

The Assessment Times



VOLUME 1, ISSUE 1

SEPTEMBER, 2005

From the Chair

Jen Asimow

Dear All,

Welcome back and I hope you are all having a pleasant start to the semester.

I am happy to report that the Assessment Committee has already put in three solid weeks of work getting ready for the year ahead. We are preparing a survey that deals with Human Diversity on our campus. One of the general educational objectives of Harold Washington College is "to understand and respect human diversity in regards to race, ethnicity, gender, and other

issues pertinent to improving human relations." (p. 128 HWC Course Catalogue) it is our hope that this survey will be administered during the early part of October. More information will follow. Please look for it.

Many people are asking about our CCSSE (Community College Survey of Student Engagement) results. The committee is reviewing our data and will be writing a report shortly to inform you about where we stand as far as student engagement is concerned. The

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CCSSE results are public and can be access via their website, www.ccsse.org.

With the help of Interim Dean of Instruction, John Metoyer, the Assessment Website should be up and running shortly. This will be a place where you will be able to access information pertinent to our assessment efforts at HWC.

Until next Month,
Jen

COMMITTEE MEMBERS

Keenan Andrews	Dean
Jen Asimow	CD
George Bickford	Dean
Anna Blum	Dean
Art DiVito	Math
Timothy Donahue	Eng
Todd Heldt	Lib
Jesus Miranda	Math
Helene Gabelnick	Chem
Lynell Kiely	SS
Anita Kelley	CIS
Cecilia Lopez	VP
Denise Maduli-Williams	ESL
John Metoyer	Dean
Willard Moody	Eng
Carrie Nepstad	CD
Dana Perry	Chem
Dave Richardson	Hum
Brandon Taylor	CDL

Committee Meeting Highlights

- The committee is reviewing the upcoming Human Diversity Survey and preparing it for October.
- We welcomed many new committee members to the AY 2005-2006; Les White, Tim Donahue, Jesus Miranda, Art DiVito, and Todd Heldt as well as Deans John Metoyer and Barrington Edwards.
- The committee continues to create a conceptual framework for assessment.
- We are reviewing the results of the 2005 Community College Survey of Student Engagement.

Camelia Salajeau	Math
Armen Sarrafian	Art
Glenn Weller	CIS
Les White	SS

Assessment Committee Chairs

Jennifer G. Asimow, Chair
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The Community College Student Report

Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. *The Community College Student Report*, CCSSE's survey instrument, builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on.

To view the survey results for a particular college, log onto www.ccsse.org and see "[Member Colleges](#)." For more analysis of important survey findings or to search the data, see "[Survey Results](#)."

Dates To Remember

- September 28, 2005– Assessment Meeting ,3PM, Room 1029
- October 5, 2005– Assessment Meeting ,3PM, Room 1029
- October (Exact Dates TBD) - Assessment Week "Human Diversity Survey"
- October 12, 2005– Assessment Meeting ,3PM, Room 1029

CHECK OUT THESE WEBSITES

- www.ccsse.org
- <http://learningcommons.evergreen.edu>
- <http://www.mcli.dist.maricopa.edu/ilc>

How Good Is Good Enough?

The purpose of "benchmarking" is to compare performance of like institutions — and through that process, to identify opportunities for improvement and potential models of "best practice." But CCSSE and its member colleges must not shy away from the question of whether the performance reflected in survey results is good enough, either for individual institutions or for community colleges nationally. Answering that question often requires looking at data (means and frequencies) for individual survey items associated with the benchmarks.

Thus, CCSSE presents information in two ways: (1) each benchmark, described with a standardized mean of 50, provides an overview of a particular performance area, a way to compare performance on various benchmarks within an institution, and a way to compare performance among groups of similar institutions; and (2) results for individual survey items, presented in absolute terms, are the place to see exactly what is happening and to