

What Does “Faculty-Driven” Assessment Look Like?

Jennifer Asimow: Unit-Level Liaison to Applied Science

Cindy Cerrentano: Associate Dean of Instruction

Erica McCormack: Unit-Level Coordinator

Carrie Nepstad: Committee Chair

Harold Washington College

One of the City Colleges of Chicago

Who Are We?

Routine and
frequency

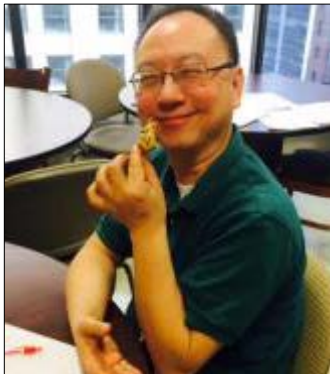


Human
factor



[Assessment Committee Website](#)

Subcommittee work



SNACKS!



Camaraderie!

Making it Work

- Renaissance of Assessment at HWC
- Slow Build Up
- Momentum
- A community of practice that has strong membership and ownership
- Differentiating between evaluation and assessment
- Share the Wealth: [Assessment Committee Documents and Resources](#)

Resources for Change

- Bottom-Up: Faculty-Driven
 - Buy-In
- Top-Down: Administrative Support
 - Money and Time

Key Players and Buy-In

- Identify Key Faculty Players
- Identify Key Administrative Players
- Ignore the Naysayers

Common Practices

- Structure – Regular, consistent, frequent
- Recognition – Outside of time and money
- Expectations –Committee charge, regular review, maximize roles across diverse players
- Formal and informal check-ins

Shared Language

- **Assessment**—communal expertise building to understand student learning better (outcomes +)
- **Unit-Level**—at HWC means general education and assessments beyond the individual class
- **Culture**—who we are, what we believe and what we do with those things
 - Shift from Climate to Culture
- **Reflective Practice**—thinking about teaching and student learning.
 - As members of an Assessment Committee, using data to support this practice.
- **Objectives**— What the unit of study provides
- **Outcomes**— What the student will know and be able to do upon completion of the unit of study

Q and A

For further questions or support:

Carrie Nepstad

- cnepstad@ccc.edu

