

*Assessment Committee  
Harold Washington College*



*Chaired by Erica McCormack (Humanities)  
Minutes for 1/26/2022*

- **Attendance:**

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| ○ Ukaisha Al-Amin (English)                      | ○ Juanita Del Toro (Social & Applied Sciences)                   |
| ○ Amy Rosenquist (English)                       | ○ Matthew Williams (World Languages / English Language Learning) |
| ○ Bridgette Mahan (Business)                     | ○ Paul Wandless (Art)  |
| ○ Carrie Nepstad (Social & Applied Science)      | ○ Phillip Vargas (Physical Science)                              |
| ○ Chao Lu (Mathematics)                          | ○ Todd Heldt (Library)   |
| ○ David Richardson (Humanities)                  | ○ Veronica Villanueva (Tutoring)                                 |
| ○ Erica McCormack (Humanities)                   | ○ Evan Boyle (SGA)   |
| ○ Farah Movahedzadeh (Biology)                   | ○ Nancy Barrera (SGA)  |
| ○ Ashley Stokes (Erikson Institute Grad Student) | ○ Sandy Vue (Research and Planning)                              |

- **Intro:** Erica welcomed everyone. Dave motioned to approve Dec. 8 (week 15 of the Fall 2021 semester) minutes, Paul seconded, and the committee approved.
- **Roles:** Since some people have moved into different positions, attendees introduced themselves and the role they play on the committee for the current semester.
- **Participate ILO Review:** Erica reviewed the [Six Stages of Assessment](#) that the committee follows and announced that we are entering Stage 5 (Data Analysis) with the Participate survey administered last semester.

She reminded everyone about how the Participate survey was administered during week 12, originally planning to close it at the end of November, but since we only had half the number of responses we were hoping for at that time (500/1000) and since the content of the survey wouldn't be compromised by extending the time it was made available to students, we opted to leave it open for the remaining weeks of the semester, as we know that there tends to be a last-minute surge of students seeking extra credit.

This extension was worthwhile, as we did wind up receiving 1000 responses exactly by the time the survey closed at the end of the semester. The raw data has been sent to Phil for data analysis, which he'll begin working on now. Unfortunately, due to unforeseen last-minute course scheduling issues, Phil will be teaching a mini-session that conflicts with these weekly meetings, so he and Erica will figure out a way to regularly convey information from him to the committee and back.

We will be interested to see what the data reveals about the ways and extent to which our students participate, and we're also interested to see what we learn about students' endurance within a longer survey like this one so we can apply that when designing future Qualtrics surveys. There were a few open-ended questions, and none of the questions HAD to be answered in order to complete the survey, so we are interested to learn what proportion of participants answered all the multiple choice questions (or which ones were most frequently skipped) and what proportion of participants provided answers to the short answer questions.

- **Cocurricular Update:** Veronica shared a bit about the changing physical landscape of the college offices, including but not limited to the tutoring center being condensed and tutoring hours being

shifted, to help those of us who haven't returned to campus better envision which offices are connected and where student interactions are happening as well.

Veronica also encouraged committee members with questions related to student services and cocurricular areas of the college—especially related to student learning within these areas—to bring those questions to her so she can help answer them.

She also shared that she is investigating ways to distribute the tutoring survey that she worked on in previous semesters to make it a more automatic part of the tutoring process.

- ***Assessment Certificate Program:*** Veronica and Erica encouraged committee members to attend one or more of the sessions in the ACP. There are options in February and March, and one in May as well.
- ***Coordinating with SGA, Local Admin, and District Admin:*** Evan and Nancy said that they aren't aware of any surveys this semester through SGA, but we will be sure to share relevant information with them. Sandy also agreed to keep the committee posted about College- or District-level surveys that are planned so we can coordinate timing and avoid redundancies as well as survey fatigue.
- ***Any Other Business:*** Chao shared a question regarding the math assessment having fewer respondents than she was hoping for and wanting to know whether the data needs to be thrown out if it doesn't reach a statistically representative sample or what should be done with it. The committee members suggested a few ways to generate additional data and reminded her that there have been other surveys where we've analyzed the data we did receive and describing patterns we notice while also offering caveats that, because the data doesn't represent a statistically significant sample of students, we can't use that data to support claims about student learning.
- ***Defining "Harold Washington Student":*** Phil acknowledged that there is some confusion over how to define a HW Student. Headcount of HW students is different from headcount of those taking at least one class with us. Our committee considers the headcount of students taking at least one class with us to be our definition of "HW Student" for our surveys, but that is different from what some of our other college statistics might do (for example, ICCB does not use this same definition). We consider any student taking a course with us to be a HW student, but they may not self-identify that way or even know which school they're affiliated with (especially if only taking remote or online courses).

**Assessment Committee**  
**Harold Washington College**



*Chaired by Erica McCormack (Humanities)*  
*Minutes for 2/2/2022*

- **Attendance:**

- Ukaisha Al-Amin (English)
- Amy Rosenquist (English)
- Carrie Nepstad (Social & Applied Science)
- Chao Lu (Mathematics)
- David Richardson (Humanities)
- Erica McCormack (Humanities)
- Farah Movahedzadeh (Biology)
- Loretta Visomirskis (English)
- Yev Lapik (Biology)
- Juanita Del Toro (Social & Applied Sciences)
- Matthew Williams (World Languages / English Language Learning)
- Paul Wandless (Art)
- Ashley Stokes (Erikson Institute Grad Student)
- Hamed Sarwar (Biology)
- Zeke Yusof (Physical Science)
- Viggie Alexandersson (Malcolm X/Humanities)

- **Intro:** Erica welcomed everyone and passed along a few apologies from members who could not attend due to the bad weather or other commitments. Loretta thanked Erica for passing along the information about an Assessment Related session provided by Prescott College that she, Ukaisha, and Viggie attended, saying that it was quite rewarding, followed by Erica's thanks to them for attending and an expression of hope to hear more about it. Amy motioned to approve Jan. 26 (week 2 of the Spring 2022 semester) minutes, Paul seconded, and the committee approved with a couple of abstentions.
- **First Look at FA21 Participate Assessment Data:** Phil Vargas, in *abstentia*, provided Erica with some initial findings to share including the following:
  - The survey had 864 valid, non-duplicated responses that could be matched with HWC students, out of a Fall 2021 unique student headcount of 9,810, which amounts to "a less than 5% margin of error at the 95% confidence level," meeting the "gold standard to be statistically representative of the population"
  - The population was representative in terms of gender and ethnicity, but not in terms of age and part-time/full-time representativeness," according to Phil, with the sample skewing older and more full-time than the full population statistics.

Discussion followed related to some possible causes of the part-time/young student underrepresentation as well as various proposals for mitigation in future surveys, focusing for the moment on increasing participation by students in classes taught by adjuncts and/or dual credit courses (i.e., courses taught in high schools). Erica identified a few questions she is looking forward to learning more about and requested that members share any questions they had about the data with her so she could pass them along to Phil.

- **Indirect Assessment of Liaison Projects:** Erica turned it over to Dave who spoke about a survey he collected last week from the Department Liaisons to gather information about their current level of motivation, current project status (in terms of "stage of assessment"), and confidence/evaluation of their projects' current state. The results were that 7 of 8 reported positive feelings toward their project and the assessment work in front of them and the finding that five of the eight are in the

“data analysis” stage, which suggests we may need to find a data analysis work around so as not to do permanent harm to our data analyst. Project evaluations varied, but were consistent in being delightful to read and indicative of committee intelligence, creativity, and varied interests.

- ***Assessment Certificate Program and Prescott College Education Department Virtual Colloquium Panel on Assessment for Equity:*** Vicky spoke eloquently about being struck by a feeling of significant pride in working for CCC at least in part on account of the supportive and positive environment in relation to assessment that we enjoy, the quality of work we do, both at individual colleges and across the district, and the committed, improvement-oriented ethos that we both enjoy and contribute to. Erica acknowledged and thanked Vicky for her commitment and contributions to many roles significant to the progress the colleges and district have made and multiple related achievements in multiple areas related to the theme of the Colloquium (“In These Changing Times: Social, Emotional, and Culturally Responsive Teaching, Learning, & Leading”), assessment, and equity issues across the college and district. Loretta shared her reflections on the session, including her surprise and interest in the panel’s discussion of the discussion related to assessing students for suicidal ideation. Interesting discussion ensued, and the meeting closed on a thoughtful, reflective note.
- ***Adjourned:*** *The meeting was adjourned at 4:02pm (or somewhere close to that).*
- ***These minutes approved at the Feb. 9 meeting***



**Assessment Committee**  
**Harold Washington College**



*Chaired by Erica McCormack (Humanities)*  
*Minutes for 2/9/2022*

- **Attendance:**

- Ukaisha Al-Amin (English)
- Amy Rosenquist (English)
- Carrie Nepstad (Social & Applied Science)
- Chao Lu (Mathematics)
- David Richardson (Humanities)
- Erica McCormack (Humanities)
- Farah Movahedzadeh (Biology)
- Loretta Visomirskis (English)
- Yev Lapik (Biology)
- Juanita Del Toro (Social & Applied Sciences)
- Matthew Williams (World Languages / English Language Learning)
- Paul Wandless (Art)
- Ashley Stokes (Erikson Institute Grad Student)
- Zeke Yusof (Physical Science)
- Phil Vargas (Physical Science)
- Ignatius Gomes (Biology)
- Todd Heldt (Library)
- Bridgette Mahan (Business)
- Nancy Barrera (SGA)
- Luvia Moreno (Student Services)
- Veronica Villanueva (Academic Support)

- **Intro:** Erica welcomed everyone and minutes were reviewed. Juanita motioned to approve the Feb. 2 (week 3 of the Spring 2022 semester) minutes, Paul seconded, and the committee approved with a couple of abstentions.
- **Special Guest & Introductions: Associate Dean of Student Services Luvia Moreno:** Erica welcomed Associate Dean Luvia Moreno and invited her to introduce herself and discuss her work, which she did. Dean Moreno highlighted her work supporting undocumented students, developing web content for Harold Washington and the district, as well as a resource guide for faculty, and an upcoming Ally training. Dean Moreno described her (impressive!) academic background and work history and invited everyone to the first virtual Meet-and-Greet for HWC's undocumented population.
- **FA21 Participate Assessment Data:** Phil Vargas, in person this week, explained his (novel) approach to analyzing the data of the Participate survey, using an approach that he heard described on NPR's Planet Money podcast a few years ago (Episode 936: "The Modal American"), featuring Ben Casselman from fivethirtyeight.com. The approach avoids specific problems that arise from using means and medians to find central tendencies, specifically the way those measures end up creating a kind of non-existent central entity (e.g. the mean result of the American populations income source looks like a person whose income source is \$60K from work income and \$10K from Social Security, but the picture is a false one—that's an extremely uncommon instance which happens to be the mathematical result of a conflation of two different populations).

Phil explained how he tested the approach by looking for the "modal Harold Washington College student," showing us the demographics of the college (in terms of age, race, ethnicity, and FT/PT status) and then revealing that the modal student—the person you are most likely to run into in the hallway, turned out to be a 30-35, Latina, part-time student (a combination that describes approximately 8% of the student body). Finding that the method worked, and yielded interesting results, Phil chose to use the mode as his primary analysis tool for the Participate survey answers, looking for the most common set of results.

He presented those findings for some initial consideration and discussion. Selected results include high degrees of effort reported for trying to get others involved, for active listening and careful observation, and asking questions, while reporting “never” advancing group work or projects by offering new suggestions, never helping “smooth over disagreement or conflict,” and never permanently changing views about a topic due to being challenged. The picture implied is of someone who consistently participates, but more privately than publicly.

The committee was delighted and amazed. Loretta asked about how we were planning to share these results, followed by Juanita’s expression of interest in following up on the modal student results with questions about their educational pathways and personal stories. Zeke suggested that the modal student findings might guide some future assessment planning, and Carrie described something that Malcolm X’s Assessment Director had put together about their “typical student,” as well as a couple of concerns about the approach. Ignatius asked about incorporating employment status into future assessments. After some additional discussion of the results from the Participate survey, particularly related to questions 9 and 12 and their relation to leadership, Erica shared the important reminder that the point of assessment is to better understand student learning, to seek information, not “hand down an indictment of anyone.” Yev shared some thoughts about the leadership skills questions- wondering about correlations and distinctions between our students’ actual leadership skills and their self-assessment of those skills, noting anecdotal observations that students are often humble and underestimate what they have to offer in that regard.

- ***Workshopping Liaison Projects in Subcommittee:*** Erica asked again, after not receiving a flood of volunteers by email, about the possibility of doing some workshops in subcommittee on liaison projects. Paul spoke up to commend the value of that particular process in the development of his own projects and understanding of assessment, expressed interest in participating in them and encouraged the other liaisons to feel the same. Happy memories were shared and warm chuckles abounded.
- ***Adjourned:*** *The meeting was adjourned at 4:00pm*
- ***These minutes were approved at the 2/16 meeting (motioned by Amy, seconded by Veronica, approved with a couple absentitions)***

**Assessment Committee**  
**Harold Washington College**



*Chaired by Erica McCormack (Humanities)*  
*Minutes for 2/16/2022*

- **Attendance:**
  - Ukaisha Al-Amin (English)
  - Amy Rosenquist (English)
  - Carrie Nepstad (Social & Applied Science)
  - Chao Lu (Mathematics)
  - David Richardson (Humanities)
  - Erica McCormack (Humanities)
  - Farah Movahedzadeh (Biology)
  - Catherine Willis (Social & Applied Science)
  - Todd Heldt (Library)
  - Juanita Del Toro (Social & Applied Sciences)
  - Matthew Williams (World Languages / English Language Learning)
  - Ashley (and Juney) Stokes (Erikson Institute Grad Student)
  - Ignatius Gomes (Biology)
  - Zeke Yusof (Physical Science)
  - Veronica Villanueva (Academic Support)
  - Bridgette Mahan (Business)
- **Intro:** Erica welcomed everyone and invited them to review the previous week's minutes. Amy (for the second week in a row!) motioned to approve Feb. 9th (week 4 of the Spring 2022 semester) minutes, and Veronica seconded. The committee approved with a couple of abstentions.
- **Additional Business:** Erica stated that there would be no further updates from Phil this week about the Participate survey, and so, in what some might (erroneously) describe as a tyrannical and arbitrary wielding of power and authority but strikes this reporter as a sign of her pragmatic and responsive-not quite spontaneous and certainly not whimsical or thoughtless-approach to leadership, she flipped the agenda and went straight an "additional business" open forum. Veronica responded with a reminder about the Local 1600 scholarship fundraising drive and some updates about upcoming midterm-related academic support and tutoring events, inviting requests for future workshops. Chat box suggestions included "How to form a study group" and "how to take notes," which led to some discussion of the use of (and processes related to) embedded tutors. Ignatius shared his positive experiences with group activities and asked about getting a teaching assistant, which led to some discussion of the distinction between an embedded tutor and a teaching assistant. Zeke asked a question about Navigate and what the advisors see when instructors post information there, which Veronica answered.
- **Liaison Breakout Updates and Brainstorming:** Erica invited Dave to introduce the next portion of the meeting while she created two breakout rooms for subcommittee discussion. Dave described the motivation behind the upcoming breakouts as being an opportunity for unit liaisons, in particular, to share what they're working on and thinking about in their unit level assessment work this semester. One room had Dave, Amy, Bridgette, Farah, Veronica, Ukaisha, Ashley, and Catherine and the other had Erica, Matthew, Chao, Juanita, Ignatius, Todd, Zeke, and Carrie. Discussions were informative and productive.
- **Adjourned:** The meeting was adjourned at 4:00pm.

*Assessment Committee  
Harold Washington College*



*Chaired by Erica McCormack (Humanities)  
Minutes for 2/23/2022*

- **Attendance:**

- Amy Rosenquist (English)
- Bridgette Mahan (Business)
- Carrie Nepstad (Social & Applied Science)
- Chao Lu (Mathematics)
- David Richardson (Humanities)
- Erica McCormack (Humanities)
- Juanita Del Toro (Social & Applied Sciences)
- Loretta Visomirskis (English)
- Matthew Williams (World Languages / English Language Learning)
- Todd Heldt (Library)
- Ukaisha Al-Amin (English)
- Veronica Villanueva (Tutoring)
- Viggie Alexandersson (English, MXC)
- Yev Lapik (Biology)
- Zeke Yusof (Physical Science)

- **Intro:** Erica welcomed everyone. Ukaisha motioned to approve last week's minutes, Amy seconded, and the motion carried. Minutes from 2/23/22 approved.

- **Call for volunteers:** Following up on Ukaisha's reminder from last week, Erica relayed a request for any volunteers who would be willing to commit to reading and rating the open-ended questions from the Participate survey. Ukaisha, Yev, Loretta, and Erica volunteered. Phil will email them the scrubbed data and set up a separate zoom session to discuss the process.

- **Update on Participate ILO data analysis:** Following up on Phil's preliminary data analysis a couple weeks ago where he shared about the new technique he employed for finding a "modal student" based on the survey responses, he assembled more data using that technique to determine the modal responses for each multiple choice question. Even though he couldn't be in the meeting to present it himself, he assembled the data presentation with such clarity that the committee was able to review and discuss the data about the modal response and median responses for Q7, 8, 9, 11, 12, 13, 14, 15 even in his absence.

Wonderful clarifications, insights, and questions prompted by the data were discussed. Carrie and Dave helped remind Erica to use the term "modal response" instead of "modal student" in reference to these questions to avoid conflating each question's modal response with the modal student identity that Phil had presented previously.

- **Q7** In discussing what stood out about the answers on each of the subquestions, several notes were made about how the modal response to some of the sub-questions seemed to be contradictory to the modal response of others. Ukaisha, Dave, and Erica all noted points of contrast between subquestion 2 and 4, 5. We have some questions that can't be answered with the data collected on this survey, such as what group work or projects students have in mind when answering the questions.
- **Q8** We may want to return to subquestion 2 after we get data on the open-ended question about racial climate. There may be some interesting correlations between those answers and

this response. Carrie and Dave were both struck by the consistency between our former assessment results from the Diversity survey and the CCSSE with the high proportion of students strongly agreeing that they've worked cooperatively with students of racial and ethnic backgrounds different from their own.

- **Q9** This seemed consistent with Q8's modal response. Erica asked another question the data on this survey can't reveal but that we nevertheless wonder: what new methods of participation might students have in mind when they're answering this survey question affirmatively?
- **Q11** Phil included an asterisk with additional explanation about this question's data, which Zeke and Dave helped us understand. While "never" was selected as the modal response to each of the subquestions, subquestion 5 about meeting with an instructor/attending office hours had a median answer of "sometimes." The data about students' lack of engagement with various student services and SGA events are substantially different from what our Humanities GenEd assessments (2006, 2016) along with the Civic Participation and CCSSE data revealed about student engagement. We hope that shift, which certainly seems due to COVID, will be temporary.  
Ukaisha suggested asking this question verbatim in a future semester to see if we get data suggesting a recovery. Veronica thinks we may benefit from clarifying the wording on subquestion 6 to make sure students know that we are asking about whether they have had an individual visit to any of them; they don't need to have gone to every student service to answer in the affirmative. Ukaisha suggested we might return to this question when we are investigating the ILO "Initiate."
- **Q12 & Q13** These responses also seemed to suggest the significant impact of covid on our student population. Carrie was glad we had included in our answer options the distinction between events not attended because none were offered and events not attended even though the student was aware relevant events were offered.
- **Q14** Professors, classmates, and course readings received the modal response of having had "some" impact on their understanding of race and ethnicity. All other entities listed in this question received the modal response of having not at all contributed to their understanding. Zeke and Erica suspect that the frequency with which students contact classmates, readings, and professors compared to the other items in the list, plus the more explicit and direct ways in which these topics are likely to be addressed in classroom settings likely account for that discrepancy.  
Dave was surprised that students didn't recognize the Loop neighborhood as an influential factor, based on anecdotal conversations over the years with students attesting to the contrary, but these results are certainly shaped by the pandemic learning conditions that have kept many students from regularly (or at all) venturing on campus. Erica also reminded us that just because a student self-reports that something hasn't shaped their understanding doesn't mean that it hasn't (although it is possible that their self-assessment is accurate)...but it may just mean that they are not consciously aware of the role an entity has played. Bridgette reminded us that remote learning isn't going away and so we need to continue working to find ways of engaging students in [our](#) community.
- **Q15** the modal response suggests that our students do not observe discrepancies across lines of gender, race, ethnicity, (dis)ability status, age in terms of classroom participation

- **Adjourn:** Erica adjourned the meeting at 4:01 after being surprised at how time flies when we're having fun assessing student learning. Thanks, everyone, for your insights and questions!



**Assessment Committee**  
**Harold Washington College**



*Chaired by Erica McCormack (Humanities)*  
*Minutes for 3/2/2022*

- **Attendance:**

- Amy Rosenquist (English)
- Bridgette Mahan (Business)
- Carrie Nepstad (Social & Applied Science)
- Chao Lu (Mathematics)
- David Richardson (Humanities)
- Erica McCormack (Humanities)
- Juanita Del Toro (Social & Applied Sciences)
- Loretta Visomirskis (English)
- Paul Wandless (Art)
- Alysandra Cruz-Bond (Advising and Transfer)
- Matthew Williams (World Languages / English Language Learning)
- Todd Heldt (Library)
- Ukaisha Al-Amin (English)
- Veronica Villanueva (Academic Support)
- Viggie Alexandersson (English, MXC)
- Yev Lapik (Biology)
- Zeke Yusof (Physical Science)
- Ignatius Gomes (Biology)
- Farah Movahedzadeh (Biology)
- Luvia Moreno (Associate Dean, Student Rights, Responsibilities, Undocumented Student Resources)
- Aimee Krall-Lanoue (Dean of Instruction)
- Joe Hinton (Associate Dean, Career Center)

- **Intro:** Erica welcomed everyone, including and especially the bevy of celebrity, special guests, including one marking a triumphant return to Harold Washington College as our brand new Associate Dean of Careers, Joe Hinton, who briefly introduced himself, followed by the committee members either welcoming him back or introducing themselves. We also had the opportunity to welcome another new member, Alysandra Cruz-Bond from advising, and Erica stated, on behalf of the committee, how much we look forward to having her expertise on the committee. That was followed by an invitation to read the previous week's minutes (masterfully compiled by Erica). Loretta motioned to approve, and Bridgette seconded (narrowly nipping Nepstad), and the minutes were approved.
- **Participate Updates:** Erica thanked Ukaisha, Yev, and Loretta for volunteering to read and code the the open-ended responses from the Participate survey. Phil has sent the scrubbed data and set up a zoom session coming up on Friday for the volunteers who could attend at that time and will follow up separately with Ukaisha (who has conflicting responsibilities with *Garland Court* at the time of the meeting). Thus, in the weeks to come, there will be more updates about those findings.
- **Request for Responses to "Rethinking Assessment" Call for Responses:** Ukaisha reminded the committee about the section of the fall semester's Assessment Times that she created called "Rethinking Assessment" and the exploratory article she wrote for its debut related to assessment of critical thinking in the classroom, which ended with a promise to readers that they can "tune in next time" for a look at what people do in this regard. She invited everyone to consider providing her with some descriptions of what they do--it can be something as short as a blurb..or something more involved." The plan is to collect what she gets to put together for the next edition. Zeke asked a

clarifying question about whether, say, an online discussion question could qualify as a form of assessment, and Ukaisha responded that it could, if those responses are being used in an aggregate form for assessment purposes. After Ukaisha talked through the activity she had written about (in connection with Zeke's example), Erica then shared another example ("Which of These Doesn't Belong?) from her classes and described her use of it for critical thinking related assessment and in the course of her description (and Zeke is not faultless here), managed to plant both the Sesame Street theme and Jeopardy music earworms in at least some (maybe all) of the committee members, much to the chagrin of this reporter who hopes this report has not just done the same thing, lest an everlasting chain of references to these particular earworms be created to haunt the committee for the rest of the term. Ukaisha hopes to receive what volunteers are willing to offer in the next few weeks and promised to reach out again.

- **Participate Survey Recommendation Considerations:** Ukaisha described her position that a good next step for the committee on the Participate Survey would be to develop a set of recommendations from the committee-what she called a "bank of recommendations"--based on the members' reading and understanding of the data that she would compile and sift through for later communication. There was a brief discussion of past practice related to recommendations and audience, and then Ukaisha and Erica invited everyone to peruse Phil's "Central Tendencies" Powerpoint and last week's minutes and brainstorm some recommendations on a Google Doc. Farah asked if it would be possible to follow up with students; she found some of the open-ended responses to be particularly interesting and worthy of follow-up. Erica explained that would not be possible given the consent statement at the beginning (and its promise of confidentiality). Associate Dean Moreno asked about the demographics of the students whose responses we were reviewing. Erica then shared the first part of Phil's analysis from a few week's earlier and, at Ukaisha's prompting, clarified the definition of a Harold Washington student that we used for the survey. Alysandra asked whether the answers could be sorted by credit hours and program, and Erica said she thought he could and would ask. Dave noted that in the past the committee has tried that kind of approach to data sets and found it to be viable but unhelpful. Alysandra reiterated that perhaps the program information would filter out the skew created in the data by course takers, and Erica stated that she would ask Phil about it.  
  
Dean Moreno stated her interest in finding out more about the students in relation to the answers; for example, she noted her curiosity about whether students who said they had never utilized student services were students who were earlier in the academic journeys and maybe had some discomfort that might not show up in the responses of students who had been around longer. The committee worked for a while and then Zeke asked whether the recommendations were suggestions for the agents to do or have done "to them." Some brief discussion ensued, including the data analysis present in the (modal vs. median) and the interpretations of the data, particularly with respect to Question 14 and Erica reminded everyone that it is an indirect assessment measuring student perceptions which may or may not accurately reflect the truth of the matter.
- **Adjourn:** Erica suggested that everyone keep thinking about it, thanked Ukaisha for getting the conversation started, and adjourned the meeting at 4:00.

**Assessment Committee**  
**Harold Washington College**



*Chaired by Erica McCormack (Humanities)*  
*Minutes for 3/9/2022*

- **Attendance:**

- |  |   |
|--|---|
| ○ Amy Rosenquist (English)                     | ○ Matthew Williams (World Languages / English Language Learning)                                  |
| ○ Bridgette Mahan (Business)                   | ○ Todd Heldt (Library)  |
| ○ Carrie Nepstad (Social & Applied Science)    | ○ Ukaisha Al-Amin (English)   |
| ○ Chao Lu (Mathematics)                        | ○ Zeke Yusof (Physical Science)   |
| ○ David Richardson (Humanities)                | ○ Ignatius Gomes (Biology)  |
| ○ Erica McCormack (Humanities)                 | ○ Farah Movahedzadeh (Biology)  |
| ○ Juanita Del Toro (Social & Applied Sciences) | ○ Luvia Moreno (Associate Dean, Student Rights, Responsibilities, Undocumented Student Resources) |
| ○ Loretta Visomirskis (English)                | ○ Aimee Krall-Lanoué (Dean of Instruction)  |
| ○ Paul Wandless (Art)                          | ○ Joe Hinton (Associate Dean, Career Center)  |
| ○ Alysandra Cruz-Bond (Advising and Transfer)  |   |

- **The Usual:** Erica called the meeting to order and posted the link for the previous week's minutes for review. Paul motioned to approve, and Loretta seconded, and the minutes were approved by vote with an abstention or two.
- **The Updates:** Erica thanked the unit level liaisons and executives for responding to her semi-urgent request to consider and sign the special assignment forms for fall 22, recounting a few elements such as Jeff Swigart's return to the role of Secretary/Archivist, the (happy) agreement of all the liaisons to continue liaising their departments (liaising to? I've never used that word as a verb-is it transitive? Intransitive? Don't look it up, you cheaters! Let's decide for ourselves!!). Erica also updated the committee on a couple of different possible scenarios for the fall leadership of the committee, pending approval of her sabbatical application, neither of which drew (audible) gasps of horror nor explicit objections. She also noted the committee's ongoing hope to find another/more willing ~~suckers~~ volunteers to help with data analysis. Amy invoked Gustav's name, hoping for an update on his return, and Zeke inquired about the possibility of one of our stats-teaching math faculty joining, and some brief discussion ensued lamenting (not really) Gustav (and Kristen Bivens') continued leave and the specialized nature of data analysis knowledge required for the role and consequent difficulties of recruiting for the role. Joe suggested Praneel Tummala (Social Science) as a person who might have the skill set. Farah noted that it was International Women's Day and the importance of considering and supporting women's learning through assessment practice, with much agreement all around.
- **Rubric Discussion for Participate Survey Open-Ended Questions:** Erica presented, in the context of a request for help, beginning with an overview of the language of rubrics so as to ensure a starting point of shared vocabulary (e.g. dimensions, scale); she also insisted that there would be "no Latin" in our rubric, to Zeke's chagrin and general disappointment, especially in the philosophical quarters

of the committee. Some members may have sworn a secret oath to sneak some Latin in, but they shall go unnamed. But if you have suspicions, you could do worse than start with Todd.

Erica continued by presenting some possibilities for the third of the open-ended questions. Discussion ensued and various suggestions were fielded (suggesters included: Ukaisha, Tood, Joe, Carrie, Loretta, Dave, and Juanita). Erica collected the suggestions, making notes on her presentation document and then, in response to Erica's question about whether the committee would like to continue working on the rubric together or turn it over to the volunteer raters, Juanita moved that the committee allow the raters to finalize the rubric (to be presented to the full committee for adoption at a later time). Carrie seconded, and the motion passed with broad support.

- **Adjourn:** Erica adjourned the meeting at 4:05, with apologies for the overtime.
- **These minutes were approved at the 3/16 meeting.**

*Assessment Committee  
Harold Washington College*



*Chaired by Erica McCormack (Humanities)  
Minutes for 3/16/2022*

- **Attendance:**
  - Amy Rosenquist (English)
  - Bridgette Mahan (Business)
  - Chao Lu (Mathematics)
  - David Richardson (Humanities)
  - Erica McCormack (Humanities)
  - Juanita Del Toro (Social & Applied Sciences)
  - Paul Wandless (Art)
  - Alysandra Cruz-Bond (Transfer)
  - Matthew Williams (World Languages / English Language Learning)
  - Todd Heldt (Library)
  - Ukaisha Al-Amin (English)
  - Zeke Yusof (Physical Science)
  - Ignatius Gomes (Biology)
  - Farah Movahedzadeh (Biology)
  - Joe Hinton (Assoc. Dean, Careers)
  - Catherine Willis (Social/Apd Sci)
- **Previous Minutes:** Erica called the meeting to order and posted the link for the previous week's minutes for review. Paul motioned to approve (second week in a row!) and Juanita seconded. The minutes were approved by vote with a few abstentions
- **The Updates:** Erica noted that the special assignments for fall have been approved and informed the committee of an upcoming Zoom conversation that emerged from a national Assessment Listserve related to "Home-grown Assessment," specifically a request by the Director of Institutional Effectiveness from the SUNY-Ulster for institutions who have developed one to share their "system that could integrate lower level assessment (course, unit) into higher levels (Program, gen ed, department), and then aggregate into institutional level (Strategic plan, institutional goals, ILOs)." Erica noted her plan to attend (on March 25th) and asked if the committee had opinions about what, if anything, she should share from our work. Ukaisha noted that everything posted on the committee site is public info and, so, shareable. General agreement followed, and Erica offered to share the invitation with any and all parties interested in attending.
- **Annual Reports Review and Approvals:** Erica shared the slightly delayed, but worth the wait (!), annual report from 2019-2020 put together by Jeff Swigart and Erica featuring a number of innovations including an unprecedented snazziness, impressive efficiency (e.g. links to every liaison report, rather than reproductions within the report), and the committee's signature voice, creatively sassy and undeniably fun. Committee members reviewed the report, tested links, offered suggestions for tweaks, corrections, and an addition or two while offering positive comments on the look and structure of the report (including Huzzahs to Jeff). Erica also shared the report for 2020-2021, sparking an interesting exploration of the preferred and correct spelling of a part of the English (sic) department's name that is in "linguistic flux" (Thank you, Matthew), finally settling on "English, Speech, Theatre, and Journalism" as the proper name of the department. Dave moved to approve both reports, which Paul seconded, and the reports passed with nine in favor and three abstentions.
- **Adjourn:** Erica offered a reminder about the decision made at the end of the previous meeting and timeline for the open-ended response review related to the Participate survey and then adjourned the meeting with wishes for happy midterm grading for all.
- **These minutes were approved at the 3/23 meeting.**



*Assessment Committee  
Harold Washington College*



*Chaired by Erica McCormack (Humanities)  
Minutes for 3/23/2022*

- **Attendance:**
  - Amy Rosenquist (English)
  - Bridgette Mahan (Business)
  - Chao Lu (Mathematics)
  - David Richardson (Humanities)
  - Erica McCormack (Humanities)
  - Juanita Del Toro (Social/Applied Sci)
  - Paul Wandless (Art)
  - Nancy Barrera (SGA)
  - Loretta Visomirskis (English)
  - Matthew Williams (World Lang/ELL)
  - Todd Heldt (Library)
  - Ukaisha Al-Amin (English)
  - Zeke Yusof (Physical Science)
  - Farah Movahedzadeh (Biology)
  - Joe Hinton (Assoc Dean, Careers)
  - Carrie Nepstad (Social/Applied Sci)
  - Veronica Villanueva (Acad Support)
- **Previous Minutes:** Erica called the meeting to order and posted the link for the previous week's minutes for review. For the third week in a row-what bowlers refer to as a "turkey"--Paul motioned to approve and Juanita, as *also* happened the previous week, seconded. Upon overcoming the vertigo of the deja-vu moment, votes were rendered and the minutes were approved
- **The Updates:** Erica offered a reminder about the upcoming Zoom conversation (Friday, March 25th at 2pm CDT that emerged from a national Assessment Listserve related to "Home-grown Assessment," again offering to share the information with any interested parties. Veronica offered regrets along with a reminder of the upcoming union meeting, also Friday from 1 to 3pm and Joe offered a reminder about the in-person open house happening at the college on Thursday, March 24th.
- **Review of the Committee Charge:** Erica walked the committee through a full review of the current charge, adopted in May of 2020, in the course of which she noted a couple of items and sentences of particular interest and concern for discussion, as well as some draft changes she had already made (e.g. adding "of student learning" or something similar wherever "assessment" appeared in the text). Discussion was predominantly focused on two areas: Titles for the non-chair executive roles in light of strategic changes the committee adopted last year (2020-2021) (proposals included "Vice Chair of Learning Outcomes Assessment and Vice Chair of Departmental Assessment Liaisons" as well as "Coordinator of Department Assessment Liaisons" and language related to the chair's duties) and language related to the Committee Chair's "oversight of persons and offices." Various pros and cons of that phrasing were discussed before a tentative change from "persons and offices" to "completion of deliverables." Erica asked the committee to review the document and share any additional suggestions they may have in preparation for final discussion and potential adoption in the next meeting.
- **Adjourn:** After being one week a little late, and one week a little early, this week Erica's adjournment was juuuuuust right, and the meeting was adjourned at 3:59pm.
- These minutes were approved at the 3/30 meeting.



*Assessment Committee  
Harold Washington College*



*Chaired by Erica McCormack (Humanities)  
Minutes for 3/30/2022*

- **Attendance:**
  - Amy Rosenquist (English)
  - Chao Lu (Mathematics)
  - David Richardson (Humanities)
  - Erica McCormack (Humanities)
  - Juanita Del Toro (Social/Applied Sci)
  - Paul Wandless (Art)
  - Matthew Williams (World Lang/ELL)
  - Ignatius Gomes (Biology)
  - Ukaisha Al-Amin (English)
  - Alysandra Cruz-Bond (Adv/Transfer)
  - Todd Heldt (Library)
  - Zeke Yusof (Physical Science)
  - Farah Movahedzadeh (Biology)
  - Joe Hinton (Assoc Dean, Careers)
  - Carrie Nepstad (Social/Applied Sci)
  - Veronica Villanueva (Acad Support)
- **Previous Minutes:** Erica called the meeting to order and posted the link for the previous week's minutes for review. Paul motioned to approve for a fourth straight week and Veronica got the second, quick as kindness. Votes were submitted and the minutes were approved.
- **Spring Assessment Times:** Erica laid out the timeline for the Spring edition of *Assessment Times*. She named April 8th as the due date for initial drafts of articles from anyone and everyone who would like to contribute one (along with a warm and compelling invitation for everyone and anyone to contribute anything from a quote, to cartoon, to paragraph, to full-blown adaptation of some or all of some report or other. Editing will occur during the week after Spring Break (the week of April 18th), with an aim of having a final draft by April 29th. She also asked for suggestions if anyone had any for a issue theme, and Carrie rose to the occasion with multiple: Assessment as a Part of an Ethic of Care, Building Community with Assessment, Assessment for Peace, Assessment for Nourishment (featuring snack and cookie recipes). Erica shared a link to the Google Doc for draft submissions.
- **Spring Liaison Reports:** Erica also clarified the timeline for Unit Level/Department Liaison Annual Reports, and shared a link to a report template. She asked for rough drafts of those reports to be submitted by April 29th for initial review and editing, and discussed general expectations for those reports as a reminder to all, but especially for those who are doing their first.
- **Participate Open Ended Question Update:** Erica noted for the committee that the raters had finalized the rubrics for the three open-ended questions of the Participate survey and that they had held a norming session the previous day that went swimmingly (thanks, to all, but especially Phil). Shortly thereafter, Erica "lost her words in a cloud of hubris" before gathering herself and forging on, by which I mean she turned the mic over to Dave.
- **Review of Web Conversation on "Home-Grown Assessment":** Dave gave a shockingly succinct run-down on the discussion which primarily focused on data collection and reporting tools, and his and Erica's (not-new) impression that HWC Assessment truly is unlike assessment at most places. All of those who reported seemed to be engaged in versions of assessment that were administratively driven and determined, connected or consisting of evaluative practices, fraught with unwarranted assumptions about the quality of the data being collected and reported, and, generally, terrible, at least in Dave's opinion. They will be holding follow up discussions on two (again, unsurprising) topics: how to build a culture of assessment and get people to make use of findings. Dave will NOT attend.
- **Adjourn:** The meeting was adjourned at 4:02pm. (These minutes approved at 4/6 meeting)

*Assessment Committee  
Harold Washington College*



*Chaired by Erica McCormack (Humanities)  
Minutes for 4/6/2022*

- **Attendance:**
  - Amy Rosenquist (English)
  - Chao Lu (Mathematics)
  - David Richardson (Humanities)
  - Juanita Del Toro (Social/Applied Sci)
  - Paul Wandless (Art)
  - Matthew Williams (World Lang/ELL)
  - Ukaisha Al-Amin (English)
  - Ignatius Gomes (Biology)
  - Alysandra Cruz-Bond (Adv/Transfer)
  - Todd Heldt (Library)
  - Zeke Yusof (Physical Science)
  - Farah Movahedzadeh (Biology)
  - Joe Hinton (Assoc Dean, Careers)
  - Carrie Nepstad (Social/Applied Sci)
  - Veronica Villanueva (Acad Support)
  - Loretta Visomirskis (English)
  - Viggie Alexandersson (English, MXC)
  - Bridgette Mahan (Business)
- **Previous Minutes:** Dave and Ukaisha called the meeting to order and Ukaisha posted the link for the previous week's minutes for review. Paul kept his motion streak alive for a fifth week and Juanita seconded. With some help, Dave found the poll and the votes were counted and minutes approved.
- **Updates:** Dave reviewed the timeline for Assessment Times submissions and reiterated the invitation (pleading) for any and all recipe-related submissions (soft: April 8th; firm: April 18th; final: ASAP), as well as the timeline for liaison reports (end of April).
- **HLC Update:** Carrie updated the committee on some HLC-related business. Carrie requested that committee members complete (and share) a survey that will help build a list of changes that have occurred across the college since the last self-study four years ago.
- **Charge Review:** Discussion shifted to the review of the charge and, specifically, the question of whether a decision could be made on the pilot of "Process B" and some related language changes, including Ukaisha's suggestion of a time frame for Query Project expiration. After further discussion and some committee-wide drafting/word-smithing, Amy proposed adopting the pilot process permanently for college-wide, general assessment of student learning activities. The motion was seconded by (*someone*) and passed unanimously, except for three abstentions.
- **Query Project Possibility:** Dave proposed that, over the break and for future discussion, the committee members ponder the possibility of a new fall Query Project. While thinking about the Participate results and anecdotal expressions of the need for student (and college) community, his thoughts turned to simple initiatives that might be helpful in the fall and beyond that could be connected to a question (or two) that would be binary or multiple choice and provide us some actionable results and suggested "Do you know the names of two other students in each of your classes?" and "Do your instructors know your name?" Some brief, positive discussion followed.
- **Adjourn:** The meeting was adjourned at 4:00pm or close to it.
- These minutes were approved at the 4/20 meeting (after spring break).

***Assessment Committee  
Harold Washington College***



*Chaired by Erica McCormack (Humanities)  
Minutes for 4/20/2022*

- ***Attendance:***

- |   |                                 |
|---|---------------------------------|
| ○ Amy Rosenquist (English)              | ○ Todd Heldt (Library)          |
| ○ Chao Lu (Mathematics)                 | ○ Zeke Yusof (Physical Science) |
| ○ David Richardson (Humanities)         | ○ Farah Movahedzadeh (Biology)  |
| ○ Juanita Del Toro (Social/Applied Sci) | ○ Bridgette Mahan (Business)    |
| ○ Matthew Williams (World Lang/ELL)     | ○ Erica McCormack (Humanities)  |
| ○ Ukaisha Al-Amin (English)             | ○ Hamed Sarwar (Biology)        |
| ○ Ignatius Gomes (Biology)              |                                 |

- ***Previous Minutes:*** Erica called the meeting to order and after a review of the minutes, Ukaisha came through with the motion to approve and Matthew provided the second, and they were approved without objection.

- ***Updates:*** Erica led a follow-up discussion on the prior week's conversation about the query project possibilities, asking if we would prefer to let it sit until fall or continue. Dave proposed getting a draft in place in upcoming meetings, if possible, in order to be able to deploy it quickly in the fall, given that the committee won't meet in the first week. Ukaisha suggested her interest in possibly including a question related to the Question 11(Community) results, having been inspired by her ratings of those responses. Erica agreed to put the topic on the next week's agenda, and then reminded the committee about Carrie's HLC Survey request, followed by an invitation to contribute to this semester's *Assessment Times*, if anyone has any additions to provide.

Erica also reminded liaisons that final report drafts are due April 29 and offered thanks to those who've already submitted an early draft. She concluded the update segment of the meeting by noting that no improvements have been made in district communications to our committee. Despite the requests our committee leadership has made over several semesters to get District to give us advance notice of any surveys they plan so we can be sure that our committee timeline doesn't overlap with a District initiative and contribute to survey fatigue. Faculty all received an email today notifying us that students are receiving something called a "Net Promoter Score Student Survey," and our committee was just as surprised as everyone else to receive that; we had no advance notice.

- ***Charge Review:*** The committee then shifted attention back to the charge. Various revisions and proposals were offered and accepted, changes were made, and the improvements were noticeable. In the final minutes of the meeting, there was some dramatic tension as the committee waited with baited breath to see if there would be a move to approve, but, in a move true to the television generation, the moment got pushed into a kind of cliff-hanger to be resolved in the penultimate week or the season finale.
- ***Adjourn:*** The meeting was adjourned at 4:01 pm, with palpable excitement in the air.
- These minutes were approved at the next meeting on 4/27.

*Assessment Committee  
Harold Washington College*



*Chaired by Erica McCormack (Humanities)  
Minutes for 4/27/2022*

- **Attendance:**
  - Erica McCormack (Humanities)
  - Amy Rosenquist (English)
  - Chao Lu (Mathematics)
  - David Richardson (Humanities)
  - Juanita Del Toro (Social/Applied Sci)
  - Matthew Williams (World Lang/ELL)
  - Ukaisha Al-Amin (English)
  - Joe Hinton (Careers)
  - Paul Wandless (Art)
  - Ignatius Gomes (Biology)
  - Todd Heldt (Library)
  - Zeke Yusof (Physical Science)
  - Farah Movahedzadeh (Biology)
  - Hamed Sarwar (Biology)
  - Alysandra Cruz-Bond (Transfer)
  - Carrie Nepstad (Social/Applied Sci)
- **Previous Minutes:** Erica (sans voice) and Ukaisha called the meeting to order and shared the previous week's minutes. After a review, Paul jumped on the chance to move to approve, followed by Amy's second, which barely beat out Juanita's second in the chat for a second second, and the minutes were approved without objection.
- **Updates:** Ukaisha and Dave (and Erica in the chat) shared reminders about the Liaison Reports and *Assessment Times* contributions.
- **Charge:** The Charge was shared for a final review, followed by Dave's move to approve the revised charge, absent of additional discussion. Todd seconded and Paul thirded, after which it went up for a vote and was approved with abstentions but without objection.
- **Query Project Possibilities:** Discussion turned to the previous week's proposal of some possible Query Project questions for Fall 2022. Dave and Ukaisha shared a review of the purpose and aims of the Query Project. Dave shared a Google doc with draft questions that had been discussed the prior week related to names. Questions and comments from Todd, Zeke, Farah, and Joe—as well as various contributions in the chat from Carrie, Amy, and others—led to consideration of the feasibility of various questions across the various modalities and in relation to and as a proxy for community and connectedness. Members were asked to share any revisions or suggestions for questions on the Google Doc by Tuesday at noon for discussion at the next meeting.
- **Participate Update:** Phil's latest update on the correlations among the survey's responses were shared with the committee, along with a VERY brief primer description provided by Dave, with the request that members review the information for further discussion at the next meeting.
- **Adjourn:** The meeting was adjourned at 4:00 pm on the nose!
- These minutes were approved at the next meeting on 5/4.



**Assessment Committee**  
**Harold Washington College**



*Chaired by Erica McCormack (Humanities)*  
*Minutes for 5/4/2022*

- **Attendance:**
  - Amy Rosenquist (English)
  - Bridgette Mahan (Business)
  - Carrie Nepstad (Social & Applied Science)
  - Chao Lu (Mathematics)
  - David Richardson (Humanities)
  - Erica McCormack (Humanities)
  - Farah Movahedzadeh (Biology)
  - Jeffrey Swigart (Mathematics)
  - Juanita Del Toro (Social & Applied Sciences)
  - Loretta Visomirskis (English)
  - Matthew Williams (World Languages / English Language Learning)
  - Paul Wandless (Art)
  - Phillip Vargas (Physical Science)
  - Todd Heldt (Library)
  - Ukaisha Al-Amin (English)
  - Veronica Villanueva (Tutoring)
  - Viggie Alexandersson (English, MXC)
  - Zeke Yusof (Physical Science)
- **Intro:** Erica welcomed everyone. The meeting was called to order at 3:03. Jaunita motioned to approve last week's minutes, Loretta seconded, and the committee approved with a few abstentions.
- **Announcements:** As this was the last meeting of the semester, there were plenty of great acknowledgments and changes for the Fall.
  - Veronica will be the new Director of First Year Experience (FYE) and will be stepping down as the Co-Curricular Liaison.
  - Erica (The current Chair) will be going on Sabbatical in the Fall 22 semester.
  - Dave will step in as Chair of the Committee while Erica is away.
  - Paul is also going on Sabbatical in Fall.
  - Congratulations Veronica, Erica, and Paul!
  - Ashley has completed her course work and will be graduating. Congratulations, Ashley. Thanks for joining the meetings and learning about assessment.
- **Other Announcements:** Carrie's program review for Early Childhood Education was approved!! Yay! She reminded us that assessment is a process and will be reviewing and making changes to the program again following new NAEYC standards.
- **Modality:** We have not decided which modality the Fall 22 semester meetings will take, but Dave showed us the new technology updates to RM 1046 which would give us the option to run hybrid meetings.
- **Query Project Planning:** In order to prepare for another query project, the committee used the remaining time to review and make decisions on which questions we would want to ask. Dave shared a Google Form with 23 questions. Each form had a different arrangement of the same questions. The committee was tasked to choose their 'favorite' questions.
  - Zeke noticed the similarity in many of the questions.

- Dave recorded the initial results. Any questions that received less than 9 votes were taken off the list.
- This left us with 5 questions to discuss.
- ***A Few Highlights from the Discussion:*** Farrah emphasized the importance of inclusion and motivation and how that is different when looking at a group of instructors versus a group of students. If she had to choose a focus, it would be students' motivation.
  - Deciding between focusing on inclusion or motivation was difficult. Loretta proposed to focus on inclusion. Jaunita suggested that we may already have that information and therefore should focus on whether that inclusion makes students motivated.
  - Carrie reminded us to think about what we want to know or learn from the QP. The committee as a whole is still embracing the new ILO process.
  - Dave reiterated the importance of keeping the QP small using closed ended questions. He mentioned that the answers would still be student perceptions, but we could use this information to see the connections between the Participate survey and other learning outcomes.
  - The committee agreed that a likert scale for the answer options would be best based on the type of questions we were asking.
  - All in all, the committee's thoughts, ideas, and suggestions were extremely valuable!
- Dave and Ukaisha will continue to work on the questions and bring a revised version to the committee once we commence in the Fall.
- The meeting was adjourned at 4:04. Thanks everyone for staying and for the lively discussion!