

# ∞ THE ASSESSMENT TIMES ?

DECEMBER, 2008



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## DIVERSITY IN OKLAHOMA!

Southeastern University Oklahoma has asked our permission to use the diversity tool we developed. In a conversation with Anita Kelley, Dr. Claire Stubblefield (Special Assistant to the President and Director of Institutional Diversity) noted: "Of the numerous survey reviewed, your thorough exploration of the different schemas was exemplary. Please express

my sincere gratitude to the committee for their time and consideration". The committee approved the request on condition that HWC is fully credited in all materials and that Southeastern share their diversity assessment results with us. We are exceptionally pleased that our hard work is being noted well beyond the college walls.

## HWC AT THE 2008 IUPUI ASSESSMENT INSTITUTE

Carrie Nepstad, Amanda Loos, and Todd Heldt recently returned from the 2008 *Indiana University Purdue University Indianapolis Assessment Institute*, at which they presented a paper on the *2006 Gen Ed Humanities Assessment*. The thirty-minute presentation, which discussed the creation, administration, and findings of the measure, was well-attended and well-received. After the presentation, the three faculty were praised for their engaging demeanor and ambitious assessment

tool. Spirited discussion ensued, and the three presenters were excited by the excellent suggestions offered by the audience members. Thanks to all three on this.

Dr. Susan English of Aquinas College, Grand Rapids, Michigan, has requested a copy of both the presentation and the demonstration tool.

Kudos to the presentation team and thanks to all those who worked on this assessment.

## COMMITTEE MEMBERS

**Anita Kelley - Chair**  
Business/CIS

**Mike Heathfield - Vice Chair**  
Applied Sciences

**Chris Sabino - Secretary**  
Mathematics

**Margarita Chavez**  
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**John Metoyer**  
Office of Instruction

SPREADING THE  
WORD ON HWC  
DIVERSITY

## AND MORE REQUESTS FOR OUR WORK

Anita has also received an e-mail from Triton College expressing interest in our Diversity Assessment tool. Again it is likely we will grant permission for its use. The

committee has now developed a form letter, which can be used for future requests. From our recent conference appearances and the positive feedback about our home

grown Humanities Assessment tool, we anticipate further requests and interest in our work, as we continue to tell our assessment story.

## THE 2006 GEN ED HUMANITIES ASSESSMENT – ANOTHER STEP TOWARD CLOSING THE LOOP

“OF THE NUMEROUS SURVEY REVIEWED, YOUR THOROUGH EXPLORATION OF THE DIFFERENT SCHEMAS WAS EXEMPLARY. PLEASE EXPRESS MY SINCERE GRATITUDE TO THE COMMITTEE FOR THEIR TIME AND CONSIDERATION”  
(DR. CLAIRE STUBBLEFIELD)

The Humanities Subcommittee of the Assessment Committee is pleased to announce that the final report on the **2006 Gen Ed Humanities Assessment** is nearing completion. The findings from the measure are most illuminative and will provide guidance for instructional practices at HWC for years to come. Among the most interesting items included in the report are:

According to the student surveys, the consensus beliefs were that —

~Studying the arts gave the students new ways to think about their lives (97%).

~Studying the arts helped students reach academic and personal goals (93%).

~Studying the arts improved students' creativity/imagination (93%).

~Studying the arts helped broaden students' taste (93%).

According to the student surveys, students report that

they are quite likely to attend an arts related event as they progress through the Humanities General Education Requirement. For example:

~69.7% will attend a museum or art exhibit.

~54.5% will attend an arts tour.

~54.5% will attend a show featuring live music.

~61.2% will attend a play.

In scoring the accompanying students essays, we found that:

~Student responses often omit textual evidence that would lend support to their reasoning.

~ Students rely on a very narrow emotional vocabulary in discussing how works make them feel.

~ Students rarely utilize the technical vocabulary of the disciplines in their engagements with cultural artifacts.

### What does this mean for us?

In response to this assessment's findings, we recommend that instructors at HWC spend additional time working with students to develop their vocabulary as it relates to affective and interpretive tasks; to increase student opportunities to provide evidential support for their reasoning; and to introduce students to a wider array of critical tools for explaining, interpreting, evaluating, and contextualizing humanistic artifacts.

These findings should foster discussion in all departments across the curriculum and encourage them to talk further with each other and with humanities-related instructors (art, literature, music, philosophy, etc.) to develop ways to integrate the arts and appreciation of them across the curriculum and so ensure that all of our students are more successful at achieving the desired General Education outcomes.

“STUDENTS RELY ON A VERY NARROW EMOTIONAL VOCABULARY...”

## OUR 2 CS IN D, TX FOR NAEYC

On November 5, 2008 Carrie Nepstad and Dr. Cecilia López presented at the annual conference for the National Association for the Education of Young Children (NAEYC) in Dallas, Texas with a presentation entitled, "Collecting, Analyzing, & Applying Assessment Data to Produce Meaningful Change in Associate Degree Programs". This is NAEYC's major conference of the year with over 20,000 attendees. Carrie and Cecilia's talk was with a smaller group of faculty and administrators of ECE Associate's programs across the country. The presentation was well

received. Most of the attendees were people from programs just starting NAEYC's accreditation process. They were particularly interested in the discussion about how to write course objectives and student learning outcomes and how to design standard rubrics that assess specific outcomes throughout a program.

The director of NAEYC's Associate Accreditation Program, Alison Lutton, attended and came to thank Cecilia and Carrie for their informative session. She said that it perfectly aligned with

what they are trying to do with the accreditation system. The president of NAEYC, Mark Ginsberg, also came to the presentation and made a statement on how important it is to do this kind of work at the Associate level and that high quality associate programs can benefit large numbers of young children and their families. The American Associate Degree Early Childhood Educators hosted the talk and they were very pleased with the presentation because it provided both an administration and faculty perspective on the process of assessing student learning.

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## SUCCESSFUL ASSESSMENT WEEK FALL 2008 – NATURAL SCIENCES GENERAL EDUCATION OUTCOMES

A big 'thanks' goes out to all those students and faculty who volunteered their time to complete the Natural Sciences Assessment tool during October. The data collection facts about our most recent Assessment Week provide an interesting snapshot of our college-wide assessment activity.

36 faculty were involved from  
8 academic departments

We used 46 faculty volunteered class sections

Most faculty were used for just one section but a few faculty were good enough to allow us to use up to three of their sections

All this voluntary activity re-

sulted in an excellent 881 completed surveys.

Taking the credit student enrollment figure to be 7,000, this represents a sample size of 12.58% of our students. This is well above the required 10% for the accuracy of the sample and gives us a little breathing space to account for unreadable surveys. Although we will make every effort to make each vote count!

Sections were used from across the timetable. There was some imbalance between level 100 and level 200 volunteered sections which we were not able to even out. Completed surveys came from 512 stu-

dents in 27 level 100 classes and 369 students in 19 level 200 classes. The average response rate from selected sections was 19 completed student surveys, across both level 100 and 200 courses.

We plan on running the data before the end of this semester so that we can initiate the analysis process beginning spring 2009. We would also like to thank faculty who we were not able to use this time, please continue to volunteer for future assessments. Also, a big thanks to Keenan in the Office of Research and Planning and all Assessment Committee members who worked so hard on this.

36 FACULTY, 46  
SECTIONS, 881  
COMPLETED  
SURVEYS —  
THANKS!



## HAROLD WASHINGTON COLLEGE

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Coming soon, new, updated  
Assessment Website.  
Resources, reports, links and  
much more.

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### ASSESSMENT COMMITTEE CHARGE

The HWC Assessment Committee is dedicated to the improvement of student learning through the meaningful utilization of assessment data in an effort to support the HWC community towards the evolution of college curriculum. As outlined in this charge, the HWC Assessment Committee is committed to defining assessment at Harold Washington College, as well as establishing and ensuring that appropriate assessment procedures and practices are followed in collecting, reviewing, analyzing and disseminating information/data on assessment. Finally, the HWC Assessment Committee is responsible for providing a forum for dialogue regarding assessment issues to support a college culture, which includes the assessment process.

### COMMITTEE MEMBERSHIP

We are always looking for new faculty, students and staff to join in our exciting work. We meet every Wednesday from 3 p.m. to 4 p.m. in room 1032. All are welcome to join us. The Committee Charge states that there can only be two voting members from each department, but we are happy to involve as many people in our work as possible. If you want to discuss what this might involve or ask further questions, please contact Anita Kelley (see contact info at left).

### ASSESSMENT SPRING 2009 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

During the spring semester Assessment committee members will be busy analyzing the data from the science assessment, finalizing the assessment tool for the math assessment *and* participating in the Community College Survey of Student Engagement (CCSSE). This is a 45-item indirect measure of student learning which focuses on the student learning experience.

This will be our second time with the CCSSE assessment and we are likely to be part of the Illinois Consortium using CCSSE in the spring. The results from our use of this nationally validated tool in Spring 2005 gave us very useful data on some of our strengths and areas for improvement. A number of key initiatives were stimulated by the CCSSE findings from 2005.

### TODD HUMMS WELL IN FRIDAY LAB

Todd Heldt made a presentation entitled 'Developing & Implementing an Assessment of the Humanities General Education Objective: Interpreting the Results' to the Friday Assessment Labs on November 7<sup>th</sup>. This was well received and is one of the many dissemination strategies we will use for the long-awaited report.