Assessment Times Newsletter

Harold Washington College Assessment Committee

Spring 2021

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A Note from the Chair
By Erica McCormack

Although every semester offers an opportunity for a self-contained, fresh start, I don't think I'm alone in feeling like week 1 of this semester was more like week 17 of fall 2020. And it continued from there, making what purports to be week 16 of spring 2021 feel much more like week 32. *Ooof.*

With so many members of our community starting the semester already worn down by the acute and heartbreaking pain of losing loved ones to COVID-19, the devastating omnipresence of racist violence in our communities, plus the mounting quotidien pressures around the struggle to engage and support students while offering care for members of our households and ourselves, it's been a lot to manage.

So the fact that the members of this committee managed to not only sustain but further develop projects is a great source of pride for me as the Chair of this committee, and I hope for all of you reading this as well. We've got amazing colleagues.

From attending weekly meetings and conducting assessment work within individual departments, to developing assessment

schemes that consider our students' learning across our entire institution, this committee has persevered in its cyclical process, addressing questions about student experiences with the ultimate goal of improving student learning.

I am grateful to every member of this committee for their work, but I want to offer particular thanks to Tetiana Seely, Student Government Association president, who contributed a valuable student voice as a regular member of our committee; Viggy Alexandersson, Chair of Wilbur Wright College's Assessment Committee, who offered generous counsel along with their time; and Jennifer Asimow, faculty at Truman College and forever friend of the HWC Assessment Committee, for additional outreach.

Relationships with these members of our college and District community remind me how important relationships are to *everything* that we do, with students and with each other. All of our work is contingent on the community we build. I think that is evident in many of the articles that follow.

This committee is a microcosm of our college community, and the inherent value of these human relationships is what makes so many of us return week after week, semester after semester, to work with our colleagues and hopefully help improve our college for our students.

Thanks to each of you for helping to build and maintain our community. I'm wishing you some actual moments of recuperation soon, and I hope to see many of you in assessment meetings in fall 2021.

Query Project Haiku
By Amy Rosenquist

Global pandemic
intersects with assessment:
Loops begin to close

Applications of Query Project Recommendations
Collected by committee members

- I've added my pronouns to my syllabus and to my Zoom account.
- I added several readings to my courses that more intentionally "reflect the diverse humanity of our student body, city, and world."
- I thought about how I could "expect confusion" and not take it personally.
- I worked on a specific weekly assignment that always caused confusion. I changed the description to make it more transparent and to make the grading process clear. I now have it built-in that students can re-submit assignments for full credit if they make the recommended changes. Many students took me up on this! It decreased the amount of repeated mistakes and low scores across the semester, and it also decreased my frustration at having to repeat the same instructions over and over again to little effect. It was a rather small change, but it made a big difference to student performance.
- I revised my syllabus following the Syllabus Review Guide for Equity-Minded Practice.
- I encouraged students to ask for what they needed, acknowledged real obstacles (without shaming them), and offered assignment extensions.
- I experimented with a social annotation tool called Hypothesis to facilitate meaningful student interactions in relation to a text.
- I frequently shared student support services and worked to break down stigmas around asking for help.
- I shared recordings of class zoom sessions with all students for review.
- I offered weekly reminders about assignments and explicit guidance on which ones to prioritize if necessary.

Group Photo: Wed, May 5, 2021
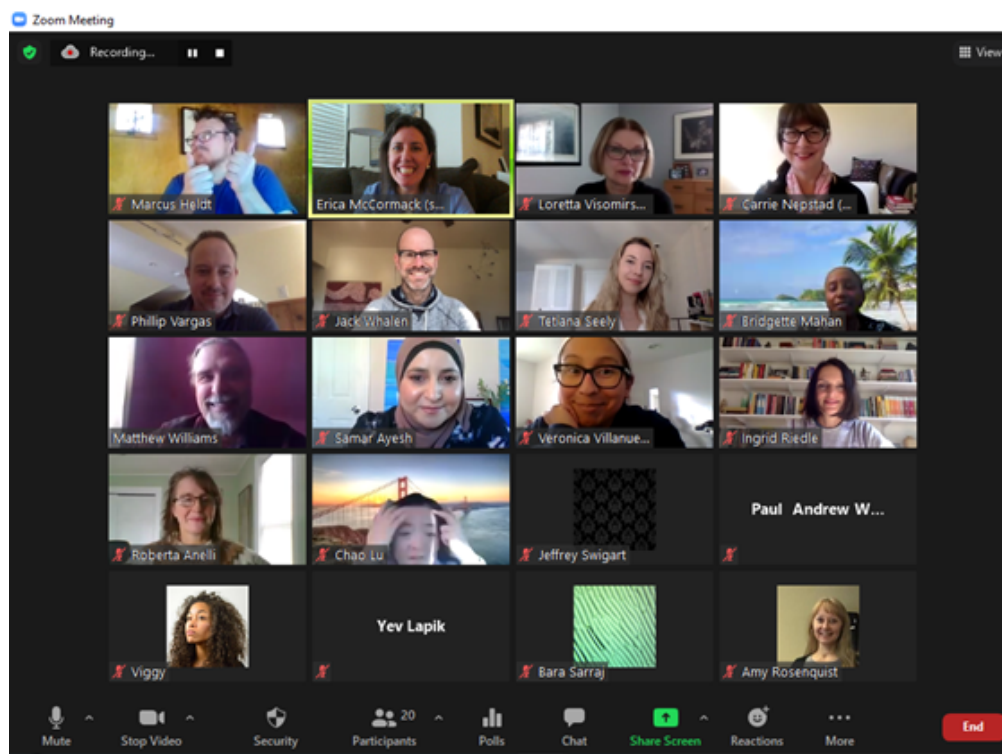
The weekly Assessment Committee meetings (3-4 PM on Wednesdays) continue in the era of remote learning! *(Screenshot from Wed, May 5, 2021)*
The camaraderie that we experience in a regular semester on campus through the HWC Assessment Committee is something that helps many of us power through ordinary weeks of the semester, so the opportunity to continue to engage with our beloved colleagues is especially meaningful now.

Someday we'll have snacks again...

Top Row: Todd Heldt (Library), Erica McCormack (Humanities & Music), Loretta Visomirskis (English, Speech, Theater & Journalism), Carrie Nepstad (Social & Applied Sciences),

2nd Row: Phil Vargas (Physical Science), Jack Whalen (Social & Applied Sciences), Tetiana Seely (Student Government Association), Bridgette Mahan (Business)

3rd Row: Matthew Williams (World Languages & ELL), Samar Ayesh (Physical Science), Veronica Villanueva (Academic Support); Ingrid Riedle (Social & Applied Sciences)

4th Row: Roberta Anelli (Biology), Chao Lu (Mathematics), Jeffrey Swigart (Mathematics), Paul Wandless (Art & Architecture),

Bottom Row: Viggy Alexandersson (Wright College: Assessment Committee and English, Literature & Reading), Yev Lapik (Biology), Bara Sarraj (Biology), Amy Rosenquist (English, Speech, Theater & Journalism),

The Teacher is Gone!
By Jeffrey Swigart

My three kids go to a school that does face-to-face learning four days a week and at-home e-learning on Fridays. So each Friday my partner and I put the kids at different ends of the house with their Chromebooks, and then the two of us sit in the living room in the middle of the house to try to get some of our own work done. We take frequent breaks to walk around and check on each of them. Though this last Friday, while we were sitting, we suddenly heard commotion from the Chromebook of our six-year-old, Juni. We got up and walked closer to her room without letting her know we were there, and here's what we heard:

"She's gone!"

"The teacher is gone!"

"What should we do?"

"Someone start a movie!"

"Let's show each other toys!"

We realized that the teacher must have lost internet, but the Zoom meeting was still going on with just the kids. My partner peeked in and saw the Chromebook screen on the gallery view of Zoom, showing all the classmates, many already showing various toys on the screen. Juni looked up and said, "Hey, get out, we're trying to have a conversation here!" We laughed and let it be. After about 10 minutes the teacher finally got back on, calmed down the class, and resumed the lesson.

I was impressed at how creative Juni and her students were in making the best of a tough situation, and I've been similarly impressed at the work of our Assessment Committee's unit liaisons in these tough pandemic times. As you'll see in their upcoming final reports, soon to be on our committee webpage, they've been finding creative ways to work with colleagues to assess various aspects of student learning. Some projects focus on the finer details of departmental student learning outcomes while others look at broad themes such as political awareness or plagiarism.

Most impressive to me is how the projects give department colleagues a chance to discuss and improve their work. Last academic year before the pandemic, I often saw members of my math department huddled in an office working on a unit assessment survey about Math 140 College Algebra teaching techniques. This academic year the unit liaisons are figuring out ways to remotely connect with colleagues, collect data from surveys, and report out on results. Of course, much of what they're finding has to do with how students are surviving in their own remote learning. I believe such work will help us learn from each other, and to remind each other that *we're not gone*, as we try to inch back toward being face-to-face.

Source: https://xkcd.com/2424/
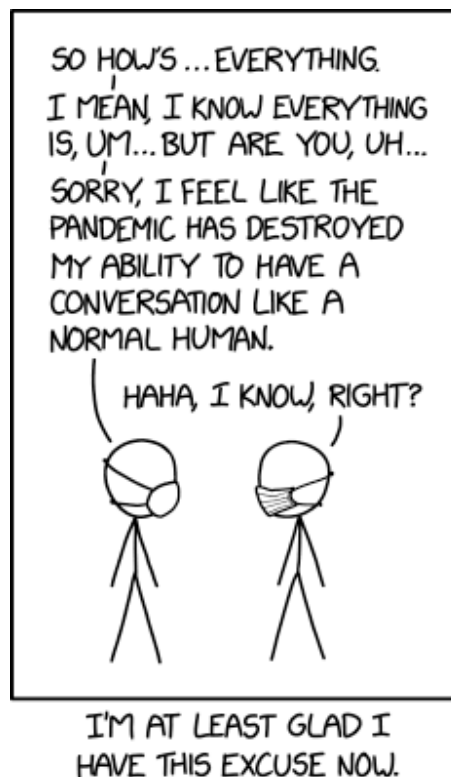
Program Assessment in Child Development
By Carrie Nepstad

Program assessment is a unit of assessment that is focused on learning outcomes at the program level. Instead of Student Learning Outcomes (SLOs), which are assessed in courses, Program Learning Outcomes (PLOs) are assessed for programs. With PLOs, it's helpful to think about what we want students to know and be able to do upon completion of a specific program of study.

From the PLOs, using backward design, we can build a series of learning opportunities throughout the program that provide multiple ways for students to demonstrate those learning outcomes. Toward the end of the program, we can assess for those PLOs to see whether or not students met the expected outcomes. The resulting data can help us to see trends in terms of strengths, and also areas where we may need to make changes to support and improve student learning.

The Child Development program is accredited by the National Association for the Education of Young Children (NAEYC), which includes the assessment of student learning in relation to the Professional Standards and Competencies for Early Childhood Educators. As a District-wide discipline, we decided to use the language from these competencies as a foundation for the work throughout the curriculum.

For example, the language shows up in course-level SLOs and in assignments. It also shows up in our PLOs and the assessments we use to assess student learning across the program. The language is very helpful to the instructors and to the students because it clarifies our most important goals for the academic program, as well as for the Early Childhood Educator profession.

Program Learning Outcomes (PLOs):
Upon completion of the Child Development AAS degree, students will
1. Create healthy, respectful, supportive, and challenging learning environments for young children
2. Develop strategies for building family and community relationships
3. Observe, document, and assess to support young children and families
4. Practice developmentally effective early childhood teaching approaches
5. Design, implement, and evaluate developmentally appropriate curriculum based on content knowledge
6. Advocate for young children, their families, and the profession

To assess those PLOs, we have developed 5 key assessments (KA), which are administered in the following courses regardless of where in the City Colleges that course is offered:
KA #1: Observing Early Childhood Development and Learning (CD 101)
KA #2: Child Study Project (CD 201)
KA #3: Personal Philosophy of ECE and Professional Development Plan (CD 258)
KA #4: Activity Planning, Implementation, and Reflection (CD 259)
KA #5: Family Practitioner Interview and Collaboration Plan (CD 262)

These key assessments include detailed assignment descriptions with a corresponding descriptive rubric.

The table below illustrates how the course level outcomes are connected to the program outcomes, but most importantly the table includes the student activities and artifacts that show how the student demonstrates these outcomes, and how we assess them. Key Assessment #1 is an observation assignment, which aligns with 3 SLOs and 2 PLOs. Because we pull data for the program across all sections of the course, we can look for patterns beyond one section of one course.

CD 101: Human Growth and Development   5 Field Experience Hours, 3 different age groups

SLOs *Upon completion of the course, students will*	Learning Opportunities	Assessments	PLO *Upon completion of the program, students will*
Use observation and interpretation to analyze child behaviors according to developmental milestones across all domains of development	Observation of 3 children in 3 different age groups	KA #1	PLO #3 PLO #1
Based on observation, identify diverse ways families/cultures interact with and nurture children considering the multiple influences on development	Observation of 3 children in 3 different age groups	KA #1	PLO #3 PLO #1
Examine developmental theories and domains of development; considering developmental theory in terms of cultural context	Observation of 3 children in 3 different age groups	KA #1	PLO #3 PLO #1
Examine the unique role of play in development, integrating knowledge of play theory with classroom observation	Discussion Video observations	Discussion quiz	PLO #4
Discuss Developmentally Appropriate Practice and other guidelines and standards for the field of Early Childhood Education	Discussion Workshop	Workshop participation	PLO #4

What we learned is that our students were not meeting the standard for PLO #1 and PLO #3. In fact, across all elements of the rubric, and in both rounds of data we recently collected, less than 50% were meeting the standard on all areas of the rubric. Needless to say, this was a disappointing result!

Upon reflection, we determined that we were administering the program-level assessment in the CD 101 course, which is taken early in the program sequence, and includes many non-majors. The observation assignment is foundational for that course, but the observation skills we are expecting as a *program* outcome are much higher than what we expect upon completion of the CD 101 course.

These results helped us to consider changing when and where we administer key assessment #1. We are going to pilot administering it in CD 109 "Language and Literacy Development" this summer to determine if that data will be more reflective of student learning at the program level. We may need to administer the assessment even later in the sequence. The results of the pilot will help us make that decision.

We are also taking a look at where and how we teach observation skills across the curriculum to more intentionally build those specific program level expectations across the program. It has been helpful to map out the PLOs to see where they are introduced and reinforced and then assessed across the program. It's also been helpful to look at the program level data and think about the results in terms of student learning, curriculum design, and assessment strategies.

We should never be afraid to see a negative result because it can help to pinpoint where we need to build in more support for students and for instructors too.

HI, I'M HERE TO VISIT!

DO I KNOW YOU?

NO, IT'S COOL, I'M TWO WEEKS PAST MY SECOND DOSE.

REMEMBER, ONCE YOU'RE FULLY VACCINATED, THE CDC SAYS YOU'RE FREE TO VISIT OTHER PEOPLE'S HOUSES.

Source: https://xkcd.com/2454/

Embedded Tutoring: Past, Present, and Looking Forward!
By Veronica Villanueva

During our Spring 2020 semester, we did what we thought would be the impossible, to have tutoring go remote. The role of the Embedded Tutor is to work with students individually or in small groups during and outside of the class--supporting enhanced learning and individualized tutoring for all students, but particularly at-risk students.

Our embedded tutors have been primarily in our English courses (96, 101/97, 101, and 102). In the semesters before the pandemic we had started to include embedded tutors in other courses such as Biology and Math. During the last year, our embedded tutors have been sought out to be in courses (for remote and online courses) in various other disciplines such as Humanities, Speech, and Anthropology!

According to faculty, on average 50%-75% of students work with the embedded tutor in their class (Spring 2020 Faculty Embedded Tutor Survey)

95% of students found the sessions with their embedded tutor "very helpful" (Spring 2020 Faculty Embedded Tutor Survey).

- (Student A) "It was helpful to have someone besides the teacher, especially for so many students and to have him help in and out of class especially when the teacher wasn't available."
- (Student B) "Working with a tutor helped me make sure my sentences and papers were meeting the requirements the professor asked for. The tutor helped me by giving me feedback on my papers and making sure my edits were better."
- (Student C) "It's a really helpful program that I'm going to take

advantage of if any of my classes in the fall have it."

During this remote period, we have had to learn to navigate our new normal and adjust along the way for our students. We have had embedded tutors in courses during remote learning since Spring 2020 to the present Spring 2021 semester. During last semester, we had more requests than ever for an embedded tutor. This gives us the opportunity to see where one is requested/needed and share the success stories of embedded tutoring so we can hope to accommodate most or all requests that come in.

Postscript
By Amy Rosenquist

HWC embedded tutor Maia Martin and I represented the HW Embedded Tutoring program as part of a panel discussion at the 2021 Modern Language Association convention this past January. The theme for the convention was "persistence," and our panel spoke about initiatives that fostered and supported persistence in community colleges. I provided an overview of our embedded tutoring program and some specifics about how instructors use embedded tutors during both in person and virtual classes; Maia spoke to the experience of the embedded tutor, including a "day in the life" snapshot of the type of support, strategies, and student engagement she experiences in her role.

Embedded tutoring was new to many attendees, while others had hoped to start a program at their colleges but had yet to be successful; the topic was popular in the Q and A portion of the panel for these reasons. The most pressing questions Maia and I were asked revolved around assessment: how does HWC assess whether embedded tutoring is needed, or whether our program is making a difference? (And our favorite question, as well as the most-asked: What data did you use to

convince your administration to give you a budget?) We shared the ways that tutors, faculty, and students participate in structuring the program and collecting data via recording student meetings on Navigate, regular email communication, tutor observations, faculty-tutor communication agreements, and post-semester surveys. As a follow up, Veronica Villanueva and Jackie Werner made themselves available to faculty from colleges outside Illinois who were seeking more specific information on data collection in order to start or expand embedded tutoring programs at their colleges, answering their queries in generous detail.

The panel series on persistence at community colleges was convened by faculty from CUNY and included several HWC faculty as well as faculty representing a collection of rural and suburban community colleges around the country. As a group, we remain committed to keeping a spotlight on how our discipline serves and can better serve community college students (which starts and ends with assessment, of course).The strong presence of and increasing support for community colleges, our mission, and our commitment to assessment was evident within the larger MLA population, a welcome development

Searching for Purpose During Remote Learning: An Assessment of Rhetorical Knowledge Utilization in English 102 Final Essays
By Ukaisha Al-Amin

Overview
Last semester, I started collecting artifacts and assessment sheets from the English department to look at how our students in ENG 102 courses were utilizing rhetorical knowledge, specifically purpose. In the 2020 edition of the *Assessment Times*, I discussed the goals of the project and the reasoning behind it. Now that I have 108 artifacts, I

would like to discuss the results of what I found and the implications and possible uses for the data in the final stages of this assessment project.

Questions Guiding the Research

How effective are the departmental assessment sheet and rhetorical knowledge tool (Bivens' Decision Tool) in determining students' rhetorical knowledge and use of "Purpose" in the ENG 102 Research Essay?

Theoretical Background and Perspectives

Teaching rhetorical knowledge in the ENG 102 classroom is part of the Student Learning Outcomes for the course, but it does not explicitly say the research essay needs to be used as a way to assess that outcome. There are many debates amongst composition theorists on what and how to teach composition. While some courses are steeped in rhetoric and the teaching of it, which goes as far as these courses being placed in a Rhetoric Department, other courses focus on more literature-based content and analysis and critiques of said work.

From the choice of textbooks, and the content of artifacts that I received, I can deduce that we have been focusing at HWC on rhetorical strategies used in argumentative writing. While many teachers do focus more on process pedagogy in their classrooms--holding the writing process as more important than the product-- the final draft of the research essay is more indicative of the type of writing products that students will utilize across the curriculum. This means that teaching rhetorical strategies for all types of writing is important, and along with that is the importance of teaching purpose. From a critical race theory perspective, students learn purpose better when they are able to draw from their communities, personal experiences, and issues that they care about and can discuss, which makes the research essay have a role in 'the real-world'. The more they are allowed to activate their cultural capital, the stronger their purpose and use of rhetorical strategies.

Methodology

Participants: Students that have passed the Research essay with 70% or C or higher and that took ENG 102 in the year 2020. Artifacts were collected on a voluntary basis from professors in the department. All artifacts were edited and code-named in an alpha-numeric system. Example: 'Students A-Z, Students A1-Z1 and so on. Their percentage and letter grade on the essay was recorded. Finally, their number in the rhetorical techniques category on the Data Assessment Sheet, and their score on the Rhetorical Knowledge Tool was also recorded.

Data

The raw numbers were analyzed using the instructors' grading rubrics, the departmental data sheet, and Bivens' decision tool .

Letter Grade	A	B	C	D	F	Total	
	45	35	28	0	0	108	
	41.67%	32.41%	25.93%	0.00%	0.00%		

	5	4	3	2	1	Total
	Excellent	Good	Fair	Poor	Unsatisfactory	
Department	28	37	13	0	0	78
	35.90%	47.44%	16.67%	0.00%	0.00%	

	9	8	7	6	5	4	3	2	1	Total
Bivens' Decision Tool	12	49	29	10	8	0	0	0	0	108
	11.11%	45.37%	25.85%	9.26%	7.41%	0.00%	0.00%	0.00%	0.00%	

Bivens' Decision Tool	Exceeds Standard	Meets Standard	Approaches Standard	Attempts Standard	Avoid Standards
	54.48%	36.11%	7.41%	0.00%	0.00%
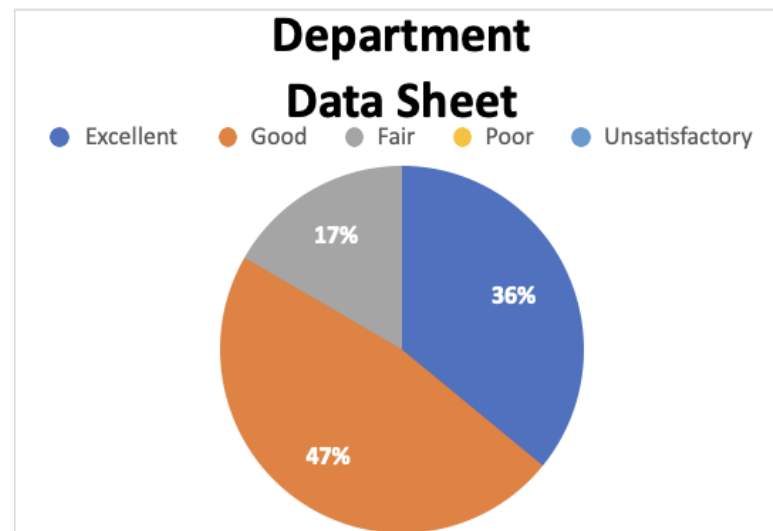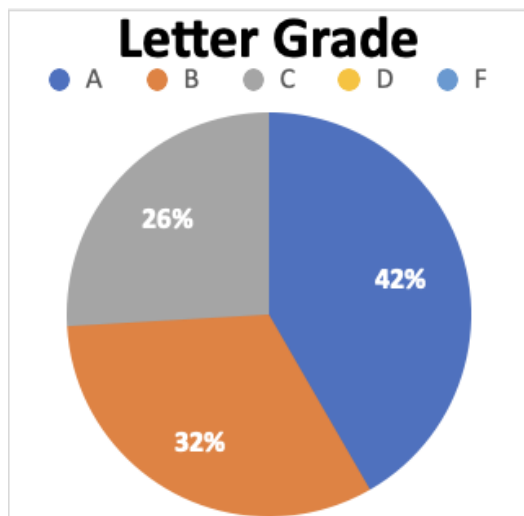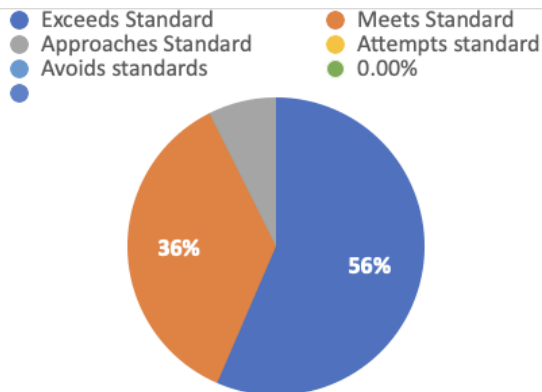
What this means is that, overall, students scored very high in rhetorical knowledge but scored the highest when using the decision tool.

This is interesting because even out of the 28 students that scored a C (25.93%) there were 12 students (42.85%) that exceeded standards in Rhetorical Knowledge and Purpose using Bivens' Decision Tool.

Limitations
One of the major limitations of this research is that I and one other professor did the reading. Since the tool had not gone through any type of norming across the department,

our scores may not be indicative of the whole department.

Also, 29 artifacts did not have the accompanying departmental data sheet for comparison. I decided to use them because it would give us a chance to run the decision tool on the greatest number of artifacts during the remote learning period. By the time we run this project again, students would likely be back in the classroom. These artifacts did have a grade and the decision tool score. This could mean that how students used rhetorical knowledge was more closely aligned.

The Bivens decision tool is organized as a sequence of questions, starting with whether the thesis statement is located in the first paragraph of the research essay. This speaks to a very specific style of writing.

We don't know how the rhetorical techniques questions on the department sheet are interpreted or when teachers fill out the number.

Results
Students scored higher on the rhetorical knowledge tool than the assessment sheet.

Discussion
The results are not that surprising because the decision tool was very specific, which allowed for more nuance in when assessing the essays. I think having a solid detailed scale is important because it creates more accuracy.

Recommendations
I think the tool could be used for short assignments during the semester. This may be an assignment given during the rhetorical knowledge unit. It could also be a cool formative assessment that students use during peer workshops to see what they scored. Since it is so straightforward, most students wouldn't have the biases that

teachers may have when trying to implement the tool.

There should be a revised assessment tool for the research essay across the department that educators can opt to use and that is more aligned with the department's agreement of what the research essay contains. These agreements would be a foundation for any separate rubrics created by faculty and a document that could help shape any change in the current student learning outcomes for the course.

Summer Reading Suggestions
By Carrie Nepstad

From Equity Talk to Equity Walk: Expanding practitioner knowledge for racial justice in higher education (2020) by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcolm-Piqueux, Jassey-Bass

As have most of my colleagues, I've personally done a fair amount of professional development this year about equity, and anti-racism but this is the first book I've read that includes practical suggestions and resources for all areas of our work in higher education including the classroom and across our various departments, offices, and activities.

The book challenges us to take a "critical race stance toward equity" with the premise of the book based on the following three principles (p. 20-21):

1. Equity is a means of corrective justice (McPherson 2015) for the educational debt (Ladson-Billings 2006) owed to the descendants of enslaved people and other minoritized populations willfully excluded from higher education.

2. Equity is an antiracist project to confront overt and covert racism embedded in institutional structures, policies, and practices (Pollack 2009).
3. Equity lets practitioners see whiteness as a norm that operates, unperceived, through structures, policies, and practices that racialize the culture and outcomes of higher education institutions.

The book challenges us to develop equity-mindedness in our work, including the way we build curricular and co-curricular learning opportunities and assessments, as well as how we interpret the data we collect.

Do we look at students and student learning with a deficit-model? For example, when faced with data that show "racialized gaps in achievement," are we likely to focus on students themselves or do we ask the hard questions about what we are doing institutionally to contribute to those gaps?

The authors emphasize that equity-mindedness does not come naturally. We need to work at it. As a Child Development instructor, I appreciate the way the authors position equity-mindedness as a developmental process. The final chapter focuses on "building capacity for equity-mindedness among first-generation equity practitioners." I identify with the idea of being a first-generation equity practitioner. I found the concept of developing an equity-minded *practice* helpful as I continue to build my own skills, and consider how to support our equity efforts as a community.

I highly recommend the book, and would welcome a book study or chat session with colleagues! You can also learn more about it from this interview with the authors from Inside Higher Ed.
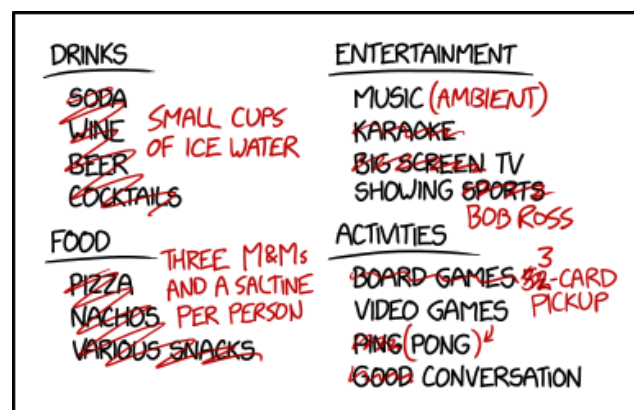
WE'RE PLANNING OUR FIRST POST-VACCINE PARTY, BUT WE WANT TO START SLOW.

Source: https://xkcd.com/2437/

Relationship-Rich Education: How human connections drive success in college
(2020) by Peter Felten and Leo M. Lambert

I read this book because it was recommended by a friend/colleague. This is my new practice--I try to read things that trusted colleagues are talking about, which has encouraged me to explore different disciplines or to consider my own discipline from different perspectives.

This title seemed to fit perfectly with my discipline. As Child Development faculty, we talk about the parallel process of creating learning experiences for our college students, and we hope they will then be able to provide those same relationship-based experiences for young children and their families.

Even so, I'm not sure that I spend much time specifically thinking about how to build a sense of relationship with my students. This book has made me rethink everything, especially the concept of creating a "relationship-rich environment."

As the book explains, "imagining that students alone are responsible for their college experiences perpetuates existing social inequities and misses the centrality of institutions, faculty, and staff. Colleges and universities must create relationship-rich environments and design 'inescapable opportunities' for students to engage with peers, faculty, and staff" (Estela Mara Bensimon as cited in the book).

While I was reading the book, the Child Development program was going through an accreditation renewal for the National Association for the Education of Young Children (NAEYC); a process that requires the program to revise its mission and conceptual framework and to align the program's learning opportunities and assessments to those documents. Early Childhood Education is a care profession with a workforce predominantly made up of women, many of whom identify as women of color. Because there is often a bias against care work which is seen as stereotypically women's work and less important or valuable and certainly lower-paid than other kinds of work, in higher education we tend to overemphasize the program's complexity, academic rigor, and professionalism.

In part, this book has helped us to remember our most important quality as a caring profession, which is to prioritize relationships. In the revision of our program's mission and conceptual framework, we have felt more emboldened to explicitly and publicly declare that we care about our students and we want them to care for young children and their families:

The Harold Washington College Child Development Program: Preparing students to CARE – to **C**ollaborate, **A**dvocate, and to be **R**esponsive to the **E**quitable education and care of young children and their families in the City of Chicago.


Read the full HWC Child Development Program Mission and Conceptual Framework.

I hope you consider reading this book as it includes many practical strategies and examples, which may be useful to the HWC community of faculty, staff and administrators.

As a start, you can check out this conversation with the authors. In the interview, they talk about how "so many smart colleagues [they] admire have adopted 'pandemic pedagogies,' intentionally integrating course content and critical attention to student well-being. That's relationship-rich education". This timely message is not a message exclusively for faculty or for disciplines like mine. This is for all of us.

Source: https://xkcd.com/2460/
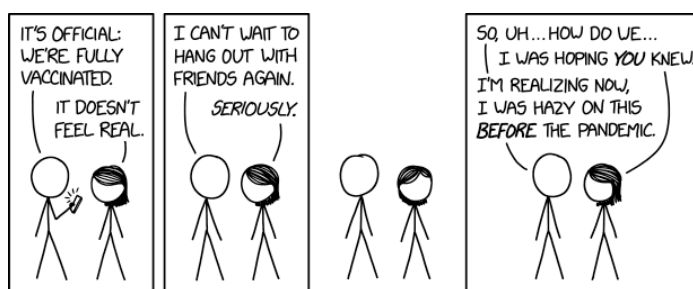
Committee Members

Chair: Erica McCormack (Humanities & Music)

Vice-Chair of Unit Assessment: Jeffrey Swigart (Mathematics)

Vice-Chair of Gen Ed Assessment: Ukaisha Al-Amin (English, Speech, Theater & Journalism)

Research Analysts: Phil Vargas (Physical Science)

Secretary & Coordinator of Adjunct Outreach: Jack Whalen (Social & Applied Sciences)

Coordinator of Cocurricular Assessment: Veronica Villanueva (Academic Support)

Unit Liaison for Art & Architecture: Paul Wandless

Unit Liaison for Biology: Bara Sarraj

Unit Liaison for Business: Bridgette Mahan

Unit Liaison for English, Speech, Theater & Journalism: Amy Rosenquist

Unit Liaison for Humanities & Music: Mick Laymon

Unit Liaison for Math: Chao Lu

Unit Liaisons for Physical Sciences: Samar Ayesh and Phil Vargas

Unit Liaison for Social & Applied Sciences: Ingrid Riedle

Unit Liaison for World Languages & ELL: Matthew Williams

Working Members: Roberta Anelli (Biology), Ellen Goldberg (Transfer), Ignatius Gomes (Biology), Todd Heldt (Library), Yev Lapik (Biology), Carrie Nepstad (Social & Applied Sciences), Tetiana Seely (Student Government Association), Loretta Visomirskis (English)

Honored Guests: Viggy Alexandersson (Wright College), Jennifer Asimow (Truman College)

Find us at www.ccc.edu/hwcassessment