigart—Mathematics</i>  <i>Phil Vargas—Physical Science</i>  <i>Loretta Visomirskis—English, Speech, Theater</i>  <i>Jack Whalen—Social &amp; Applied Science</i>  <i>Matthew Williams—World Languages/ELL</i>  <i>Paul Wandless—Art &amp; Architecture</i>  <i>Veronica Villineuva—Academic Support</i>  <i>Viggy Alexandersson--Wright College</i>  <i>Assessment Committee Chair</i></p>	<p><b>Agenda for 2/3</b>  I. Review and approve minutes (<a href="#">1/27 Minutes</a> and <a href="#">12/2 minutes</a>--for those of you who were in attendance at our last meeting of Fall 2020)  II. Yev: Faculty Council updates  III. Tetiana: Student Government Association updates  IV. Carrie: District Assessment updates  V. Review of Spring 2021 Calendar  VI. Review of General Education Outcomes--revised/in-progress version  VII. Homework: Add comments to the "Communicate" Objective and associated outcomes on the <a href="#">GenEd objectives and outcomes draft</a>. Wash hands, wear mask, take care of yourself and each other</p>
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**Intro:** Erica called the meeting to order 03:02pm

**Review of minutes:** Minutes for December 2, 2020 were approved by Paul W. and seconded by Amy R. Minutes for January 27, 2020 were approved by Paul W. and seconded by Amy R.

### Administrative Updates

*Faculty Council Updates: Yev*

Yev reminded members about the Faculty Wellness Initiative on February 19 at 1:30pm. The event is a collaboration between Faculty Council, the Wellness Center, and Human Resources. Yev also discussed

updated Covid guidelines allow for certain labs associated with certain class to continue through Fall 2021. Lastly, FC4 elections are upcoming and district is looking for volunteers to be on ballots.

#### *Online Council Updates: Bridgette, Yev, Phil, and Todd*

Bridgette explained that the Online Council is currently establishing strategies for online learning development, including enrollment and retention. Yev highlighted discrepancies among Online Council members' definitions for certain terms like "assessment" and "evaluation" to caution committee members about the fluid nature of terms when working across departments. Both Phil and Todd reiterated the importance of clarity.

Erica explicated various terms commonly used in the committee to solidify definitions for new and old committee members alike. Committee members discussed that Assessment of Student Learning Outcomes is conducted in aggregate. That is, the committee does not seek to understand student learning on an individual basis, but rather either across multiple sections of a course, within a specific program, or across the college as a whole. Todd mentioned that one goal of assessment is to make recommendations to fine-tune pedagogy, but Erica reiterated that the main goal is improving student learning, which isn't only tied to instructional methods. He and Erica also highlighted that assessment is tied to accreditation. as Information gathered from assessment projects is used to make recommendations across HWC. Erica also explained that students don't just learn from faculty and that the assessment has nothing to do with evaluating faculty. Viggy asked about the difference between assessment and program review. Carrie responded that in addition to assessing, program review looks at program level outcomes and completion rates, metrics of the program. In short, program reviews are not just about student learning. Erica closed the conversation stating that asking for clarity is a best practice.

#### *Student Government Association: Tetiana*

Tetiana discussed student concerns about not having a platform to express feedback about courses taken. While there is a page on the HWC website for student feedback, it is not easy to locate. Moreover, Tetiana explained that students are not informed about administrative responses once feedback is submitted. She also discussed creating a survey to explore student experience with remote learning now that a full semester has been completed using that mode. She differentiated this potential survey from the Query Project in that SGA wants to assist individual students, rather than looking at aggregate numbers. Erica is interested in learning how students seek assistance, and further encouraging the development of processes to amplify student voices.

#### *Carrie: District Assessment updates*

Carrie outlined the Assessment Certificate Program, a collaborative workshop series initiated by DePaul University and Loyola University, Chicago, that is designed to train faculty and administration on various elements of assessment such as rubric construction. DePaul and Loyola invited CCC to participate in the workshops. Each institution conducts an introductory workshop specific to their university/college. Subsequent workshops are more integrated across institutions as the broader, shared concepts of assessment are explored. Committee members expressed interest investigating similarities and differences of assessment between 2-year and 4-year institutions.

#### **Review of Spring 2021 Calendar**

Erica elected to email committee members the Spring 2021 calendar in an effort to give more time to discussing progress of revising General Education outcomes.

#### **Review of General Education Outcomes--revised/in-progress version**

Ukaisha reminded committee members where we left off with outcomes last semester, highlighting the goal of streamlining and simplifying verbiage. She then briefly presented slides of outcomes. Ukaisha suggested beginning with the outcome "Communicate" because of the dialogue it creating during earlier committee meetings. As a result, Ukaisha sees "Communicate" being the outcome with the most work still to be done. Another concern was that foundations were not represented within the outcomes. Ukaisha asked members to consider whether to place foundational learning within a separate outcome or to incorporate it within each outcome. She also posed questions about incorporating social justice objectives within the outcomes. Erica reiterated the purpose of looking at the Gen Ed outcomes and why revising. Essentially, the committee is looking to reorient these outcomes toward broader, more general, college-level assessment. Another goal is to provide clarity of expectations for students.

**Other Business:**

N/A

**Homework**

Add comments to the "Communicate" Objective and associated outcomes on the [GenEd objectives and outcomes draft](#). Wash hands, wear a mask, take care of yourself and each other.

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by



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### Minutes for 2-10-2021

3:00 PM to 4:00 PM Zoom

#### Members Attending:

Ukaisha Al-Amin—English, Speech, Theater  
Samar Ayesb—Physical Science  
Yolanda Chapman--  
Ellen Goldberg—Transfer Center  
Todd Heldt—Library  
Yev Lapik—Biology  
Mick Laymon—Humanities and Music  
Chao Lu—Mathematics  
Bridgette Mahan—Business  
Erica McCormack—Humanities and Music  
Carrie Nepstad—Social & Applied Science  
Amy Rosenquist—English, Speech, Theater  
Bara Sarraj—Biology  
Tetiana Seely—SGA  
Jeffrey Swigart—Mathematics  
Phil Vargas—Physical Science  
Loretta Visomirskis—English, Speech, Theater  
Jack Whalen—Social & Applied Science  
Matthew Williams—World Languages/ELL  
Paul Wandless—Art & Architecture  
Veronica Villanueva—Academic Support  
Loretta Visomirskis—English, Speech, Theater  
Viggy Alexandersson--Wright College  
Assessment Committee Chair

#### Special Guests

VP Wang  
Dean Asif Wilson

#### Agenda for 2/10

- I. Review and approve [minutes from 2/3](#)
- II. Admin updates (maybe also from Sandy?)--including special assignments for Fall 2021
- III. Review [Calendar](#)
- IV. Review of General Education Outcomes--([GenEd objectives and outcomes draft](#))
- V. Narrow down possible Student Learning Outcomes to pilot as GenEd assessment
- VI. Homework: TBD. Wash hands, wear mask, take care of yourself and each other

**Intro:** Erica called the meeting to order 03:03pm

**Review of minutes:** Minutes for February 3, 2021 were approved by Phil V. and seconded by Amy R.

#### Administrative Updates

VP Wang announced that Sandy Vue has moved on to another institution. She also mentioned that she will do her best to attend HWCAC meetings regularly to continue the fruitful dialogue between the committee and administration. Erica said she would send out the Zoom link for an event held by Maria Delgado to say goodbye to Sandy. She also reiterated staying in communication with administration to alleviate overlapping agendas like surveys.

Commented [1]: I would've but I never got one. :( I will send the link I just got for Bern's though.

VP Wang also discussed preparing for the HLC Assurance review that is upcoming November 7, 2022. Theresa Carlton and Carrie Nepstad will be co-chairing the initiative and will begin reviewing a timeline and activities. Once an agenda is constructed, VP Wang will send information to Curriculum and Assessment committees. Lastly, VP Wang announced that Emily Jurgens has taken on the Curriculum Facilitator role for the college, following in the footsteps of Ivanhoe Tejada.

#### *Sub-committee meeting with Ukaisha, Carrie, Erica and Viggy*

Erica discussed a meeting with Ukaisha, Carrie, and Viggy—Chair of Assessment at Wright College—earlier in the week. Erica emphasized the continuing benefit of collaborating with colleagues across district and how this particular meeting focused on Gen Ed outcomes as well as institutional outcomes. Ukaisha found the meeting useful in shaping objectives and organization of outcomes. Erica emphasized that Assessment is an ongoing process with a main goal of better understanding and improving student learning. Viggy found semantics played an important role in next steps for Wright College. They stated that the meeting helped frame a proposal that was eventually approved for a conference presentation. Viggy also emphasized that while local conversations are vital, spreading community-college Assessment to broader audiences is important too. Viggy reminded members the value of shaping Assessment from a student-centric orientation, allowing the “healthy marriage of book-and street-smarts.” They urged members to keep the conversations going. Lastly, Erica highlighted how Wright built flexibility in their ILOs in terms of modes of expression through which students could demonstrate learning. She connected that idea to the diverse ways students communicate learning and, specifically to the “Communicate” learning outcome. VP Wang echoed Erica’s statement that emphasized the importance of the general nature of General Education outcomes.

#### **Review of Spring 2021 Calendar**

The committee reviewed the Spring 2021 calendar outlining deadlines and deliverables for the term. make comments on doc to make recommendations.

#### **Review of General Education Outcomes--revised/in-progress version**

Ukaisha discussed minor changes she made to the Gen Ed outcomes, including adding the charge of the committee. She also focused on the outcome “Communicate” as well as the foundational literacies that were not prevalent in earlier drafts. Ukaisha created a revised draft of “Communicate” that blended the oral and written objectives within the outcome. She also suggested shortening definitions of outcomes for clarity. Ukaisha emphasized the importance of including broader concepts of communication that are applicable not only within disciplines, but also within co-curricular activities. Ukaisha then opened the conversation to the committee:

Carrie liked taking a broader focus and suggested using more accessible language. She encouraged members to consider how our students might be able to demonstrate these outcomes, suggesting looking at verbs to conceptualize if students could demonstrate competency in specific outcomes. Carrie also suggested approaching objectives through the framework of asking: “What are the three things we would be mortified if our student could not do once they left HWC?”

Tetiana explained that because communication is a two-way street, listening should be considered within the objectives of this outcome. Committee members agreed and explored how considering audience is a skill that students sometimes struggle with, though it is an important element

within communication. Amy suggested incorporating expressive and receptive language. She explained that receptive language involves one's ability to understand what is said or read equal to one's ability to write or speak in a specific language. Carrie added that within child development children learn receptive language before they can speak it. Matthew and Erica both expressed keeping wording accessible to a broader range of audiences that include faculty and students. Thus, they did a great job exhibiting the objective within the conversation about said objective. Ukaisha explained that we will develop a forward-facing document that could be used by HWC's general community, and a handbook version that employs more technical language. Erica mentioned that the objective "Exhibits control of syntax, diction, and mechanics" may need to be broadened to be applicable to more modes of communication or shift towards being reassigned as a discipline or program-level outcome.

Ukaisha also discussed defining foundational literacies. She mentioned that Global Learning is where much of the cultural diversity objectives fall. Yet, like "Problem Solving" and "Ethical Reasoning," Global Learning was placed in the appendix. Members pondered the difference between an outcome and a foundation, highlighting that students need to achieve both objectives. Ukaisha added Quantitative Literacy and Statistical Literacy to the conversation about literacies.

#### **Other Business**

Carrie mentioned a webinar/professional development opportunity via ILCCO. The series discusses online learning planning for kindness and caring. There is also one talk that is specifically on Assessment.

#### **Homework**

Please contribute to the "[What Three Things Would You Be Mortified If](#)" document. Wash hands, wear mask, take care of yourself and each other

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by \_\_\_\_\_ and seconded by \_\_\_\_\_





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### Minutes for 02-17-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Ukaisha Al-Amin—English, Speech, Theater</i>  <i>Samar Ayesh—Physical Science</i>  <i>Ellen Goldberg—Transfer Center</i>  <i>Ignatius Gomes—Biology</i>  <i>Todd Heldt—Library</i>  <i>Yev Lapik—Biology</i>  <i>Mick Laymon—Humanities and Music</i>  <i>Chao Lu—Mathematics</i>  <i>Bridgette Mahan—Business</i>  <i>Carrie Nepstad—Social &amp; Applied Science</i>  <i>Amy Rosenquist—English, Speech, Theater</i>  <i>Bara Sarraj—Biology</i>  <i>Jeffrey Swigart—Mathematics</i>  <i>Phil Vargas—Physical Science</i>  <i>Loretta Visomirskis—English, Speech, Theater</i>  <i>Jack Whalen—Social &amp; Applied Science</i>  <i>Matthew Williams—World Languages/ELL</i>  <i>Paul Wandless—Art &amp; Architecture</i>  <i>Veronica Villanueva—Academic Support</i>  <i>Loretta Visomirskis—English, Speech, Theater</i></p>	<p><b>Agenda for 2/17</b>  I. Review and approve <a href="#">minutes from 2/10</a>  II. Admin updates--including special assignments for Fall 2021 (<i>for real this time!</i>)  III. Narrow down possible Student Learning Outcomes to pilot as GenEd assessment  IV. Revision of General Education Outcomes--(<a href="#">GenEd objectives and outcomes draft</a>)  V. Homework: <i>If you have a special assignment, sign your paperwork and return it to Jeff Swigart asap. Wash hands, wear mask, take care of yourself and each other</i></p>
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**Intro:** Carrie called the meeting to order 03:01pm. Erica sends her apologies.

**Review of minutes:** Minutes for February 10, 2021 were approved by Loretta V. and seconded by Phil V.

### Administrative Updates

Jeff said special assignments paperwork will be sent out today. Please sign immediately as the deadline is this Friday, February 19<sup>th</sup>.

### Narrow down possible Student Learning Outcomes to pilot as GenEd assessment

Ukaisha proposed reviewing “Create” and “Participate” as possible Gen Ed outcomes to pilot. She also recommended connecting the piloted outcome to the Query Project. One concern that come up was that while “Participate” aligns well with the Query Project, piloting that specific outcome might be problematic with remote learning. Todd raised a question about what tools might be ideal for accurately

measuring said outcome. Ukaisha suggested first figuring out which outcome to pilot, review its objectives, and then consider whether a past tool would be applicable or if creating a new tool would be beneficial. Ukaisha also wondered whether piloting all the objectives under a specific outcome or piloting specific objectives would suffice. Carrie said piloting just a couple outcomes and building from there.

#### *Initiate*

In reviewing “Initiate” Ukaisha liked the objective “Recruits Allies and Assistance.” She also proposed partnering with SGA for distribution of tool. Carrie added Students Services is another avenue of partnership. She also suggested the committee first consider which tool would be used before reaching out to the HWC community for assistance. Todd reminded members of the Humanities Survey involved self-reporting. He also cautioned that some objectives within “Initiate” have some assumptions built into the outcome. He gave the example of “Wonders Broadly.” Carrie responded that within child development “Wonders Broadly” is linked to inquiry.

#### *Create*

In reviewing “Create” Carrie suggested looking at “Solves Problems” with respect to accessibility of measurement. Ukaisha added that “Problem Solving” is a foundational literacy available as well. Jeff mentioned in 2011 Social Science posed a specific cultural problem to students and asked them to write from different perspectives (historical v. economic). He expressed that it was difficult to grade but that the project seems relevant with respect to the difficulty of the times, and thinking expansively.

#### *Participate*

Carrie suggested that “Participate” might be the best outcome to pilot because of the uniqueness of the time due to the pandemic. She added that looking into how our perspective of what participation means could be interesting, especially as a return to normalcy might not be imminent. Veronica discussed that students are self-advocating more often within the remote environment. She sees resilience as more prevalent. Ukaisha suggested absorbing “Problem Solving” into other outcomes. Carrie also likes the objectives in that they are accessible and can easily be seen. Amy likes “Participate” to view the unique experience of remote learning during the pandemic. Carrie is interested in a parallel survey with faculty to better understand how institutionally HWC dealt with the pandemic. Jeff expressed the benefit of simple questions posed to investigate how students worked in groups and teams during pandemic. One possible question was “What have you learned during your college career that has helped you?” Veronica posed “What was your original plan and did you stick to it?” Carrie added that we have had to change our definition of what is impossible, now “If it was possible...?” Ukaisha inquired what groups to survey. Members believed everyone—faculty, staff, and students—should be included within the survey. Jeff suggested creating a sub-committee to develop the project. Ukaisha agreed that a sub-committee would be beneficial to keep this term’s schedule on track. Ukaisha also suggested shifting from “General Education Outcomes” to “Institutional Outcomes.” Jeff suggested those participating in the sub-committee could discuss and present next week. The sub-committee will consist of Carrie, Matt, Amy, and Todd. Lastly, Jeff suggested not to obsess too much on the document and that “perfection is the enemy of progress.”

#### **Other Business**

N/A

#### **Homework**

*If you have a special assignment, sign your paperwork and return it to Jeff Swigart asap. Wash hands, wear mask, take care of yourself and each other*

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by



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### Minutes for 02-24-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Ukaisha Al-Amin—English, Speech, Theater</i>  <i>Viggy Alexandersson—Wright College</i>  <i>Assessment Committee Chair</i>  <i>Samar Ayesh—Physical Science</i>  <i>Todd Heldt—Library</i>  <i>Yev Lapik—Biology</i>  <i>Mick Laymon—Humanities and Music</i>  <i>Chao Lu—Mathematics</i>  <i>Carrie Nepstad—Social &amp; Applied Science</i>  <i>Amy Rosenquist—English, Speech, Theater</i>  <i>Jeff Swigart—Mathematics</i>  <i>Phil Vargas—Physical Science</i>  <i>Loretta Visomirskis—English, Speech, Theater</i>  <i>Jack Whalen—Social &amp; Applied Science</i>  <i>Matthew Williams—World Languages/ELL</i>  <i>Paul Wandless—Art &amp; Architecture</i>  <i>Veronica Villanueva—Academic Support</i>  <i>Loretta Visomirskis—English, Speech, Theater</i></p>	<p><b>Agenda for 2/24</b>  I. Review and approve <a href="#">minutes from 2/17</a>  II. <a href="#">Review and continue progress toward pilot</a> as GenEd (or Institutional?) assessment  III. Homework: <i>TBD</i>. Wash hands, wear mask, take care of yourself and each other</p> <p>Please reach out to me with any questions about our assessment work.</p>
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**Intro:** Erica called the meeting to order at 03:02pm.

**Review of minutes:** Minutes for February 17, 2021 were approved by Amy R. and seconded by Carrie N.

### Administrative Updates

No administrative updates were discussed during the meeting.

### [Review and continue progress toward pilot](#) as GenEd (or Institutional?) assessment

Erica expressed the consensus of the committee was to use the outcome “Participate” for our upcoming pilot. She explained that we are now looking into what to ask and what format the survey should take. Rather than creating open-ended questions like the Query Project, this pilot will implement simple, straightforward Likert scale inquiries that are conducive to efficient coding. Erica stated we still have lots of questions to work out such as what aspects of student participation do we want to assess? Similarly, what about student learning do we want to know with participation? Erica also addressed the difficulty working between creating a pilot but also still working on Gen Education (Institutional?) outcomes in

general. She also conveyed the importance of incorporating equity within the pilot stating that questions should be oriented to student learning in social justice and equity in addition to participation.

Ukaisha posed a few questions to the committee. First, she asked what questions do we want to ask? And, how many questions should we ask? She provided an example of one question per objective and one question about cultural diversity and social justice. She then discussed that the committee could review the Pulse Survey questions from Fall 2020. These questions were the pre-Query Project pool of inquiries that the committee created and then voted on which to use for the QP. The committee was reminded that the voting was faulty because members did not have a shared criterion for voting. She also reminded members that because we are still working on the outcomes, information from the FA20 questions could be incorporated into objectives.

Members reviewed the questions to discuss which questions and that would be suitable to a Likert Scale survey. Vicky asked whether “unfairness” would fall within the scope of the pilot. Erica said she thought that it would. She further explained that she noticed some positive biases within pre-QP questions and wants the survey to afford students the opportunity to express experiences that have not been positive. Amy also cautioned members to be aware of the assumptions about what students might understand and of the importance of having students respond to questions holistically. Erica mentioned that during the QP questions used the phrasing, “in your entire experience at HWC...”

Ukaisha brought up that earlier intrigue in using “Participate” was to get at student experiences over the last year with respect to remote learning. She posed how best to direct students in that regard. Erica suggested creating parallel pathways within the survey so that students could first state whether their experience at HWC included in-person AND remote or online components, or just remote, and then lead to further questions. This would allow the committee to make some claims about remote learning.

Todd suggested using the dashboard on Brightspace to look at participation by students. While Ukaisha explained how Brightspace might be used to collect data, Erica thought that the data might be faulty as a result of students using various means to access information. In short, the student might participate in a way that Brightspace would not capture. Phil said he could pull when students create or reply to a discussion post, attempt a quiz, etc. though data could be faulty based on faculty assigning discussion boards, quizzes, and other assignments to varying degrees (some students may only be in courses where those things are just not assigned).

Carrie suggested asking students how they define participate. One option that would fit within the Likert scale format would be to create categories and have the students choose best fits. Erica liked the idea of having direct and indirect components to the pilot and to also look into how students advocate for themselves cocurricularly. Ukaisha considered using a rubric to double check direct measures, though questioned who would then check the faculty filling out the rubric. Erica discussed using rubrics in the past. In those cases (such as Oral Communication), though rare, we relied on instructors to fill out the rubric that we provided. Carrie suggested using a simplified rubric that would be applicable across departments. Such a rubric would be distributed in addition to the student survey.

Amy was interested in understanding student perseverance, offering the question “what makes this possible?” Ukaisha added “what makes your participation possible at this time?” Carrie suggested thinking about the complexity of participation, that student participation is individualized. She also advocated for quality over quantity, and saw the words from the goals could be useful resource. Erica added asking if students have felt that their learning needs have been accommodated. Another question posed was “What forms of participation are most comfortable to participate?” and “What factors enable/interfere with your participation?”

### **Other Business**

Thank you to Carrie, Jeff, for leading last week! Thank you to the sub-committee for doing extra work with the pilot.

**Homework**

Develop possible pilot questions. Wash hands, wear mask, take care of yourself and each other.

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by    and seconded by



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Harold Washington College



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### Minutes for 03-03-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Ukaisha Al-Amin—English, Speech, Theater</i>  <i>Viggy Alexandersson—Wright College</i>  <i>Assessment Committee Chair</i>  <i>Roberta Anelli—Biology</i>  <i>Samar Ayesh—Physical Science</i>  <i>Ignatius Gomes—Biology</i>  <i>Todd Heldt—Library</i>  <i>Yev Lapik—Biology</i>  <i>Mick Laymon—Humanities and Music</i>  <i>Chao Lu—Mathematics</i>  <i>Carrie Nepstad—Social &amp; Applied Science</i>  <i>Ingrid Reidle—Social &amp; Applied Science</i>  <i>Amy Rosenquist—English, Speech, Theater</i>  <i>Jeff Swigart—Mathematics</i>  <i>Phil Vargas—Physical Science</i>  <i>Loretta Visomirskis—English, Speech, Theater</i>  <i>Jack Whalen—Social &amp; Applied Science</i>  <i>Matthew Williams—World Languages/ELL</i>  <i>Paul Wandless—Art &amp; Architecture</i>  <i>Veronica Villanueva—Academic Support</i>  <i>Loretta Visomirskis—English, Speech, Theater</i></p>	<p><b>Agenda for 3/3</b>  I. Review and approve <a href="#">minutes from 2/24</a>  II. Cocurricular update  III. <a href="#">Review and continue progress toward pilot</a> as GenEd (or Institutional?) assessment  IV. Homework: <i>Liaisons--prepare to update committee. Everyone--edit pilot. Wash hands, wear mask, take care of yourself and each other</i></p> <p>Please reach out to me with any questions about our assessment work.</p>
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**Intro:** Erica called the meeting to order at 03:01pm.

**Review of minutes:** Minutes for February 24, 2021 were approved by Loretta V. and seconded by Paul W.

### Administrative Updates

Ingrid shared that there are nine hiring searches underway. Faculty Council and faculty chairs are working to ensure representation on search committees. Veronica mentioned that there is a new head of tutoring. Erica stated that there are no plans to change the upcoming budget and that we are now close to 90% of our enrollment goal. Preparations are underway for Commencement. The ceremony on May 24 will be held on Zoom, though a small number of students will participate in person. Ellen Goldberg has won an award for her work being a champion of transfer students.

Erica is meeting with VP Wang and Dean Wilson tomorrow, March 4<sup>th</sup>. Others members to participate in that meeting include Ukaisha, Phil, and Carrie. The meeting will center on the upcoming climate survey being given across the college. Erica encouraged anyone with questions or information to share to reach out.

Yev mentioned that district is looking for FC4 representatives and that there are a bunch of FC4 committees that are also available for anyone who wishes to participate. She mentioned that participating in the committees is a great opportunity to work with colleagues at the district level.

Carrie announced that she and Teresa Carlton will be co-chairing the HLC Assurance report. They are looking for volunteers to participate on that committee.

### **Co-curricular Update**

Veronica provided an update on her work as co-curricular liaison. She provided a link to the Qualtrics Survey she is currently using the survey to better understand how to improve student experience during tutoring sessions. She discussed what she has learned over the past year. She realized she was too focused on technical questions rather than on mindful questions that aimed to understand student emotions. She also realized that the order of questions did not have purpose and that fewer, higher quality, open-ended questions would offer better results. She also discussed distributing the survey to tutors because they are the ones working with the students. She would like to get their feedback as she develops the tool. Veronica also wants to know if tutors are sharing the survey with students.

Veronica opened the floor to questions and comments. She mentioned there are multiple ways to distribute the survey, including Navigate. Erica restated the objectives of editing the survey, shifting focus away from the technical side to the learning about interactions between student and tutors. Yev said she has found it beneficial to look at responses as means to edit next version of the survey. Matthew mentioned that because most of his students are Chinese that translating the survey might be beneficial. Veronica liked the idea and will look into it. Chao and Matthew mentioned that Navigate only allows tutoring appointments at extension campuses. Erica asked how does data from survey will be used. Veronica has used responses to evaluate. She also is focusing on the timeliness of her feedback. She is looking to make final edits by spring break. The data collected is not useful yet because of questions asked are different than the answers sought. Erica reminded Veronica that if evaluative of tutors, then it needs to be clear and distinct from learning assessment data collected.

### **Review and continue progress toward pilot as GenEd (or Institutional?) assessment**

Ukaisha provided an overview of the work done last week. Members looked at types of questions to ask and Carrie was looking at rubrics. She reminded members that the survey and rubric would be used in tandem. Also, Carrie shared the human diversity survey and added lots of question to the ideas page. Uk then collected and created a rough draft of questions. Ukaisha also developed working email drafts. Erica clarified some of the standard language within the survey and discussed paring down paragraphs so not to intimidate students. She also explained that Phil can compile information based on student IDs. Loretta suggested separating question focused on coursework and those focused on student services. Erica mentioned that that suggestion gets at the larger issue of whether this is a survey on Gen Education or Institutional outcomes.

Members discussed several questions, offering suggestions to make the survey more accessible to students. Erica explained that response choices utilize a variety of forms including multiple choice and Likert. One question, "How would you rate yourself in the following areas?", was taken from the diversity survey. Another question was "During my time as a HWC student, I have participated in Harold Washington College (or other City Colleges of Chicago) school activities that do not align with my cultural identity" Carrie mentioned being thrown by the negative "do not" and that it could be confusing. Other



members tried to wordsmith the question, converting it into a positive. Lastly, Erica announced that she has not shared editing privileges with the entire committee. If you want to participate on sub-committee

**Other Business**

N/A

**Homework**

*Liaisons--prepare to update committee.* Please identify what question you are asking, what learning outcomes are associated with the question, and the working you have done thus far. Everyone--*edit pilot.* Wash hands, wear mask, take care of yourself and each other

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by



## Assessment Committee

Harold Washington College



### Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst), Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

### Minutes for 03-10-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Ukaisha Al-Amin—English, Speech, Theater</i>  <i>Viggy Alexandersson—Wright College</i>  <i>Assessment Committee Chair</i>  <i>Roberta Anelli—Biology</i>  <i>Samar Ayesh—Physical Science</i>  <i>Ignatius Gomes—Biology</i>  <i>Todd Heldt—Library</i>  <i>Yev Lapik—Biology</i>  <i>Mick Laymon—Humanities and Music</i>  <i>Chao Lu—Mathematics</i>  <i>Carrie Nepstad—Social &amp; Applied Science</i>  <i>Ingrid Reidle—Social &amp; Applied Science</i>  <i>Amy Rosenquist—English, Speech, Theater</i>  <i>Jeff Swigart—Mathematics</i>  <i>Phil Vargas—Physical Science</i>  <i>Loretta Visomirskis—English, Speech, Theater</i>  <i>Matthew Williams—World Languages/ELL</i>  <i>Paul Wandless—Art &amp; Architecture</i>  <i>Veronica Villanueva—Academic Support</i>  <i>Loretta Visomirskis—English, Speech, Theater</i></p>	<p><b>Agenda for 3/10</b>  I. Review and approve <a href="#">minutes from 3/3</a>  II. Liaison updates: Ingrid (Social &amp; Applied Science), Samar, (Physical Science), Chao (Math)  III. Discussion about focus and vote (?) on name for <a href="#">this pilot--GenEd or Institutional</a> assessment (<b>please review email I sent on Fri 3/5</b>)  IV. Homework: <i>Liaisons--prepare to update committee</i>. Everyone--<a href="#">edit pilot</a>. Wash hands, wear mask, take care of yourself and each other   Please reach out to me with any questions about our assessment work.</p>
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**Intro:** Erica called the meeting to order at 03:01pm.

**Review of minutes:** Minutes for March 3, 2021 were approved by Paul W. and seconded by Amy R.

### Administrative Updates

Erica, Ukaisha, Carrie, and Phil met with VP Wang and Dean Wilson to discuss the Climate Survey that explores the racial climate at HWC. The survey is part of HWC's broader initiatives around equity. The group will meet again next week. The committee will continue seeking ways to implement equity within its Assessment work and how best to participate/coordinate with institutional efforts.

Special assignment paper work: approvals came through for stipends, Erica forwarded messages. Release time has not yet been approved for Fall.

**Liaison updates: Ingrid (Social & Applied Science), Samar (Physical Science), Chao (Math)**

*Ingrid (Social & Applied Science)*

Ingrid's project focuses on student political participation/political awareness. She is currently wrapping up stage four (Administer Specific Assessment). She reviewed each of the stages in the project thus far. Stage one involved what question would the project ask. Ingrid's project asks "How does the Social and Applied Sciences department contribute to how students take part in and shape the political decisions affecting their lives?" She reviewed the 34 courses offered by the department finding that broad access to knowledge about political systems are present. She also reviewed the SLOs finding that 19% of them target awareness of how government policies affect students. She also mentioned that 44% of the department's SLOs encourage students to sort out their personal values around politics. Ingrid then discussed stage two, developing a tool, in her case a survey. The survey consisted of three multiple-choice questions and one short answer question. Stage three, piloting the project, was administered last October just prior to the general elections. Ingrid ended with a low response number and considered the impact of the remote environment. The findings, however, were encouraging. While 1/3 of students reported not engaging with their political surroundings prior to taking courses in the department, a mere 5% reported continued non-engagement after taking courses within the department. Similarly, 39% of student expressed increased confidence in voting as a result of coursework in the department. Ingrid again administered the survey during weeks 6 and 7 of SP21. The two surveys resulted in 95 samples. Ingrid is wrapping up stage five (analysis of data) and will have stage six completed by the time she submits her unit report. Tetiana asked about percentage of respondents from political science courses versus other Social & Applied Science courses. Ingrid mentioned a sizable number coming from political science, though respondents seemed aware that the survey concerned all department courses. Erica asked about what information was gained by students. Ingrid said that a future survey (or maybe a quiz) would inquire about knowledge learned.

*Samar (Physical Science)*

Samar offered brief history of Assessment in the department, mentioning that prior to 2015 there was not official assessment plan for the department. CHEM 201 was selected as the first course to create an Assessment on due to its wide availability and foundational within the discipline. Samar's predecessor, Allen Wilson, had developed a survey for faculty asking which topics were being taught within the course. He then compared those results with which topics were tested on the American Chemistry Society's exam, concluding that the exams were appropriate Assessment tools. Next Allen created a 3 questions assessment that found students struggled with "typical" questions. In reviewing materials, Samar found that specific classroom activities were needed. She then established goals including examining the 16 SLOs on the master syllabus for the course. Samar then wrote measurable SLOs using the course textbook and asked faculty members to detail which SLOs were not taught. She then asked faculty to categorize the SLOs as either critical, important, or desirable. Currently, Samar is creating an assessment tool of about 20 questions that will be piloted this spring. Looking forward, data will be analyzed in the fall. Members asked Samar to expand on the scaffolded outcomes (critical, important, desirable). She explained that critical outcomes are those that carry over multiple courses within a sequence.

*Chao (Math)*

Chao reminded members of former liaison Camelia's assessment work in Math 140 on solving quadratic equations. Chao reached out to department faculty, asking if it would be beneficial to continue assessing Math 140. Faculty suggested looking at the calculus sequence, specifically trigonometry. Chao decided to focus on solving trigonometry equations. One question Chao is looking to assess is student retention of information. As a result, she will be piloting the project across several sequences in the department. After drafting several versions of the survey Chao narrowed down to four questions, three multiple choice and one open-ended. She previewed the survey with the committee. Chao is planning a short pilot this semester and planning a full rollout of the survey FA21. Erica liked that faculty are thinking about common student errors and that collecting data will be useful to make recommendations. Chao

noted that the pilot is design to not only assist faculty within the course being assessed, but also to inform faculty teaching courses later in the sequence.

**Discussion about focus and vote (?) on name for [this pilot--GenEd or Institutional](#) assessment**

Erica checked in with members on whether to name the pilot a Gen Ed or Institutional Assessment. Erica did check with Carrie about possible issues with HLC accreditation. Carrie did not foresee any conflicts. Paul said that he was still concerned if the outcomes were compatible at the unit level. Erica reiterated that unit level assessment would continue as is and can incorporate broader questions about student learning like what we used to assess in the older GenEd assessments. Erica encouraged members to share prepared thoughts on the change via email.

**Other Business**

N/A

**Homework**

*Liaisons--prepare to update committee. Everyone--[edit pilot](#). Wash hands, wear mask, take care of yourself and each other*

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by



## Assessment Committee

Harold Washington College



### Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst), Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

### Minutes for 03-17-2021

3:00 PM to 4:00 PM Zoom

#### **Members Attending:**

Ukaisha Al-Amin—English, Speech, Theater  
 Vicky Alexandersson—Wright College  
 Assessment Committee Chair  
 Roberta Anelli—Biology  
 Samar Ayesh—Physical Science  
 Ignatius Gomes—Biology  
 Todd Heldt—Library  
 Yev Lapik—Biology  
 Mick Laymon—Humanities and Music  
 Chao Lu—Mathematics  
 Carrie Nepstad—Social & Applied Science  
 Ingrid Reidle—Social & Applied Science  
 Amy Rosenquist—English, Speech, Theater  
 Barra Sarraj—Biology  
 Tetiana Seely—Student Government Assoc.  
 Jeff Swigart—Mathematics  
 Phil Vargas—Physical Science  
 Loretta Visomirskis—English, Speech, Theater  
 Matthew Williams—World Languages/ELL  
 Paul Wandless—Art & Architecture  
 Veronica Villanueva—Academic Support  
 Loretta Visomirskis—English, Speech, Theater

#### **Agenda for 3/17**

- I. Review and approve [minutes from 3/10](#)
- II. Liaison updates: Bridgette (Business), Amy\* (English, Speech, Theater, Journalism); Matthew (World Languages/ELL), Bara (Biology)
- III. Discussion about focus and vote (?) on name for [this pilot--GenEd or Institutional](#) assessment (**please review email I sent on Fri 3/5**)
- IV. Homework: *Liaisons--prepare to update committee*. Everyone--[edit pilot](#). Wash hands, wear mask, take care of yourself and each other

Please reach out to me with any questions about our assessment work.

**Intro:** Erica called the meeting to order at 03:01pm.

**Review of minutes:** Minutes for March 3, 2021 were approved by Paul W. and seconded by Amy R.

#### **Administrative Updates**

**Liaison updates: Samar (Physical Science), Ingrid (Social & Applied Science), Bridgette (Business), Chao (Math)**

*Bridgette (Business)*

Bridgette discussed her project that explores prior learning. She is developing a couple tools to better assess prior learning with the goal of using the data to inform revisions to current department SLOs.

The department has teamed with Year Up and her project would also include finding opportunities to offer credit for those students participating in Year Up and the Continuing Education Program. In addition, for Business 111, an entry-level course, the department is creating an examination to determine which SLOs students have accomplished prior to entering the course sequence. Erica asked how the tool would align with SLOs. Bridgette discussed that prior learning assessment tools would apply to course-level outcomes. Students would demonstrate that they meet the student learning outcomes through a range of procedures such as a portfolio. Credit would then be applied where suitable. Bridgette explained that the department will both edit current SLOs and create new ones that are more fine-tuned to the unique educational needs of students.

*Amy (English, Speech, Theater, Journalism)*

Amy discussed her project on plagiarism. She created a survey to gain knowledge on student understanding of what constitutes plagiarism. She is specifically looking at students in English 102. Early feedback from colleagues was that the survey was too quiz-like. Amy redesigned the tool, focusing more on text examples of plagiarism. Students then would consider whether passages were examples of plagiarism. Amy is considering using the tool for the entire sequence as [a](#) means to see whether student concepts of plagiarism change over multiple courses. Eventually, Amy would like to distribute the tool to the entire department. One specific question on the survey committee members discussed concern Turnitin. Amy explained that students tend to think that some percentage of plagiarism within a paper is acceptable, though the reality is more cut and dry. Amy will continue to revamp the tool and will reach out for more feedback.

*Bara (Biology)*

Bara discussed his project that investigates an SLO in Microbiology. The SLO calls for students to assess the validity of scientific data. Bara is seeking to better understand how students analyze graphs and data. He has students watch a short video then take a quiz. He is also using Jamboard. He is having students respond anonymously and is more concern with the group as a whole. Bara is also using data to inform his own teaching practices. Bara presented multiple examples of how he is conducting the quizzes. Erica asked if students are performing in activities and training. Bara sees performance on quizzes as being representative of student work within the class overall. Bara is also using the quizzes to measure student growth over the semester.

*Matthew (World Languages/ELL)*

Matthew discussed his ongoing project involving French pronunciation. He discussed the SLO being tested: Student will be able to pronounce French vowel and consonants with high level of accuracy. Matthew explained that the “high level of accuracy” element of the SLO is considered by the instructor in terms of what is appropriate to the course level. His project uses a spectrogram to allow students to visualize proper pronunciation, comparing it with their own. The project is being conducted in French 102, currently held remotely with 20 students, and in a French 103 and French 104 class. Matthew also gave an indirect survey to gain insights on student understanding. The survey included investigating prior knowledge and use of Likert scale questions. He has received 15 responses, about 50% of which expressed interests in new techniques for better pronunciation.

**Discussion about focus and vote (?) on name for [this pilot--GenEd or Institutional](#) assessment**

Ukaisha reminded committee members that voting for naming the pilot will happen at next week’s meeting. She also reminded committee members that she and Erica are looking to finalize the Participate survey and asked that any comments or suggestions be submitted this week.

**Other Business**

N/A

**Homework**

*Liaisons--prepare to update committee. Everyone--[edit pilot](#). Wash hands, wear mask, take care of yourself and each other*

or

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by    and seconded by



## Assessment Committee

Harold Washington College



### Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst), Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

### Minutes for 03-24-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Viggy Alexandersson—Wright College  Assessment Committee Chair  Roberta Anelli—Biology  Samar Ayesh—Physical Science  Ignatius Gomes—Biology  Todd Heldt—Library  Mick Laymon—Humanities and Music  Chao Lu—Mathematics  Ingrid Reidle—Social &amp; Applied Science  Amy Rosenquist—English, Speech, Theater  Barra Sarraj—Biology  Tetiana Seely—Student Government Assoc.  Jeff Swigart—Mathematics  Phil Vargas—Physical Science  Matthew Williams—World Languages/ELL  Paul Wandless—Art &amp; Architecture  Veronica Villanueva—Academic Support</i></p>	<p><b>Agenda for 3/24</b>  I. Review and approve <a href="#">minutes from 3/17</a>  II. Liaison updates: Mick (Humanities &amp; Music); Paul (Art &amp; Architecture), Phil (Physical Science)  III. Discussion about focus and vote (?) on name for <a href="#">this pilot--GenEd or Institutional</a> assessment (<b>please review email I sent on Fri 3/5</b>)  IV. Homework: Everyone--<a href="#">edit pilot</a>. Wash hands, wear mask, take care of yourself and each other</p> <p>Please reach out to me with any questions about our assessment work.</p>
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**Intro:** Erica called the meeting to order at 03:01pm.

**Review of minutes:** Minutes for March 17, 2021 were approved by Tetiana S. and seconded by Paul W.

### Administrative Updates

N/A

### Liaison updates: Mick (Humanities & Music), Paul (Art & Architecture), Phil (Physical Science)

*Paul (Art & Architecture)*

Paul discussed his project for ART 145: 3D Design. He mentioned that a department goal is to assess as many different courses as possible. His project has two goals: assessing technical skills and critical thinking. The tool first assesses students' ability to construct either a cube or tetrahedron with precision. Paul mentioned that the rubric doesn't go above "meet outcome" because skills like cutting and taping with precision don't lend themselves to "exceeding" the outcome. Then the tool assesses students' ability to apply vocabulary concepts. Paul uses a quiz that employs true/false and matching questions. Paul moved on to discuss the pre-assessment elements of his project. First, Paul discusses



concepts and theories with students. Students then make either a cube or tetrahedron. Students then take a quiz that reviews key terms. Finally, students then create an art project based on the closed forms.

*Mick (Humanities & Music)*

Mick discussed his work continuing the project Dave began before going on sabbatical. The project assesses multiple elements within applied music courses (private lessons), which are components of programs in Music Education and Music Performance. There are also certificates for Music Business and Music Technology. Mick expressed concern on assessing students with traditional rubrics given the current state of the performing arts and the gig economy. He is workshopping a pre-assessment or indirect measure that would allow faculty to meet students at their current skill set and to focus on pivoting students as a result of the new challenging landscape. Mick asked committee members whether an indirect assessment to pair with the direct measure of the juried exam would be beneficial and if it was a common tool with Assessment. Erica detailed the various ways students could benefit and offered suggestions on framing learning outcomes for such a tool. Paul noted how live performance involves audience engagement that in turn affects a musician's performance. He suggested taking that into consideration when evaluating student performances. Mick concurred and expanded on Paul's suggestion.

*Phil (Physical Science)*

Phil began his discussion by explaining how the Physical Science department initially mapped course-level outcome strategies to the department's general education outcomes. He noted that the strategy did not prove useful for general course work within the department. In researching new strategies Phil found Common Core next generation science standards helpful guidelines. Phil explained this resulted in a shift from conceptual understanding towards process understanding. He in turn reoriented the focus of his project towards process understanding. Phil reviewed various process-oriented tools and found the ACT beneficial for deductive reasoning. He also found that Lawson Classroom Test of Scientific Reasoning is also helpful. Phil then used a database platform (Learning About STEM Student Outcomes) to upload courses he wanted to use within his project. Phil found that his students had difficulty with the stock-language the platform used. He then created his own database and survey. Finally, Phil explained that he is creating dashboards for each course within the department and will be including assessment data within the dashboard for each course.

**Other Business**

N/A

**Homework**

Everyone--[edit pilot](#). Please also consider writing a brief article for the *Assessment Times*. Wash hands, wear mask, take care of yourself and each other

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by \_\_\_\_\_ and seconded by \_\_\_\_\_



## Assessment Committee

Harold Washington College



### Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst), Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

### Minutes for 04-07-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Viggy Alexandersson—Wright College  Assessment Committee Chair  Samar Ayesh—Physical Science  Ignatius Gomes—Biology  Todd Heldt—Library  Yev Lapik—Biology  Mick Laymon—Humanities and Music  Chao Lu—Mathematics  Bridgette Mahan—Business  Carrie Nepstad—Social &amp; Applied Science  Ingrid Reidle—Social &amp; Applied Science  Amy Rosenquist—English, Speech, Theater  Barra Sarraj—Biology  Tetiana Seely—Student Government Assoc.  Jeff Swigart—Mathematics  Phil Vargas—Physical Science  Loretta Visomirskis—English  Matthew Williams—World Languages/ELL  Paul Wandless—Art &amp; Architecture  Veronica Villanueva—Academic Support</i></p>	<p><b>Agenda for 4/7</b>  I. Review and approve <a href="#">minutes from 3/24</a>  II. Discussion about focus and vote (?) on name for <a href="#">this pilot--GenEd or Institutional</a> assessment  III. Homework: Everyone-contribute drafts of short article/reflection/poem/comic to the <a href="#">Assessment Times</a>, and plan time in your classes in the upcoming weeks to administer the pilot. Wash hands, wear mask, take care of yourself and each other</p> <p>Please reach out to me with any questions about our assessment work.</p>
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**Intro:** Erica called the meeting to order at 03:00pm.

**Review of minutes:** Minutes for March 24, 2021 were approved by Amy R. and seconded by Paul W.

### Administrative Updates

Erica caught everyone up on what the committee has been doing for the last couple of weeks. She reviewed that the last few meetings were focused on liaison projects and that the committee is returning to the broader discussion of GenEd/Institutional project.

### Discussion about focus and vote (?) on name for [this pilot--GenEd or Institutional](#) assessment

#### *Discussion on Name Change for Pilot*

Erica detailed the two main objectives for the meeting—discussing whether the project should be called a General Education or Institutional pilot, and beginning to review survey questions. With respect

to naming the tool, Erica noted that it seeks to better understand student participation across the broadest range of HWC's community and that as such might be closer to being an institutional project rather than one strictly focused on General Education. In March Erica had sent the committee an email detailing the implications for each project name being considered. She opened the floor to questions and comments.

Paul had asked in an earlier meeting whether the name change would affect course-level and program-level outcomes. Carrie explained that continuity across levels is an important consideration when creating outcomes. Vicky compared the name change to that of editing a mission statement, that it should be done with considerations toward how impacts throughout the institution. Ingrid shared RIT's definition of Institutional Assessment, "the systematic collection, review, and use of information about educational quality, undertaken for the purpose of improving programs, services, student learning, and development." She went on to agree that the project fits well within such a definition.

Amy asked how such a change might affect HLC accreditation. Erica explained that HLC expects assessment at the General Education level and that such assessment would continue within individual departments. Vicky added that during Wright College's HLC accreditation process the institution was shifting from General Education outcomes to Institutional outcomes and that HLC saw the move as a positive. Carrie added that intentionality is something HLC values.

Carrie inquired into the relationship between institutional assessment and co-curricular activities, noting various alignments. Ukaisha agreed and also brought up similarities within the Transfer Center and Academic Support. Yev added that shifting to an institutional perspective will assist in crafting and editing outcomes within co-curricular. Loretta asked whether the institutional structure would be permanent or only used when applicable. Both Erica and Carrie discuss how adopting Institutional Learning Outcomes for this and similar assessments does not mean abandoning other units of assessment. Carrie further explained that in using institutional assessment for the tool that the committee was essentially adding another unit, that nothing was going to be taken away.

#### *Committee Vote on Name Change*

The committee then voted on the change. The result of the vote was: 88% Institutional, 12% General Education. The Participate tool will therefore be run as our first example of assessing the new generation of Institutional Learning Outcomes

#### *Review of Participation Survey Tool*

The committee reviewed the tool. Erica walked the committee through the survey. She first discussed the survey introduction, noting that it would be edited for length and accessibility. Questions emerged during the discussion of the student modality section. The committee found it best to have Phil pull data from Openbook rather than having a lengthy modality section. Next the committee reviewed the questions on student participation methods. Committee members discussed their concerns with certain questions. For example, Vicky asked how student might be able to discuss participation practices not mentioned or if they are open to other methods beyond those noted in the survey. Matthew mentioned that often times ESL students confer with one another during class and he sees that as a form of participation absent from the survey. Others brought up the difficulty of "How often" statements resulting from changes in modalities. Erica said that she and a few other committee members will continue to edit the tool this week and that the committee will review it next week.

#### **Other Business**

N/A

#### **Homework**

Everyone-contribute drafts of short article/reflection/poem/comic to the [Assessment Times](#), and plan time in your classes in the upcoming weeks to administer the pilot. Wash hands, wear mask, take care of yourself and each other

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:01 pm.

These minutes were approved by and seconded by

# Assessment Committee

Harold Washington College

## Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst), Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

## Minutes for 04-14-2021

3:00 PM to 4:00 PM Zoom

### **Members Attending:**

*Viggy Alexandersson—Wright College  
Assessment Committee Chair  
Roberta Anelli—Biology  
Samar Ayesh—Physical Science  
Ignatius Gomes—Biology  
Todd Heldt—Library  
Yev Lapik—Biology  
Mick Laymon—Humanities and Music  
Chao Lu—Mathematics  
Bridgette Mahan—Business  
Carrie Nepstad—Social & Applied Science  
Ingrid Reidle—Social & Applied Science  
Amy Rosenquist—English, Speech, Theater  
Barra Sarraj—Biology  
Tetiana Seely—Student Government Assoc.  
Jeff Swigart—Mathematics  
Phil Vargas—Physical Science  
Veronica Villanueva—Academic Support  
Loretta Visomirskis—English  
Matthew Williams—World Languages/ELL  
Paul Wandless—Art & Architecture  
Jack Whalen—Social & Applied Science  
Catherine Willis—something*

*Guests  
Dean Wilson—Administration*

### **A Agenda for 4/14**

I. Review and approve [minutes from 4/7](#)  
II. Discussion and vote (?) on [draft of the "Participate" Institutional Learning Outcome tool](#)--**please add any comments/edits before noon on Wed 4/14** so they can be incorporated and discussed during the meeting  
lii. Homework: Everyone-contribute drafts of short article/reflection/poem/comic to the [Assessment Times](#)\*, and plan time in your classes in the upcoming weeks to administer the pilot. Wash hands, wear mask, take care of yourself and each other

Please reach out to me with any questions about our assessment work.

**Intro:** Erica called the meeting to order at 03:02pm.

**Review of minutes:** Minutes for April 7, 2021 were approved by Paul W. and seconded by Loretta V.

### **Administrative Updates**

Erica encouraged committee members to contribute to the Spring issue of *Assessment Times*. She offered some suggestions including writing a recommendation for articles or books on assessment, and

writing on how faculty have incorporated earlier findings about remote learning into their classroom. She also highlighted current *Assessment Times* submissions, including a haiku from Amy.

### **Discussion and vote (?) on [draft of the "Participate" Institutional Learning Outcome tool](#)**

Erica opened the conversation on the Institutional Learning Outcome tool by reiterating that it is a pilot with a goal of developing a strong survey for Fall 2021. Administration of the pilot survey will be small, consisting primarily of committee members' student populations.

Committee members took the pilot survey from the perspective of a student, reading for clarity and noting any errors. Erica asked members to prioritize pilot revisions, keeping in mind that a full-scale survey will be administered in the fall so we can continue to make changes between now and then.

The committee then offered feedback on the survey, pointing to individual questions to edit. Paul expressed concern over question 14, noting that it might be difficult for students to address the racial climate at HWC if they are fully remote learners. To that end, Erica mentioned that administration is also looking into HWC's racial climate and will be administering a tool of their own but that will happen later. Vicky suggested adding a definition of racial climate while Ukaisha and Carrie noted that because this is a pilot, the question could be edited or removed before the Fall 2021 survey. Erica will wordsmith questions for which the committee suggested edits. She also mentioned the volume of questions will stay as is for the pilot but can be changed, based on what we learn from the pilot, for the full-scale assessment in fall.

The committee then voted on whether to administer the pre-pilot or continue editing, with 94% of the committee voting to administer the survey with those small edits to wording. Erica asked members to make notes of student feedback so we can make edits between the pilot and full-scale assessment.

### **Other Business**

Carrie shared that the Child Development program just submitted their accreditation renewal to the National Association for the Education of Young Children. The report was over 200 pages in length and responded to the 12 criteria required for renewal.

Veronica announced last day for students to submit application for Soglin-Mcbride-Orzac Scholarship is this Friday (April 16, 2021). Students with at least 40 credit hours completed and a G.P.A. of 3.0 or above may apply.

### **Homework**

Everyone--contribute drafts of short article/reflection/poem/comic to the [Assessment Times](#), and plan time in your classes in the upcoming weeks to administer the pilot. Wash hands, wear mask, take care of yourself and each other

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by \_\_\_\_\_ and seconded by \_\_\_\_\_



## Assessment Committee

Harold Washington College

### Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst), Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)



### Minutes for 04-21-2021

3:00 PM to 4:00 PM Zoom

#### **Members Attending:**

*Viggy Alexandersson—Wright College  
Assessment Committee Chair  
Roberta Anelli—Biology  
Samar Ayesh—Physical Science  
Ignatius Gomes—Biology  
Todd Heldt—Library  
Yev Lapik—Biology  
Mick Laymon—Humanities and Music  
Chao Lu—Mathematics  
Bridgette Mahan—Business  
Erica McCormack—Humanities and Music  
Carrie Nepstad—Social & Applied Science  
Ingrid Reidle—Social & Applied Science  
Amy Rosenquist—English, Speech, Theater  
Barra Sarraj—Biology  
Tetiana Seely—Student Government Assoc.  
Jeff Swigart—Mathematics  
Phil Vargas—Physical Science  
Veronica Villanueva—Academic Support  
Loretta Visomirskis—English  
Matthew Williams—World Languages/ELL  
Paul Wandless—Art & Architecture  
Jack Whalen—Social & Applied Science*

#### *Guests*

*Jen Asimow—Truman College*

#### **Agenda for 4/21**

- I. Review and approve [minutes from 4/14](#)
- II. Discussion of [Creative Commons Licensing](#) for our assessment tools (all of which we currently post to the website)--  
*with special guest, Jen Asimow*
- III. Review the revised/updated outcomes (attached document) to prepare for presentation to faculty in FDW Fall 2021
- IV. Homework: Everyone-contribute drafts of short article/reflection/poem/comic to the [Assessment Times\\*](#), and plan time in your classes in the upcoming weeks to [administer the pilot](#). Wash hands, wear mask, take care of yourself and each other

Please reach out to me with any questions about our assessment work.

**Intro:** Erica called the meeting to order at 03:02pm.

**Review of minutes:** Minutes for April 14, 2021 were approved by Paul W. and seconded by Amy R.

#### **Administrative Updates**

Erica reiterated that the work the committee has been doing over the past several weeks was focused on the small-scale pilot that was administered to committee members' students. The objective

of the pilot is to learn what to change for full scale survey being administered Fall 2021. Some items to review are the introduction and the questions. A few committee members suggested shortening the length of the survey. Erica also suggested looking at questions that did not yield usable information.

**Discussion of [Creative Commons Licensing](#) for our assessment tools (all of which we currently post to the website)--with special guest, Jen Asimow**

Jen is on the Assessment Committee at Truman College. She was in charge of this year's General Education Assessment centered on cultural responsiveness. The committee at Truman discovered that more work was necessary before they could continue and decided to conduct a climate survey similar to HWC's Human Diversity Survey and Civic Engagement surveys. Rather than writing the survey from scratch, Jen asked to use HWC as template. This led to questions on attribution, which led us to larger conversation of Creative Commons licensure. Jen walked the committee through the Creative Commons website and discussed the uses of open licensure. She highlighted that OERs are generally licensed through Creative Commons. She also discussed how users have the ability to set parameters around what can and cannot be used. She provided the committee with an example, walking us through the series of questions the website poses. Jen expressed that the platform's intention is for educational growth. Erica mentioned that if components came from other organizations that it would affect licensing procedures. Phil said that the committee has used components in the past, though is unfamiliar with the specifics of whether that would interfere with getting Creative Commons licensing. Todd commented that the site is user friendly and hassle free. He also mentioned thinking about whether content was committee created or borrowed elsewhere. Mick linked the conversation to the music industry's use of copyright and sampling. The committee then discussed whether to implement open licensing for committee work. The committee **voted** and approved to have the executives take up the conversation around licensing committee work.

Commented [1]: can you add the details about who motioned and who seconded?

**Review the revised/updated outcomes (attached document) to prepare for presentation to faculty in FDW Fall 2021**

Ukaisha discussed the edits she has made to the learning outcomes as the committee's focus shifts from General Education to Institutional. She explained that edits were made with an eye towards presenting the ILOs at FDW in the fall. She highlighted changes made to "Outcome Building Principles," noting that shifting to an ILO perspective resulted in many changes to the principles. Ukaisha spoke on her changes to "Implicit theories," explaining that she added more specificity by naming particular theories and rubrics used. She expressed the importance of highlighting what has informed our rationale in designing principles. Ukaisha also noted editing "reader friendly language" to "Using active language" as a means to "promote measurability." She expressed gratitude for Ingrid's assistance on this principle. Ukaisha lastly explained how she absorbed foundational literacies and the eight outcomes into "8 Broad Outcomes." She noted that quantitative literacies remained unchanged. Ukaisha made small edits to the remaining bullet points, like adding "co-curricular" to accurately portray the institutional nature of the principles.

Erica reminded the committee that there are two more meetings to work on the outcomes this semester. She reminded the committee that the outcomes will be shared with the college in the fall. She then opened the floor to questions and comments. Carrie commented on the scale of this process and how proud she was of the committee's work. She likes that the outcomes will be accessible to the entire college community. Erica agreed, reminding the committee that the goal in shifting to ILOs was to broadly incorporate the entire HWC community through outcomes that are meaningful to all of us.

**Other Business**

N/A



**Homework**

Everyone-contribute drafts of short article/reflection/poem/comic to the [Assessment Times\\*](#), and plan time in your classes in the upcoming weeks to [administer the pilot](#). Also, please review ILOs thoroughly to maximize our time next week. Be prepared to answer questions. Wash hands, wear mask, take care of yourself and each other

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by

# Assessment Committee

Harold Washington College



## Executive Officers

Erica McCormack (Chair)

Ukaisha Al-Amin (Vice Chair of Gen Ed Assessment), Jeffrey Swigart (Vice Chair of Unit Assessment), Yev Lapik (Consultant to Online Student Learning), Veronica Villanueva (Coordinator of Cocurricular), Phil Vargas (Research Analyst), Jack Whalen (Secretary/Archivist and Coordinator of Adjunct Outreach)

## Minutes for 04-28-2021

3:00 PM to 4:00 PM Zoom

<p><b>Members Attending:</b>  <i>Viggy Alexandersson—Wright College  Assessment Committee Chair  Roberta Anelli—Biology  Samar Ayesh—Physical Science  Ignatius Gomes—Biology  Todd Heldt—Library  Yev Lapik—Biology  Mick Laymon—Humanities and Music  Chao Lu—Mathematics  Bridgette Mahan—Business  Erica McCormack—Humanities and Music  Carrie Nepstad—Social &amp; Applied Science  Ingrid Reidle—Social &amp; Applied Science  Amy Rosenquist—English, Speech, Theater  Barra Sarraj—Biology  Hamed Sarwar—BIO  Tetiana Seely—Student Government Assoc.  Jeff Swigart—Mathematics  Phil Vargas—Physical Science  Veronica Villanueva—Academic Support  Loretta Visomirskis—English  Paul Wandless—Art &amp; Architecture  Jack Whalen—Social &amp; Applied Science  Matthew Williams—World Languages/ELL</i></p> <p><i>Guests  Jen Asimow—Truman College</i></p>	<p><b>Agenda for 4/28</b>  I. Review and approve <a href="#">minutes from 4/21</a>  II. Review of <a href="#">Charge</a> (please check it out in advance of meeting if possible)  lii. Review the revised/updated outcomes (attached document) to prepare for presentation to faculty in FDW Fall 2021  IV. Homework: Everyone--plan time in your classes in the upcoming weeks to <a href="#">administer the pilot</a> if you haven't yet done so. Wash hands, wear mask, take care of yourself and each other</p> <p>Please reach out to me with any questions about our assessment work.</p>
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**Intro:** Erica called the meeting to order at 03:02pm.

**Review of minutes:** Minutes for April 21, 2021 were approved by Paul W. and seconded by Veronica V.

### Administrative Updates

N/A

### **Review of Charge (please check it out in advance of meeting if possible)**

Erica reminded the committee that reviewing the charge is one of the main spring deliverables. With the shift towards Institutional Learning Outcomes, she asked the committee to look over the charge, especially with an eye for ILO wording. She invited committee members to make suggestions, with a focus on outcomes. Committee members found that not many changes were needed at the Unit Level. Veronica stated that she is using this time to gain a footing with the deliverables for co-curricular and that she will revisit with more comments during future terms. Erica added that the role has changed as it shifted from faculty to staff. Paul asked about adjunct faculty compensation. Erica explained that adjunct faculty receive a stipend rather than release time. She went on to mention Ukaisha's suggestion that the committee edit the charge to present both forms of compensation. The edit would also recognize that adjunct faculty have an important role in the committee and that liaison positions are available to both full-time and part-time faculty. Carrie suggested adding more language around equity. Paul motioned to have the executive committee continue and finalize editing the charge. Carrie seconded, and the motion passed.

### **Review the revised/updated outcomes (attached document) to prepare for presentation to faculty in FDW Fall 2021**

In reviewing the ILOs, Erica asked members to consider points of clarification so that the committee is prepared to present the outcomes at FDW Fall 2021. Ukaisha suggested thinking about what questions the committee might encounter while presenting in the fall. Some anticipated questions include:

- Why did you make these changes?
- Could you discuss the process of making these changes?
- Could you discuss how these changes will affect HLC?
- How will these changes affect my classes?

Also, to promote clarity, Ukaisha suggested removing the foundations before the presentation. In considering how to present the scheme, Erica suggested that we offer visual clarification of each unit, showing areas of overlap and how the smaller units and larger units relate to each other., and to highlight that no discipline- or program-level assessment is being eliminated as a result of including the ILO framework. Erica asked for volunteers that would be able to help her and Ukaisha with the presentation. Because FDW Fall 2021 will be held virtually, assisting with the presentation will be a bit easier. Erica suggested that committee members even attending the session and engaging in discussions during the presentation would also be helpful. Also, she suggested having liaisons present unit level work in smaller breakout sessions. Jack asked about adjunct participation during the session. Erica will reach out to Dean Wilson for information on aFDW. Matthew and Jack offered to assist with aFDW. Ukaisha discussed the two parts of the presentation. First, the pre-recorded video for CAST, and then the slide show introducing the committee and ILOs (which would be recorded with a Q&A session). Jack motioned to approve the new set of ILOs. Phil seconded. The committee passed the motion.

### **Other Business**

Erica thanked committee members for administering the pre-pilot. Currently the committee has received about 150 responses. She encouraged members to remind students that there is still time to submit responses.

### **Homework**

Everyone--plan time in your classes in the upcoming weeks to [administer the pilot](#) if you haven't yet done so. Wash hands, wear mask, take care of yourself and each other

**Adjournment and Approval of These Minutes:** The meeting adjourned at 4:00 pm.

These minutes were approved by and seconded by