

# **COMITÉ DE PARES UNIVERSIDAD DE GUADALAJA**

## **2013 CHEA AWARD FOR OUTSTANDING INSTITUTIONAL PRACTICE IN STUDENT LEARNING OUTCOMES**

Dr. Michael Heathfield  
Chair Applied Sciences



CITY COLLEGES of CHICAGO  
**Harold Washington**  
Education that Works

- City of Chicago
- City Colleges of Chicago
- Harold Washington College
- Assessment Transformation
- General Education Assessment
- 2013 CHEA Award
- Building Assessment Culture
- Discipline Assessment
- Data Driven Changes
- Lessons Learned



# The City of Chicago

3<sup>rd</sup> largest city in US

Population (2014)	2,723,000
White	32%
Black	33%
Hispanic	32%
Asian	5.5%
Native (Indian & Alaskan)	0.5%
Very diverse city & very segregated like most US cities	

[https://www.youtube.com/watch?v=X6haEUP6An8 -  
action=share](https://www.youtube.com/watch?v=X6haEUP6An8-action=share)



# The City of Chicago

Data 2009-2013	
Language other than English spoken at home	35.8%
High School Graduates at age 25+	81.1%
Bachelors degree or higher at age 25+	34.2%
Poverty Level	22.6%
General Unemployment Rate	6.3% (2015)
Black Unemployment Rate	10.4% (2015)
Latino Unemployment Rate	6.6% (2014)
Racism - Decline in manufacturing and government jobs Persistent poverty - Neighborhood disinvestment	



# City Colleges of Chicago

- System of 7 independently accredited community colleges
- Junior College – Associate Degrees only
- Each college accredited by Higher Learning Commission - one of six regional accreditors covering degree institutions across 19 states
- CCC had 109,000 students in 2014 (credit, adult education, continuing education, skills courses)
- CCC had 62,000 credit students in 2014
- CCC awarded 4,322 degrees in 2014



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# Harold Washington College (HWC)

- Downtown campus serving citywide population
- One of the 22 different academic institutions offering programs in Chicago's downtown
- Received 10 year 'clean' accreditation in 2008 - only CCC college to achieve this
- Next HLC accreditation in 2018
- Students: 9% Asian, 36% Black, Hispanic 33%, White 17% and 57.5% female
- Faculty: 116 fulltime - 350 part-time



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# Harold Washington College

- 61% transfer rate to 4-year institutions – highest in CCC.
- Credit student enrollment for fall 2015 – 13,690.
- HWC was the only college in CCC to see a positive change in headcount from 2010-2014.
- Of the institutions who had an increase in their headcount from 2010-2014, HWC ranked the 3rd highest (3.9% increase) in the State of Illinois.
- IPEDS graduation rate 11% - IPEDS counts only a minority of HWC students.



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# HWC - Assessment Transformation

## **1998 – Accreditation “*Assessment is dysfunctional*”**

A series of assessment reports required as a condition of re-accreditation

## **2008 – HLC full 10-year accreditation**

No reports required or recommendations

*“The Assessment Committee has a detailed plan... will help ensure the continuity of this general education effort while also serving as a model for expanding assessment in other areas.”*

## **2013 – CHEA Award**

Only CCC college to ever win this award



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# **HWC - Assessment Transformation**

2003 – Dr. Cecilia L. López appointed as new Chief Academic Officer

Dr. López instigated a faculty driven assessment process for General Education Student Learning Outcomes in:

**Communications**

**Mathematics**

**Physical & Life  
Sciences**

**Humanities & Fine  
Arts**

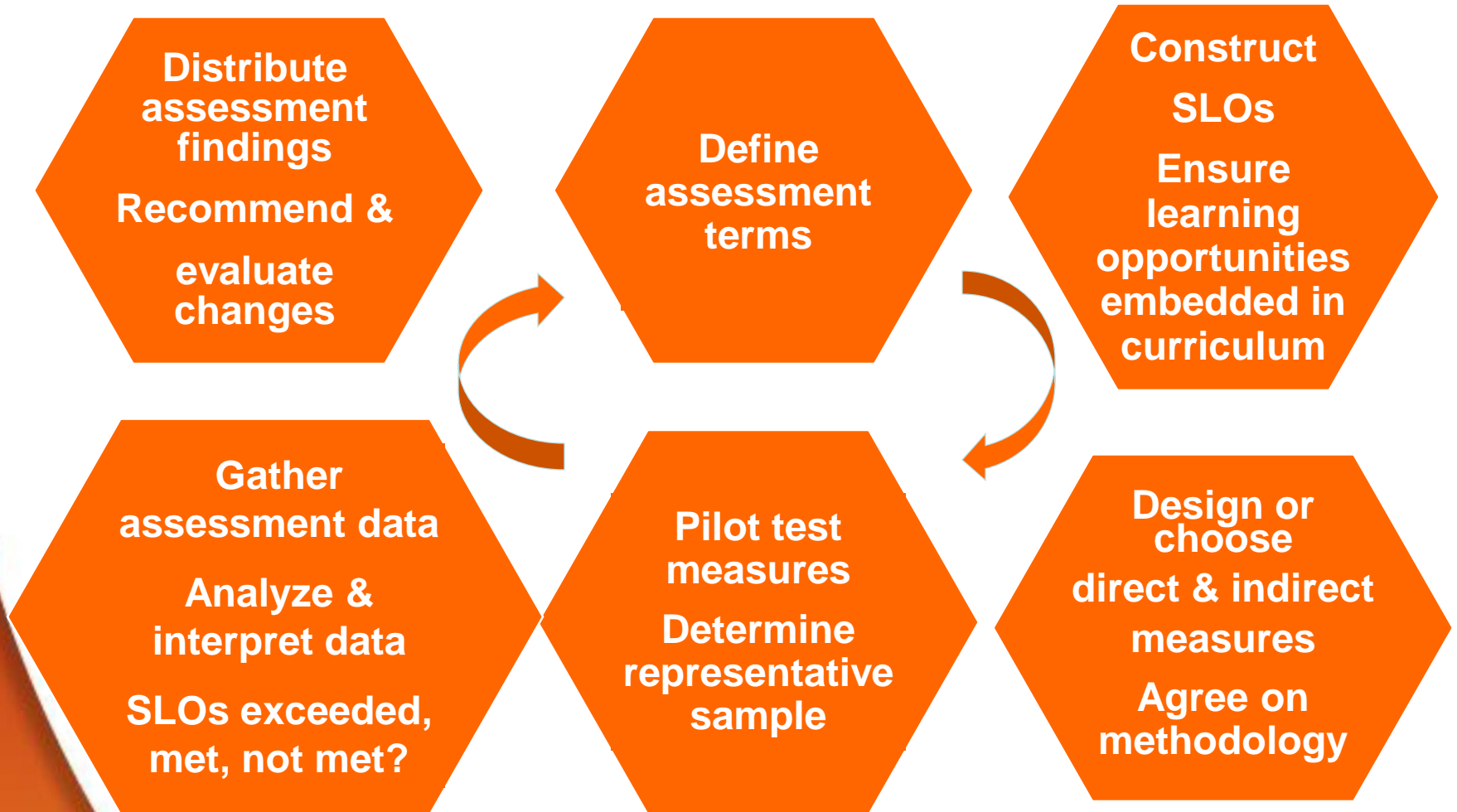
**Social & Behavioral  
Sciences**

**Human Diversity**



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# Assessing Student Learning Outcomes: Conceptual Framework



# General Education Assessments

Domain	Data Gathered	Sample Size
Critical Thinking	Spring 2004	1,688 – 22.4%
Information Literacy	Fall 2004	777 – 9.72%
Community College Survey of Student Engagement (CCSSE)	Spring 2005	100 – random sample
Human Diversity	Fall 2005	887 – 11.79%
Critical Thinking	Spring 2006	719 – 9.12%
Humanities	Spring 2007	665 – 10.23%
Physical Science	Fall 2008	845 – 10.9%



# General Education Assessments

Domain	Data Gathered	Sample Size
CCSSE	Spring 2009	665 – random sample
Quantitative Reasoning	Fall 2009	1,132 – 14.65%
Social Science	Fall 2010	977 – 12.3%
Communication – Effective Writing	Fall 2011	714 – 9.8%
Human Diversity	Fall 2012	1,405 – 15.9%
Communication – Oral Presentations	Fall 2013	580 – 8.4%
Information Literacy	Fall 2014	926 – 13.1%



# 2013 CHEA Award for our General Education Assessment Program

- Awarded for the depth, scale and range of our assessment program
- A deeply embedded faculty culture of assessment
- Assessment Committee meets weekly for one hour – average attendance 14 faculty for 4 years leading to CHEA Award
- 30 minute general meeting – 30 minute subcommittee work on different assessments and tasks in cyclical process



# Building an Assessment Culture

- Bottom-Up work – faculty champions
- Top-Down support – administrative enablers
- Money and Time
- Sustained iterative practice builds capacity & expertise
- Reflective practice builds collegiality and expertise
- Voluntary participation in Assessment Committee and data gathering methodologies



# 2012 Added Discipline & Department Assessment to Committee's Charge

- Applied Sciences – writing skills
- Humanities – music; now art history
- Art & Architecture – drawing
- Math – calculus, pre-requisite skills
- Science - chemistry
- Business – accounting skills

Discipline assessment faculty team meet 30 minutes before general weekly assessment meeting



# Data driven change

## 2009 – Quantitative Reasoning: Math

- Students least comfortable with math of all General Education disciplines
- Significant correlation between self-reported comfort level and direct math skills competence
- Students who had repeated a Math class did significantly less well in direct math skills competence
- Physical Science faculty changed Math prerequisite requirements for general courses
- New Math Lab opens in a few weeks with online and face to face skills practice





# **Data driven change**

## **2011 – Communication: Effective Writing**

- Students tested into pre-credit writing did significantly less well on assessment of writing skills in credit classes
- Correlation between the amount of writing students did in courses and their outcomes in direct assessment
- No significant difference in outcomes between students taking their writing classes at HWC or elsewhere
  - More writing needed across all disciplines
  - More iterative writing practice across all disciplines



## **Data driven change**

### **2005 CCSSE: Learning and Support Environment**

- Students rated advising, admissions and student support services very poorly compared to faculty performance
  - Restructuring of all student support services
  - Quality Initiative including increased professional development
  - Need for more advisors identified
  - Wellness Center established at HWC – now at all CCC campuses

**2009 CCSSE significantly improved student ratings**



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# Assessment Lessons from 20 years practice

- Faculty led and administratively supported provides numerous gains
- Large general education assessments can deliver slow and systemic change
- Discipline assessment delivers data closer to classroom practices thus speedier change to student learning outcomes
- Power *with* faculty builds collegial strength and quality – power *over* faculty produces the opposite
- Good assessment is always complex, contextual and best when internally driven



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**Gracias!**

**¿Preguntas?**



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