

**Assessment 2003 to 2009:
A Case Study**

Cecilia L. López, Ph.D.

*Associate Vice Chancellor, Accreditation and Assessment
City Colleges of Chicago
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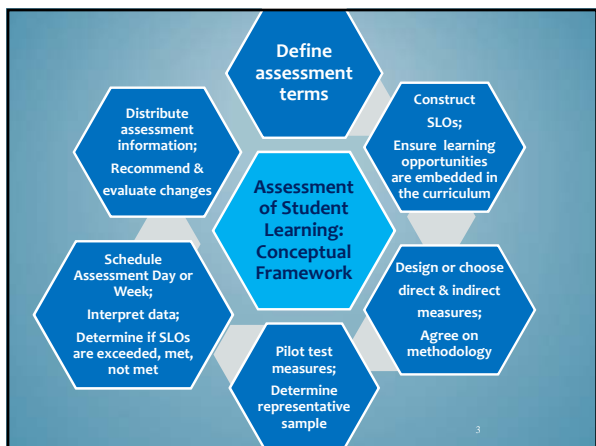
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WORKSHOP SCENARIO

- New CAO in 2003
- Report on assessment due 2004
- Comprehensive visit scheduled for 2008
- Assessment is “dysfunctional”

What would you have done?

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DEFINING AN ASSESSMENT PROGRAM: CHARACTERISTICS

An effective assessment program should be:

- **Structured** (i.e., organized, with a recognizable conceptual framework);
- **Systematic** (i.e., conceived and implemented according to a plan that is regularly updated);
- **Ongoing** (i.e., continuing rather than episodic);
- **Sustainable** (i.e., able to be maintained and improved with appropriate structures, processes, and resources after the Team's visit); and a
- **Process** that **uses** assessment results to improve student learning.

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DEFINING ASSESSMENT OF STUDENT LEARNING



- A systematic process that*
- *collects aggregate data about student learning in multiple-section courses, programs (e.g., General Ed.), and degree programs (e.g., AAS)*
 - *Uses data to understand and improve student performance, development, and achievement.*

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DEFINING STUDENT LEARNING OUTCOMES

Student Learning Outcomes

- Are written as explicit and measurable statements and start with an action verb;
- Delineate what a student should demonstrate that she/he knows and can do;
- Answer this question:
 - Across the cognitive, behavioral, psychomotor, and/or affective domains, what will students demonstrate that they know and can do upon their successful completion of this course?

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BASIC MEASURES OF STUDENT LEARNING: DIRECT AND INDIRECT

Direct Measures


Directly linked to student learning outcomes, direct measures provide evidence of attainment of knowledge, skills, competencies

Indirect Measures

Indirect measures of student learning ascertain the perceived extent or value of learning or educational experiences.

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HLC: GUIDING VALUES



“A focus on student learning encompasses every aspect of student’s experience at an institution: the breadth, depth, currency, and relevance of learning they are offered; their education through co-curricular offering; the effectiveness of their programs; what happens to them after they leave the institution.”


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FEEDBACK LOOP

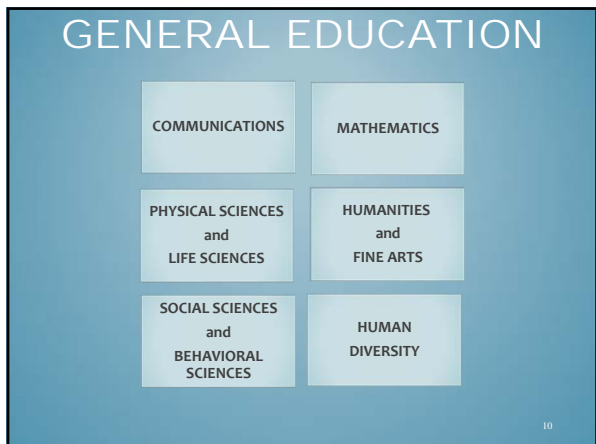
Sharing assessment data... and with whom?

- Assessment Reports
- Assessment newsletters
- Posters: data points posted in classrooms
- Podcasts
- Cartoon strips

- Assessment Committees
- Departmental faculty
- Administrators
- PTK
- SGA
- Scheduled club meetings



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HWC ALSO ASSESSED:

Critical Thinking
• California Critical Thinking Skills Test (CCTST)

Information Literacy
• Standardized Assessment of Information Literacy Skills (SAILS)

Student Engagement
• Community College Survey of Student Engagement (CCSSE)

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Assessment Domain	Data Gathered	Student Respondents	Sample Size
Critical Thinking	Spring 2004	1,688	22.4% (7,522)
	Spring 2006	719	9.12% (7,885)
CCTST: California Critical Thinking Skills Test			
Information Literacy	Fall 2004	777	9.72% (7,987)
SAILS: Standardized Assessment of Information Literacy Skills: Kent State University			

Assessment Domain	Data Gathered	Student Respondents	Sample Size
Human Diversity	Fall 2005	887	11.79%
HWC faculty created indirect measure – now utilized by other institutions			
Student Engagement	Spring 2005 Spring 2009	100 665	Random Sample
CCSSE: University of Texas at Austin			

Assessment Domain	Date Data Gathered	Student Respondents	Sample Size
Humanities	Spring 2007	665	10.23%
HWC faculty created hybrid direct and indirect measure			
Physical Science	Fall 2008	845	10.9%
HWC faculty created indirect measure – sourced from Epistemological Beliefs Assessment for the Physical Sciences – UC, Berkley			

Assessment Domain	Date Data Gathered	Student Respondents	Sample Size
Quantitative Reasoning	Fall 2009	1,132	14.65%
HWC faculty developed direct measure			
Social Science	Fall 2010	977	12.3%
HWC faculty created hybrid direct/indirect measure			
Effective Writing	Fall 2011	905	10%
Authentic writing samples across college departments & disciplines, using scoring rubric			

DEFINING HUMAN DIVERSITY



“Human Diversity describes variations within the full range of cognitive, behavioral, and psycho-social practices through which human beings share life in common spaces. Experiences of diversity include race, ethnicity, gender, religion, socio-economic status, sexual orientation, physical attributes and disabilities, age, health, language, education, political beliefs, and other differences in cultural expression and tradition.”

(HWC Assessment Committee, Fall 2005).

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DEVELOPING STUDENT LEARNING OUTCOMES



- *“Analyze and discuss contemporary multicultural, global, and international questions in a diverse setting.*
- *Identify and respect that there are various ways of thinking, communicating, and interacting, for example, by working with culturally diverse groups towards a larger goal.*
- *Evaluate diverse moral and intellectual perspectives, principles, systems, and structures.*
- *Articulate the value of cross cultural campus and community activities and their impact on the lives of others.”*

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SO WHAT?

Fall 2005: Faculty Development Week

- Strategies for Managing an Intellectually and Culturally Diverse Classroom
- Interdisciplinary Team Teaching: Mentoring in an Academically Diverse Culture
- Service Learning: Civic Engagement and Social Justice
- Creating & Sustaining a Learning Community

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SO WHAT?

Fall 2006: Faculty Development Week

- "Sexual Harassment: Interpretation & the Law"
- "Facilitating an Effective Learning Environment: The Learner Friendly Classroom"
- "Service Learning"
- "Global Poverty"
- "Learning Community: The Asthma Program"
- "Undergraduate Research in the Sciences"

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SO WHAT?

Spring 2007 Faculty Development Workshops

- "Global Diversity"
- "Grant Writing"
- "Service Learning"
- "Learning Communities"
- "NSF & Undergraduate Research"

Professional Development

- American Association of Colleges and Universities (AAC&U) Conference on Diversity and Learning

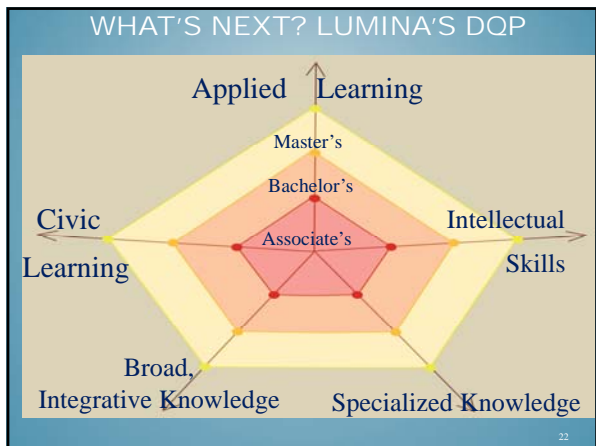
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WHAT OCCURRED NEXT?

2008 Teaching, Learning, & Technology Center

- Retention of students of color in STEM disciplines
 - Ethical implications of a multicultural environment
 - Diversity Task Force became the Human Diversity Committee, reporting to the Strategic Planning Committee
 - Incorporated findings from the HLC/NCA Self-Study process into the Strategic Planning process
- 2012 BOT approves Diversity requirement for all Associate degrees.

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WHY ASSESSMENT?

Assessment is a ...

- **Process** that is faculty owned and faculty driven
- **Process** focused on understanding and improving student learning
- **Process** that engages faculty in what they most care about:
 - Improvement in student performance, development, and achievement;
 - Improvement in pedagogy, course content, curriculum, learning resources, student services.

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