



Assessment at HWC

Contact **Erica McCormack**, Chair of HWC Assessment Committee (and Humanities Full-Time Faculty Member) with questions or concerns

emccormack@ccc.edu

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

- Wednesdays (Week 2 through Week 15 of every semester)
- 3-4 PM
- Zoom link: <https://cccedu.zoom.us/j/96628975540>

Our HWC Assessment Website

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

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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](#)

HW

Quick Links

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Contact Information

Department Directory

30 E. Lake St.
Chicago , IL 60601
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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!

Assessment is 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.

Evaluation is *NOT* Assessment: Evaluation involves

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

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



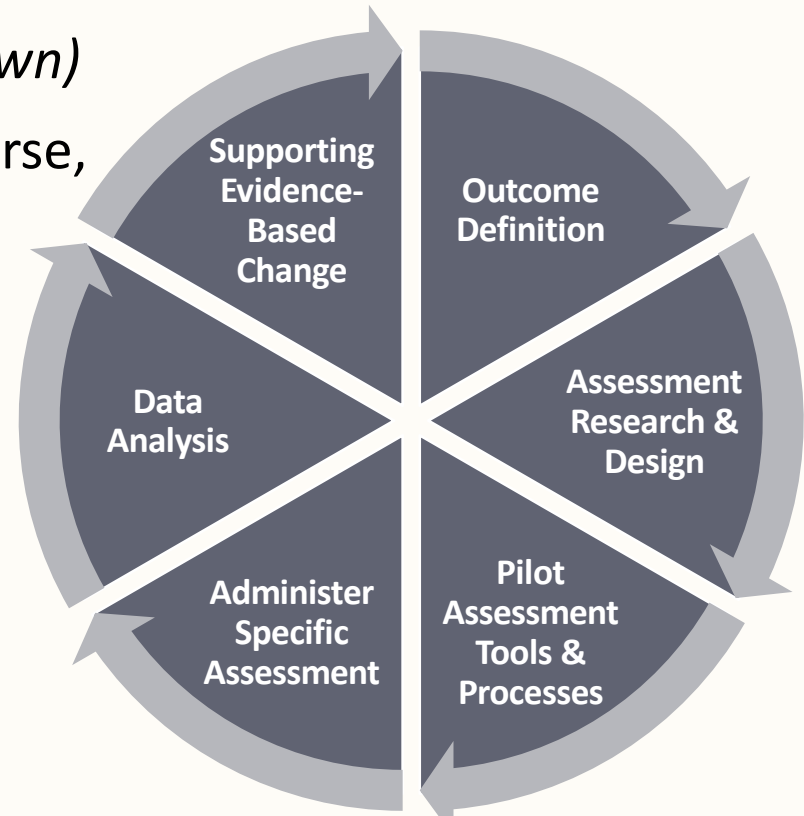
Assessment of Student Learning is

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

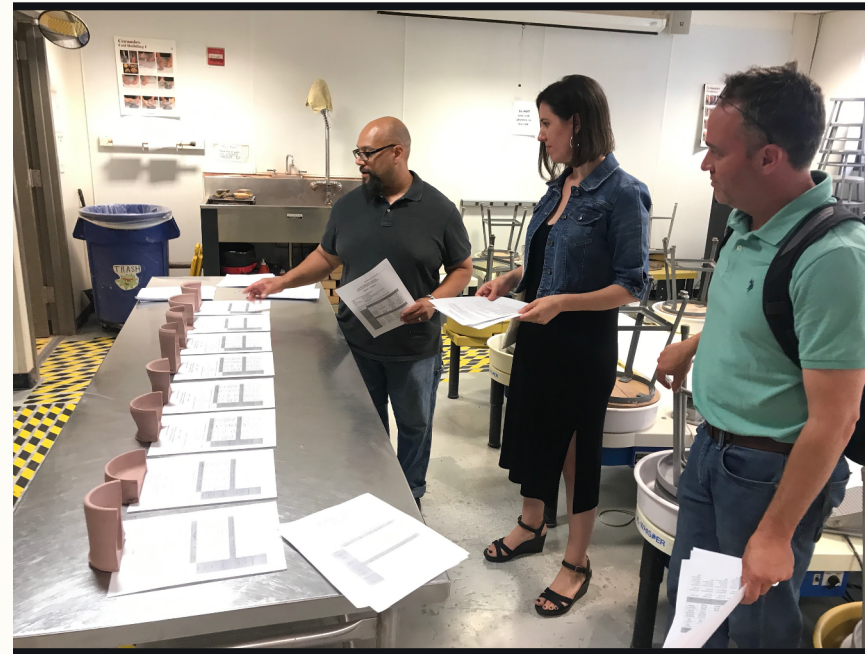
ASSESSMENT

- 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. We recognize that. 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.

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 learn 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 GenEd Report on 2017 Quantitative Reasoning*).

Or how can we create opportunities for our students to deepen their civic engagement? (*see GenEd Report on 2018-2020 Civic Engagement*).

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

Recommendations from the GenEd Civic Engagement Report (2018-2020)

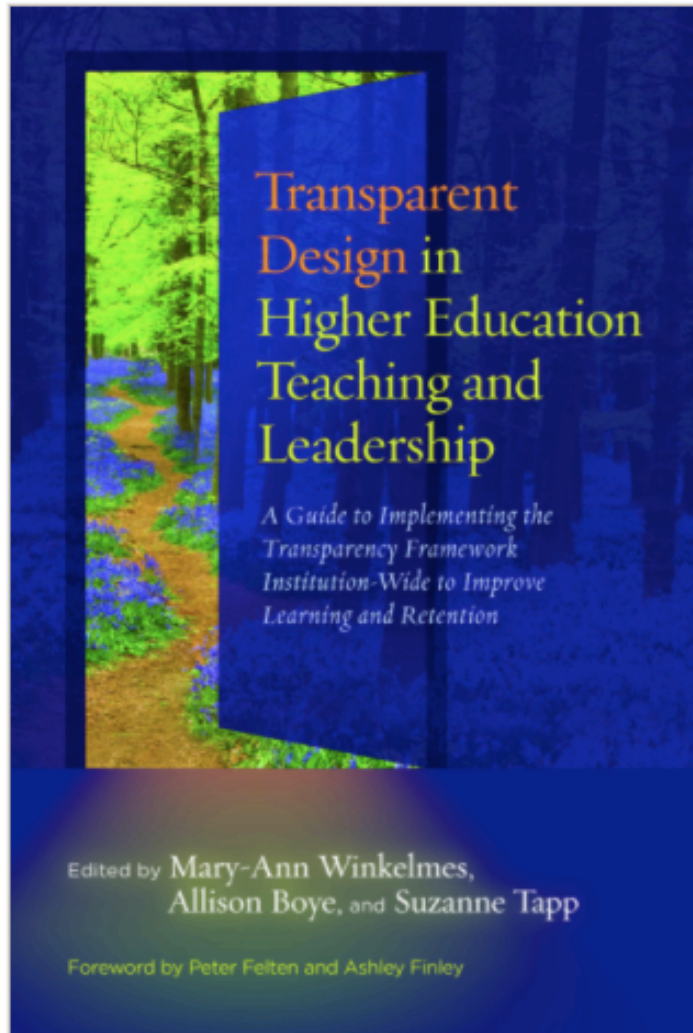
- **Instructors:** Continue emphasizing civic engagement activities and experiences in relevant courses and co-curricular activities.
- **Administration:** Provide faculty development opportunities that highlight strategies for designing learning opportunities that include civic engagement.
- **Instructors:** Build stronger connections between course activities and student activities particularly in terms of civic engagement.
- **Administration and Instructors:** Consider innovative ways of connecting students to various student activities/clubs regardless of whether or not they physically come to campus.
- **Administration and Instructors:** Ensure that our college continues providing support to student organizations.
- **Administration and Instructors:** Develop additional extracurricular opportunities that are more accessible to students who often feel disconnected from the community aspects of our college, including online students, evening students, and working students.



A New Decade for Assessment: Embedding Equity into Assessment Praxis, 2020

1. Check biases and ask reflective questions throughout assessment process to address assumptions and positions of privilege;
2. Use multiple sources of evidence appropriate for the students being assessed and assessment effort;
3. Include student perspectives and take action based on perspectives;
4. Increase **transparency** in assessment results and actions;
5. Ensure collected data can be meaningfully disaggregated and interrogated; and
6. Make evidence-based changes that address issues of equity that are context-specific

Transparent instruction requires just a small change or TILT (Transparency in Learning and Teaching).



“Transparent instruction is an equitable teaching practice and an instrument of social justice that can help to close college achievement gaps.

Historically underserved students benefit to a greater degree from transparent instruction, although the gains are statistically significant for all students we have studied”

Winkelmes, MA, Boye, A, and Tapp, S. (2019).



Transparency Assignment Template

- **Purpose:** *This* is the point of the assignment
- **Skills:** This assignment will help you practice *these* skills
- **Knowledge:** This assignment will help you to know *this* content
- **Tasks:** *This* is exactly what you need to do, in this specific order, and why. Be sure to avoid *these* mistakes.
- **Criteria for success:** *These* are the characteristics of a finished product. Here are multiple examples of what this looks like.



Resources on Equity in Assessment

- Assessment for Social Justice Project: <https://www.campuslabs.com/socially-just-assessment/>
- National Institute for Learning Outcomes Assessment/NILOA
<https://www.learningoutcomesassessment.org/>
- NILOA: A New Decade for Assessment: Embedding Equity into Assessment Praxis
- NILOA: Equity and Assessment: Moving Towards Culturally Responsive Assessment
<https://learningoutcomesassessment.org/documents/OccasionalPaper29.pdf>
- Socially Just Assessment Podcast: <https://www.campuslabs.com/socially-just-assessment/podcasts/>
- Transparency in Learning and Teaching project (TILT Higher Education)
<https://tilthighered.com/tiltexamplesandresources>
- Transparent assignment template
<https://tilthighered.com/assets/pdffiles/Transparent%20Assignment%20Template.pdf>
- Assignment design charette feedback sheet (NILOA)
<https://tilthighered.com/assets/pdffiles/NILOA.pdf>

Additional Resources for Course-Level Assessment

Everyone should have access to the official Course Objectives and Student Learning Outcomes from the “master syllabus”—Please contact your department chair for access to those so you can include the accurate Course Objectives and Student Learning Outcomes (SLOs) on your syllabus.

Stassen, Martha L.A., Kathryn Doherty and Mya Poe. *Course-Based Review and Assessment: Methods for Understanding Student Learning*. Amherst: University of Massachusetts Press, 2001.

https://www.umass.edu/oapa/sites/default/files/pdf/handbooks/course_based_assessment_handbook.pdf

Northeastern Center for Advancing Teaching and Learning Through Research, “Course Assessment”

<https://learning.northeastern.edu/course-assessment/>

IUPUI Center for Teaching and Learning, “Creating and Using Rubrics”

<https://ctl.iupui.edu/Resources/Assessing-Student-Learning/Creating-and-Using-Rubrics>

Miller, Ross, and Andrea Leskes. *Levels of Assessment: From the Student to the Institution*. Washington D.C.: Association of American Colleges and Universities Press, 2005.

<https://www.aacu.org/sites/default/files/files/publications/LevelsOfAssessment.pdf>


Fall 2020 Departmental Liaisons for “Unit-Level” Assessment*



Department	Liaison Name	Email
Art & Architecture	Paul Wandless	pwandless@ccc.edu
Biology	Farahnaz Movahedzadeh	fmovahedzadeh@ccc.edu
Business	Bridgette Mahan	bmahan@ccc.edu
English, Speech, Theater & Journalism	Ukaisha Al-Amin	ualamin@ccc.edu
Humanities & Music	David Richardson	drichardson2@ccc.edu
Library	Todd Heldt	theldt@ccc.edu
Mathematics	Camelia Salajejan	csalajejan@ccc.edu
Physical Science	Phil Vargas and Samar Ayesh	pvargas21@ccc.edu and sayesh@ccc.edu
Social & Applied Sciences	Ingrid Riedle	iriedle@ccc.edu
World Languages/ELL	Matthew Williams	mwilliams297@ccc.edu

*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)

Fall 2020 HWCAC Executive Team



Role	Name	Email
Chairperson	Erica McCormack	emccormack@ccc.edu
Vice-Chair, GenEd Assessment	David Richardson	drichardson2@ccc.edu
Vice-Chair, Unit-Level Assessment	Jeffrey Swigart	jswigart@ccc.edu
Secretary & Coordinator of Adjunct Faculty Outreach	Jack Whalen	jwhalen@ccc.edu
Research Analyst	Fernando Miranda-Mendoza	fmiranda-mendoza@ccc.edu
Research Analyst	Phil Vargas	pvargas21@ccc.edu
Representative to the President's Council	Yevgeniya Lapik	ylapik@ccc.edu



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 - 3-4 PM
 - Zoom link: <https://cccedu.zoom.us/j/96628975540>
- *Thanks to Dr. Cecilia Lopez, Yev Lapik, Carrie Nepstad, and Jack Whalen for some of the slides included in this presentation.*