

# Assessment at HWC

Contact Erica McCormack, Chair of HWC Assessment Committee, with questions or concerns

[emccormack@ccc.edu](mailto:emccormack@ccc.edu)

You are each invited to join us for our weekly meetings (attend just once or attend more regularly):

- room 1046
- Wednesdays (Week 2 through Week 15 of every semester)
- 3-4 PM
- We have snacks!

# It's about the learning!

The Purpose of...

**assessment**  
is to  
**INCREASE**  
quality.



**evaluation**  
is to **JUDGE**  
quality.



We do not evaluate or compare courses, programs, teaching methods or effectiveness, student success, program relevance, or faculty through the work of the HWC Assessment Committee.

**Not ever.**

# Assessment of Student Learning is *NOT* Evaluation:

## Evaluation involves

Making a judgment about the relative value, worth, usefulness, productivity, or effectiveness of

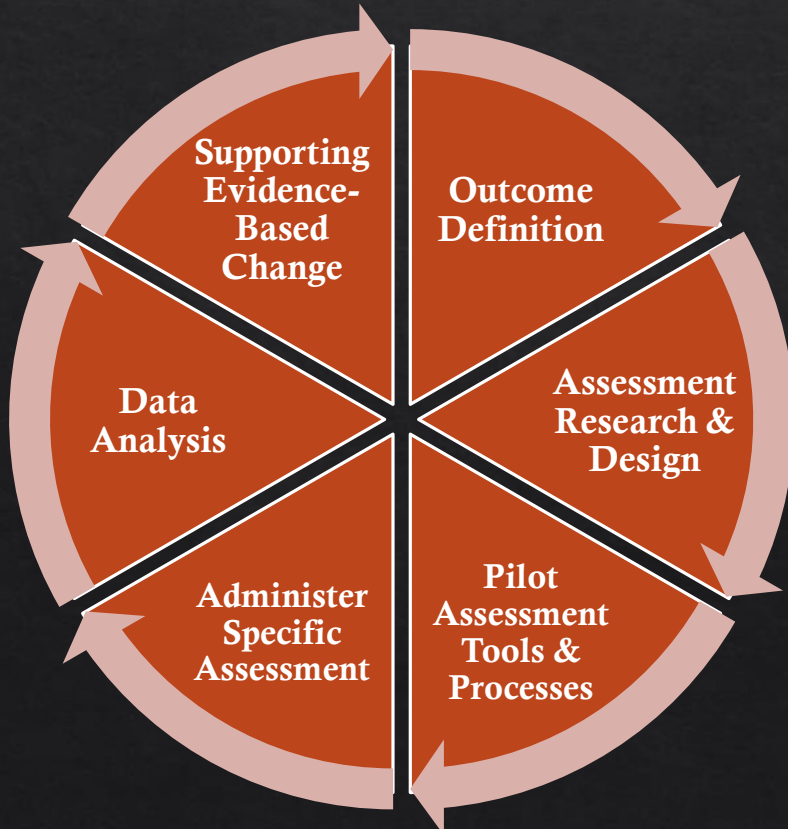
- People
- Programs
- Processes
- Policies
- Practices
- Functional Units



# Assessment of Student Learning is:

## A systematic *process* that

- collects aggregate data about student learning in multiple-section courses or programs (e.g., Gen. Ed.)
- uses the data to understand and improve student performance, development, and achievement.



## Units of Assessment at HWC

- Individual class (*individual instructors do this on their own*),
- Multiple sections of one course,
- A series of courses,
- A program,
- GenEd (across the college)



# Grades vs. Assessment

## GRADES

- Student performance within one course
- Individual faculty member with the individual student
- Purpose
  - Validate formative & summative achievement in that specific course
  - Transfer
  - Transcripts
  - Degree or Certificate validation

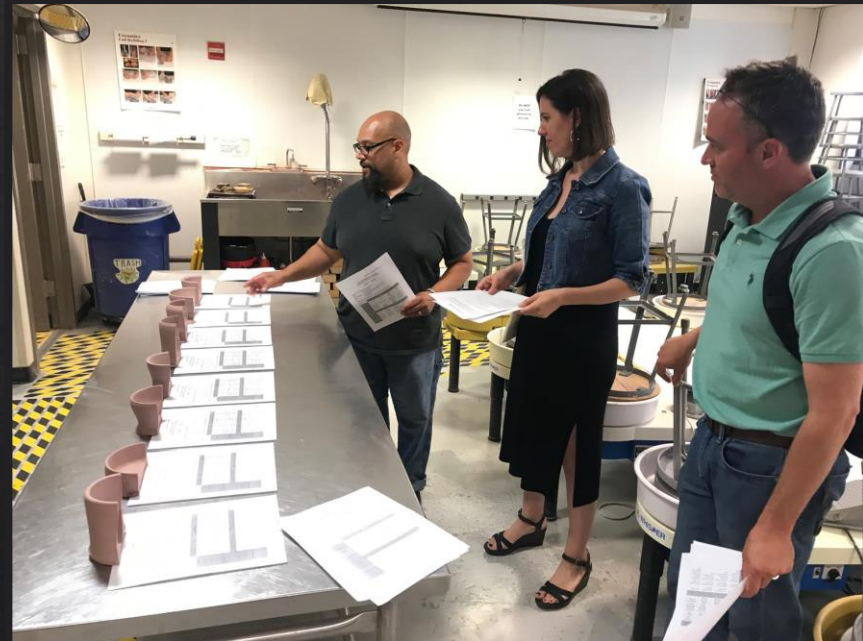
## ASSESSMENT

- Aggregate student performance across
  - an instructional sequence of courses (e.g., ICCB 9 hrs HUM)
  - a degree program (e.g., AA, AS, AAS)
- Purpose
  - Improve student performance, development, and achievement;
  - Improve pedagogy, course content, curriculum, learning resources, student services.

# We can't assess everything.

The HWC Assessment Committee Charge states, “Assessment of student learning is a comprehensive, faculty-driven process that is ongoing, systematic, structured, and sustainable, as well as *fun*.”

- It's important to recognize that student learning is complex, and it is not linear.
- We cannot always determine how or why learning takes place.
- We can't capture all learning.
- When it comes to the assessment of student learning, we focus on what is most important in terms of what we want students to know and be able to do by the end of a unit of study, and then we assess those most important outcomes - with full realization that it is an incomplete picture.



Paul Wandless, Erica McCormack, and Dave Richardson discuss an assessment in Ceramics.

# Our HWC Assessment Website

<http://www.ccc.edu/colleges/washington/departments/Pages/Assessment.aspx>  
(Or just do what I do and google “HWC Assessment”)


[Future Students](#) [Current Students](#) [Academics](#) [Transfer & Career](#) [About](#) [Contact](#) [773-COLLEGE](#) [LIVE CHAT](#)

[Home > Departments](#)

## HWC Assessment Committee

Erica McCormack  
Committee Chair

---



HWC Assessment Committee Meeting on May 2017. The HWC Assessment Committee is an interdisciplinary group of faculty, administrators and staff who collect, review, analyze and disseminate data on the educational outcomes of our students...

---

### Learn More

- [Annual Reports](#)
- [Co-Curricular Assessment](#)
- [Core Documents](#)
- [General Education Assessment](#)

### Quick Links

- [HLC Accreditation](#)
- [Apply for College](#)
- [Register for Class](#)
- [ProgramFinder](#)
- [Submit a Compliment or Complaint](#)
- [New Student Orientation](#)

### Contact Information

[Department Directory](#)

30 E. Lake St.  
Chicago , IL 60601  
[Get Directions](#)

There you'll find a lot of information related to our work to better understand student learning, such as our reports, our [newsletters](#), etc.

We publish the [Assessment Times](#) every semester—check your email!



# Spring 2020 Departmental Liaisons for “Unit-Level” Assessment\*

Department	Liaison Name	Email
Art & Architecture	Paul Wandless	<a href="mailto:pwandless@ccc.edu">pwandless@ccc.edu</a>
Biology	Farahnaz Movahedzadeh	<a href="mailto:fmovahedzadeh@ccc.edu">fmovahedzadeh@ccc.edu</a>
Business	Bridgette Mahan	<a href="mailto:bmahan@ccc.edu">bmahan@ccc.edu</a>
English, Speech, Theater & Journalism	Kristin Bivens	<a href="mailto:kbivens@ccc.edu">kbivens@ccc.edu</a>
Humanities & Music	David Richardson	<a href="mailto:drichardson2@ccc.edu">drichardson2@ccc.edu</a>
Library	Todd Heldt	<a href="mailto:theldt@ccc.edu">theldt@ccc.edu</a>
Mathematics	Camelia Salajejan	<a href="mailto:csalajejan@ccc.edu">csalajejan@ccc.edu</a>
Physical Science	Phil Vargas and Samar Ayesh	<a href="mailto:pvargas21@ccc.edu">pvargas21@ccc.edu</a> and <a href="mailto:sayesh@ccc.edu">sayesh@ccc.edu</a>
Social & Applied Sciences	Ingrid Riedle	<a href="mailto:iriedle@ccc.edu">iriedle@ccc.edu</a>
World Languages/ELL	Matthew Williams	<a href="mailto:mwilliams297@ccc.edu">mwilliams297@ccc.edu</a>

\*We use the term “Unit-Level” to describe units of learning that are smaller than the general education level (this may be several sections of the same course, a series of courses in a sequence, or even all courses within a program or discipline)



# Participation in Assessment is Voluntary (for you and your students)

But we hope you'll choose to ask your students to participate because the better our sample size, the more we can discover about student learning in the aggregate.

We all have *academic freedom* within our classrooms.

We encourage you to make some decisions related to your own teaching that are influenced by the data about student learning that we've collected and analyzed.

**For example,** how can we each help our students get more practice and apply stronger quantitative reasoning skills when confronted with misleading data or graphs?  
(see 2017 GenEd Report on *Quantitative Reasoning*).

# Recommendations from the GenEd Quantitative Reasoning Report (2017)

- Instructors to explicitly show connections between math and other subjects, careers, current events, and everyday life
- Instructors to encourage all students (especially STEM students) to take a statistics class
- Instructors to include discussions about misleading graphs, as appropriate to their disciplines
- Instructors to consider more *real-world* discussion problems that involve contrasting two or more numerical results
- Instructors to expose students to more *real-world* situations with uncertain and incomplete information
- Administration and key stakeholders to hold our own institution accountable in presenting honest statistics

# To reiterate:

Contact Erica McCormack, Chair of HWC Assessment Committee, with questions or concerns:

[emccormack@ccc.edu](mailto:emccormack@ccc.edu)

You are each invited to join us for our weekly meetings (attend just once or attend more regularly):

- room 1046
- Wednesdays (Week 2 through Week 15 of every semester)
- 3-4 PM
- We have snacks!

*Thanks to Dr. Cecilia Lopez, Dr. Yevgeniya Lapik, and Carrie Nepstad for some of the slides included in this presentation.*