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“Assessment is today’s means of modifying tomorrow’s instruction.”

Carol Ann Tomlinson

Introduction

This report details the activities of the Harry S Truman Assessment Committee for AY 2024-2025. Although the work of this committee is ongoing and cyclical, the following is an overview of work completed with links to more detailed reports which provide more contextualized information about the assessment of student learning at Truman College.

Committee Membership

Executive Committee

Chair: Jen Asimow, Education and Human Development and Family Studies

Vice Chair Departmental/Unit-Level Assessment: Diego Baez, Social Sciences

Chair General Education Assessment: Madison Johnson Education and Human Development and Family Studies

Research Analyst: Andrew Kerr, Mathematics (fall 2024, vacant spring 2025)

Secretary and Archivist: Katie Ediger, Library

Co-Curricular Liaison: Michael Johns, Associate Dean, Student Services

Department/Unit-Level Liaisons

Automotive, Zebedee Woods

Biological Science, Harry Sdralis

Business/CIS- John Cooksey

Cosmetology – Vacant

Education and Human Development and Family Studies, Madi Johnson

ETCJ, Ana King

Humanities, Rich Keitel

Library, Katie Ediger

Mathematics Peter Rowell

Physical Sciences, Leah Page

Social Sciences, Diego Baez

Additional Members At-Large

Ex-Officio Members

Co Ceaser, Dean, Career and Continuing Education

Michael Johns, Associate Dean, Student Services

Meeting Attendance

This year, the committee continued to meet bi-monthly, the second and fourth Thursday of each month, as the calendar permitted. The meetings are still offered in-person and on Zoom, to accommodate faculty needs. During the fall, the committee moved its meeting time in order to accommodate one of the Executive Committee member's teaching schedules. This may have affected committee meeting attendance.

In addition, the Vice-chair met regularly with the Department liaisons, and weekly meetings were added so the Chair of General Education Assessment and the Chair of the Committee could continue assessing the college's general education goals and outcomes.

During fall 2024, on average 12 faculty attended the assessment committee meetings, representing 9 departments. The Cosmetology and Barbering department was not able to assign a member to the committee.

During spring 2025, on average 10 faculty attended the assessment committee meetings, representing 9 departments. The Cosmetology and Barbering department was not able to assign a member to the committee.

Committee Work

Vice Chair – Department/Unit-Level Assessment Coordinator

As the Vice-Chair, I established and built working relationships with the assessment liaisons from each academic department represented on the committee. This involved introductory meetings and follow-up check-ins, as well as ad hoc meetings, as deemed necessary to assist with their respective 4 Phase studies, ongoing college-wide assessment work, and any questions that came up.

I advised the Executive Assessment Committee on matters related to the unit assessment, regular business and meeting items, planning for FDW, and longer-term goals for future assessment work, such as curriculum mapping, co-curricular plans, and the next study of General Education (Quantitative Skills).

Roadblocks

One minor challenge arose at the beginning of the semester related to determining who the liaisons were for each academic department and establishing lines of communication. It took a few weeks, but once established, each department maintained consistent participation throughout the spring semester.

Assessment “Wins”

The biggest win this semester has been deciding on the best path forward for a change in leadership, and to continue with excellent individuals for each role of the Executive Committee.

Suggestions for Improvement

One way unit assessment “may” be improved is by shifting away from individuated departmental studies for the short-term, in order to focus on curriculum mapping and departmental outcomes. This will likely work well for most academic departments, while some may like to (or need to) continue with a "phased study" of their own direction.

Action Plan 2025-2026

I will not serve in this role next academic year. My goals for serving as Interim Chair of Assessment are to: 1) Launch the Study of Quantitative Skills, 2) Guide academic departments toward building curriculum maps based on departmental learning outcomes, 3) Prepare Madi for her future role as Chair of Assessment, 4) Update the public-facing website, and 5) Advise on co-curricular assessment as needed

Chair, General Education

In fall 2024 we completed our Critical Thinking study. The committee produced a faculty survey that was completed during Fall 2024 FDW week. We were fortunate enough to have nearly 90 full and part time faculty complete the survey that addressed the perception, practices, and barriers for teaching and measuring critical thinking at the college level. After using Qualtrics software to analyze the responses, it became clear that faculty believe in the importance of and share understandings of the definition of critical thinking.

For many faculty, barriers for students overwhelmingly center around prior educational experiences of students, meaning that faculty are able to pick up on when students have not engaged in critical thinking in the past. Further, the majority of faculty believe the institution could do more to promote the study of critical thinking. For more results and information from the study, please see the [Final Report](#) published in December 2024.

The spring 2025 semester has been one of reflection for the committee, as we’ve taken time to review the findings from our most recent assessment on Critical Thinking, while also laying the groundwork for upcoming assessments.

Our next focus will be on assessing Quantitative Skills. To start this process, the committee has been provided with a literature review of various Quantitative Skills assessments used at both two-year and four-year universities. While we still have time to decide on the approach, we hope this review will help guide our committee members in considering the best path forward—whether that’s developing an original assessment or utilizing an existing one.

Roadblocks

One roadblock we have faced is the departure of our data analyst from the committee. We have actively been trying to find someone to step into this key role.

Assessment “Wins”

As we explore general education assessment and our upcoming study, we’ve begun to distinguish between general education outcomes and institutional outcomes. It’s a significant achievement when we can engage in broad discussions about the work happening within the committee, departments, programs, and across the entire institution.

Action Plan 2024-2025

In fall 2025, we will begin determining the Quantitative Skills assessment method, and in spring 2026, we will administer the assessment and analyze the resulting data.

Closing the Loop

Each month, the Chair updated the Department Chairs and Truman Administration about the work of the committee, encouraging continued and necessary participation from the entire college community in assessment work.

The committee spoke during both fall and spring faculty development time. These were opportunities to engage the faculty body in college-wide assessment initiatives and to inform them of assessment results.

The committee published two Newsletters this year. In the fall edition of the newsletter, the Chair wrote a brief history of her Assessment journey both at Harold Washington College and at Truman and Andrew Kerr, Data Analyst wrote about his move to active learning in his classroom. The newsletter also contained updates from the departments and units in the college focused on the 4-Phase Studies. The fall newsletter can be read in its entirety by clicking on the link below.

[One Tru Assessment News Fall 2024](#)

The spring edition of the newsletter includes the regular updates from the Department/Unit-Level Liaisons, executive committee members and an overview from the Chair about how the Truman AC may consider adopting Institutional Learning Outcomes in the future for the college. The spring newsletter can be read in its entirety by clicking on the link below.

[One Tru Assessment News Spring 2025](#)

General Education Assessment

Departmental/Unit-Level Assessment

The liaisons continued to work on behalf of their departments as representatives on the committee and to support the work of the 4-Phase studies.

The following are reports submitted on behalf of each department.

Automotive

Over the course of the past academic year the Automotive Department has made great progress. In addition to the formative assessments that we performed in our classrooms and labs on a daily basis, we embraced two big projects. The first project continued our work in identifying and supporting students that need additional help with foundational math. Because of our assessment work, several students met with and received help from Truman tutoring centers. The second project focused on creating and revising assessments for a new automotive course that is currently in development and moving through the PACC process.

We were able to complete phase one of our 4-phase study this past academic year and move into phase two. We created and designed an assessment that was administered to students entering our program and students leaving our program. The purpose of the assessment is to reveal whether students are learning the problem-solving skills and reading comprehension skills within our program that they will need to be successful.

Roadblocks

One of the challenges that the department faced involved the administering of the assessment from our 4-phase study to students. It required a lot of planning and cooperation to make it work. Schedules needed to be aligned so that dates and testing times could be selected. Next the assessment needed to be given and collected in a controlled environment. With concerted effort, we were able to complete the task.

Assessment Wins

Completing phase one of the 4-phase study was a very large win for the department. For quite a few semesters we seemed unable to complete that initial step. Once we broke through that barrier, we used the momentum to drive the progress that we experienced in phase two.

Suggestions for Improvement

This academic year I took advantage of the one-on-one support opportunities that are offered by executive members of the assessment committee. This deepened my understanding of the expectations of the Liaison role, and it provided opportunities for feedback and suggestions that helped me overcome roadblocks that the department was experiencing. I would continue and expand these one-on-one opportunities.

Action Plan for 2025-2026

In the upcoming academic year, we plan to enter into phase three of our 4-phase assessment study.

Biological Sciences

Participated in Faculty Development Week discussion and our department is excited to work with the committee to create Institutional Goals that will benefit our students.

Assessment Wins

We have been able to work together to collect data that helps us understand how we are assessing Biology 114 and Biology 121

Suggestions for Improvement

The assessment committee has evolved into a strong faculty driven space that looks out for the best interest of our college and students. We do not believe that any new actionable items need to be addressed.

Action Plan for 2025-2026

We will be reassessing our curriculum map and attempt to incorporate institutional goals in our classrooms.

Business/CIS

As the the Department Liaison representing the Business & CIS department I attended the bi-monthly meetings, disseminated assessment information back to my department and submitted department updates for the Assessment Committee EOS newsletters and EOY report.

During the 2024-2025 academic year, the Business & CIS department participated in several key campus initiatives:

Business students created, developed, and executed a multi-pronged marketing campaign that included pre-event communication, alumni interviews, video editing, 3D printing design, and a video deliverable that ran at the STEAM Day event in November. The CIS students designed, created, and demonstrated a secure SOHO (Small Office, Home Office) network to highlight the importance of cybersecurity. Our Business & CIS students demonstrated the practical application of concepts and theories covered in our curriculum. This effort provided a visual and experiential complement to the Lunch and Learn discussion hosted by SEDC.

The Business & CIS department hosted a Lunch and Learn in the Fall 2024 semester. Faculty presented information about cybersecurity and financial literacy. The 2-hour event was well attended and other Lunch and Learn programs are being planned for 2025.

Business & CIS faculty and students also contributed to the Open House and SERCA event on campus during the Spring 2025 semester.

We are in the first phase of the four-phase study. As a department, we want to empower our students to have a more active role in their academic careers while developing skills (research, technical, soft, etc.) with the intent of bringing more practical, project-based learning to our courses.

The department exists in both the credit and CTE spaces -- the ways to measure learning often present duality and elevate the assessment conversations for Business and CIS. "What we want students to learn" and "how we measure the learning" takes on many shapes in various disciplines.

The goal of the four-phase study is to decipher how action-based research impacts student learning that is translatable for students transferring and those who are transitioning to the workforce. Measuring learning in community spaces (Innovation One, Cosgrove Library, social media spaces, etc.) is desirable to the department in developing the 21st Century Learner. The emphasis is on skillsets used in resource-utilization, problem-solving, decision-making, and community presence.

Roadblocks

Our department encountered challenges in the dual credit/enrollment arena. Specifically, in regards to scheduling, modalities, and resources. These challenges made it difficult to conduct full assessments of curriculum objectives. Faculty members' focus was divided. Most of the reports were focused on classroom management, communication, and resources.

In my experience, the challenge for any initiative, such as the 4-phase study, is to maintain consistent participation and engagement of the full-time, adjunct and CPS dual credit instructors. We have improved communication of essential information from the committee to our department members. Our Chair has also made assessment a priority in our department by allocating time at each department meeting for updates, discussions, etc.

Our Chair plans to form a focus group to determine the next steps in order to support the CPS and CCC instructors who teach in the Dual Credit/Enrollment program. We are investigating multiple resources needed to enhance assessment such as (but not limited to):

- Brightspace sandbox
- Full courses available for adoption

-
- Explore OER materials
 - Common assessments
 - Common calendar schedules

Assessment Wins

It is a bit too early to report. The summative assessments are being formed. Implementation will not happen until late April/early May 2025. We will be able to provide a full report after the spring 2025 semester.

Suggestions for Improvement

In my experience, the challenge for any initiative, such as the 4-phase study, is to maintain consistent participation and engagement of the full-time, adjunct and CPS dual credit instructors. Therefore, improved communication of essential information from the committee to our department members is critical.

As for the department, I believe we have support from the college. Our Chair has also made assessment a priority in our department by allocating time at each department meeting for updates, discussions, etc. The Dean works well with the department and meets with the Chair on a regular basis. We work in a collaborative manner to report out to entities such as ICCB. We are intentional in how we are growing the department.

Action Plan for 2025-2026

Our department members will meet in August 2025 to discuss the Phase 1 outcomes. We will also have discussions on goals/tasks for Phase 2. If needed, we will communicate resource requirements with the Dean for implementation. Our department is considering a Fall 2025 meeting solely focused on assessment, including, if possible, CCC adjuncts and CPS dual credit teachers.

Cosmetology and Barbering – VACANT, no report

Education & Human Development and Family Studies

For our four-phase study, we are focusing on our NAEYC Accreditation 4-Year Interim Report. The Associate of Applied Science-Child Development Pre-School Education Degree is accredited by the National Association for the Education of Young Children Commission on the Accreditation of Early Childhood Higher Education Programs. To maintain this accreditation, we participate in seven-year cycles that include interim reports and a self-study. Part of the reports require us to compile information about program completers. Another large portion pertains to the 2020 Professional Standards and Competencies for Early Childhood Educators. There are six standards, each with multiple competencies. For example, Standard 1 is:

"Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities"

An example of a competency within Standard 1 is:

"Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development."

These competencies are assessed through six specifically designed, and recently revised, Key Assessments in the final three courses of the program, CD 201, CD 258, and CD 259. We evaluate candidate performance on the Key Assessment. We also must identify and explain learning opportunities throughout the program that support the standards and competencies.

Action Plan for 2025-2026

In September 2025 our 2-Year Interim Report will be due. This report will include data from the last three academic years and will include program completion information. We are excited to be reviewing two iterations of the new Key Assessments implemented in fall 2024 and spring 2025. As we review this data, we plan to identify any areas of improvement or missing learning opportunities that could be translated into our next 4-phase study.

English, Communications Theater and Journalism

As the assistant chair for placement and end-of-semester assessment, I also fulfill the role of English Placement Coordinator (EPC) for Truman College, and I oversee the CCC Read-to-Write (RTW) English Placement Test at this campus. I also gather and analyze data on student re-placement within the English and academic ESL courses at Truman College, for students who need to change course tracks or levels based upon their performance on the diagnostic writing sample on the first day of class. In addition, I oversee the end-of-semester student portfolio assessment for the ECTJ department. As the ECTJ representative on the Truman Assessment Committee, I liaise with my department to encourage and track the implementation and fulfillment of the Department's 4-Phase Assessment project(s).

The ECTJ Department is in the process of closing the loop on its 4-Phase Assessment project (F22 – F24), led by Professor Anne Close, for the English 102 course, which focused on one of the Department's guiding questions: What is our philosophy of what constitutes college-level writing?

The project aimed to assess how well students handle advancement from English 101 to English 102, where students move from instructor-identified sources to sources researched by students -- on their own -- on which to base their research papers and subsequently craft their arguments and support.

The methodology for the study involved gathering a set of students' research papers (names and identifying information removed), and blindly rating them as high, medium, and low performance, according to the English 102 research paper rubric.

The study revealed that the majority of papers reflected low performance on course SLO #8, which asks students to "construct a lengthy argument that uses sound reasoning, evidence, and analysis." Further examination discovered weaknesses in two key areas: 1) inclusion of logical evidence (from sources) to support students' claims; and 2) analysis of and interaction with appropriate and logical evidence.

Based on these findings, faculty who teach English 102 contributed to the permanent presence of the resource bank of instructor activities to strengthen teaching of SLO #8 and the development of two documents for students:

- A strong paragraph from a research essay that contains annotations about how the student is effectively using and analyzing evidence to build an argument.
- A student exercise that provides a middling example of a body paragraph from a student research essay that asks students to identify challenges and make improvements (along with a follow-up with a strong example of the same paragraph).

Spring 2025 is the first semester in which the resource bank has been available to English 102 instructors, and Project lead Close has developed a faculty survey to collect information on how the artifacts produced by the study have impacted instruction. Dr. Close will compile survey results at the end of the semester. Additional plans for closing the loop on this assessment project include discussion of survey results (fall 2025) and may result in a re-creation of this particular study at some point in the future.

Roadblocks

Since spring 2024 to the present, the academic ESL program in the ECTJ Department and the ESL Discipline District-wide have been challenged by the District's decision (which took effect in March 2024) to implement an "Opt-Out" policy for students who test into academic ESL (ESLINTG) courses, whereby they may substitute a developmental English course for an integrated ESL course. As the Cross-District ESL Discipline Liaison for CCC, I have been working with the Discipline and with FC4 to address this issue. During this current semester, we -- the ESL Discipline and a task force of FC4 -- are in discussion with Provost Mark Potter and members of the District's Decision Support Team, to analyze data for this student population.

Assessment “Wins”

In order to better address the "Opt-Out" policy implemented by the District Office (Sp24), during fall semester 2024, I requested an ESL Tracking Study, from Truman College's Office of Research & Strategic Planning, which sought to compare/analyze the differences in readiness for ENGLISH-101 between students who complete the ESLINTG path and students who complete the ENGLISH-96 course. The findings indicated the following (quoting from the study):

"There is evidence indicating that ESLINTG courses prepare students for ENGLISH-101 just as well as ENGLISH-96.

Students who have taken an ESLINTG course are retained more frequently than ENGLISH-96 students for both Fall-to-Spring and Fall-to-Fall reporting periods.

Students who have taken an ESLINTG course take and pass ENGLISH-101 at a similar or slightly higher rate than ENGLISH-96 students.

More analysis is needed to identify if there is a relationship between taking an ESLINTG course or ENGLISH-96 and how long it takes for the student to enroll in ENGLISH-101. "

Suggestions for Improvement

Assessment projects such as the 4-Phase Assessment project require a lot of time and effort. Although this work is considered "service to the department/college/CCC" for full-time (ft) faculty, as required by the CBA, the ECTJ department is already stretched to the maximum in terms of this type of service, as most of our ft faculty already serve as course mentors to adjunct faculty and most also lead portfolio assessment groups at the end of each semester. In addition, adjunct faculty must be compensated for their participation in any type of assessment activities beyond what is expected in the course they're teaching.

An actionable way to address this would be via stipends for full-time faculty engaging in a 4-Phase Assessment project and the continuation of these stipends for adjunct faculty.

Action Plan for 2025-2026

- 1) Close the loop on EN102 4-Phase Assessment Project.
- 2) Continue discussion on District's "Opt-Out" policy.

Humanities

As the liaison, I led assessment discussions during department meetings focusing on 1.) attempts to solidify a plan for the 4-Phase Study, and 2.) department curriculum mapping.

I attended Assessment Committee meetings and I met with the Assessment Chair twice to discuss curriculum mapping issues and plans. I also penned and submitted the department portion for our Assessment Newsletter.

After a semester of trying to identify and implement a 4-phase study, the department has decided to begin to focus on discussing and solidifying our curriculum map. By focusing on the one simple “top-tier” question - What do we want our students to know, to experience, and/or do, upon completion of their humanities/fine arts requirements? - we will then be able to collectively create an array of useful outcomes and assessments that inform and measure our effectiveness, not only within our individual disciplines, but within our department also.

Roadblocks

As mentioned several times in past reports, our department is challenged in 1.) determining a “universal outcome” to assess, 2.) creating meaningful assessments that span across the incredibly wide array of disciplines found in our department: French, Spanish, general education film, art, humanities, music, philosophy, and religion, along with applied visual art, theater, and music courses, and 3.) with so many adjuncts in our department, participation and meeting are difficult.

Assessment Wins

The big "win" for our department was to agree to focus on the mapping.

Suggestions for Improvement

I believe that my biggest challenge as the liaison is to find a way to get colleagues in the department to participate. I am grateful to the Assessment Committee for the support, the discussions, and the extra time spent in helping me work through our department's challenges.

Action plan for 2025-2026

The plan for the upcoming year is to 1.) solidify a curriculum map, and 2.) use it as a means to agree on a 4-phase study that is useful and meaningful

Library

I regularly attended Assessment Committee meetings throughout the academic year and worked on the 4-phase study that the library wrapped up this year. I also took on the role of Secretary/Archivist this semester, to fill in when other committee members were on leave.

The library completed it's 4-phase study this spring. For this study the library piloted an assessment with an online asynchronous Child Development class to teach students about how to determine if a website is reliable. In the spring of 2024, we ended up with a sample size of only 6 students in our first attempt. During the summer of 2024 we had another

section take the assessment, this time with 14 students. The assessment is designed to make students retake questions that they answered incorrectly, with the goal of having them learn the material. The software records their first attempt, so that we still get a clear picture of student understanding.

The assessment consisted of the following sections:

-Pre-test (3 questions to gauge student's prior knowledge)

-Tutorial (9 questions paired with a combination of video and documents that students read or watch prior to answering questions)

-Post-test (3 questions to determine if students learned major concepts from the tutorial)

The average score for the entire assessment was 77%, with a median score of 73%. Pulling out the pre-test and post-test, we saw that students performed much better on the post-test questions than they did on the pretest questions. Students scored an average of 45% on the pretest and 98% on the post-test. This is exactly what we wanted to see! Based on this small sample, we think that this model has potential to help asynchronous students learn important information literacy skills. We are planning to try out the use of tutorials with different asynchronous courses as a result. Here is a link to the assessment so that you can see what the format looks

like: https://ccc.libwizard.com/f/websiteeval_CD107SU24_copy

Roadblocks

I was hoping to have more requests for library services or instruction for asynchronous courses so that we could try out this model with more classes. We haven't gotten additional requests, so we are planning to reach out to faculty teaching courses where we think this model could be useful.

Assessment Wins

We were excited to see that students scored better in the post-test than in the pre-test on the assessment given to students in a Child Development course. We think that this model of tutorial has real possibilities and plan to use it in the future.

Suggestions for Improvement

Adding another full-time faculty member to the library would significantly enhance our capacity to support assessment efforts. As the sole full-time librarian, it is often challenging to give assessment the attention it deserves amid a wide range of other responsibilities.

Action Plan for 2025-2026

For our next 4-phase project, the library is planning to use assessments from Project Outcome. Project Outcome is a free toolkit created by the Association of College and Research Libraries (ACRL) to help libraries standardize assessment, share out the work that they are doing, and compare their results with other similar libraries. The toolkit includes surveys to assess across four key outcomes: knowledge, confidence, application, and awareness. At Truman, there are two surveys from this toolkit that we are particularly interested in. One is focused on study room users. We already collect the emails of students who use our study rooms and are interested to see how study room usage connects with student learning and library awareness. The other is a survey given to students who have just had library instruction as part of a class (such as Speech 101 or English 102).

Mathematics

In Fall 2024, The Math Department administered a department-wide survey, asking students, "What are you most likely to do when you cannot solve a math problem?" and "Why do you choose this action when you cannot solve a math problem?" Over 150 responses were collected. In Spring 2025, the data was combed through and analyzed for trends.

The survey results collected in Fall 2024 were analyzed and discussed in Spring 2025. The main takeaway was that students strongly prefer watching math videos when stuck on problems, particularly in remote modalities. Direct instructor interactions or tutor sessions remain secondary methods of support. Reading as a method for self-guidance is essentially unused. The department wrote a summary of the responses and trends. An excerpt is included below. After reflecting on the survey results, the Math Department is now beginning to plan instructional supports - possibly a curated video library. We are also planning to administer a follow-up survey to investigate the under-utilization of text-based resources and how this might be influenced by literacy skills.

Abbreviated Summary:

Watch a math video - 104 responses (67.5%): Students prefer videos because they can revisit difficult parts at their own pace and find visual explanations clearer and less anxiety-provoking.

Message or ask the instructor in class: 27 responses (17.5%): Students who prefer this action value direct clarification from instructors, believing this provides a clearer understanding of the concepts.

Seek help from a math tutor: 10 responses (6.5%) Students seeking tutors prioritize personalized, step-by-step explanations to ensure deeper comprehension.

Give up and return later: 7 responses (4.5%) This response reflects frustration or fatigue; students feel revisiting the problem later may help them see it from a fresh perspective.

Other: 6 responses (4%) Includes consulting notes, solutions, or seeking peer advice. Only one response mentioned "reading".

Roadblocks

Both full-time and part-time members of the Math Department have continued to report the presence of misplaced students in their classes - primarily at the Math 118,

Math 125 and Math 140 level. In a handful of cases, we were able to identify these students early enough to help them transfer to an appropriate class, but the majority of these cases were detected after the schedule revision period. Many of the misplaced students have self-reported that they used some form of assistance when taking the placement test, so we attribute the increase in placement errors to the lack of proctoring of the placement test. The Truman Math Department is in favor of changing the placement test policy to require that the test be proctored. Our department chair, Andrew Kerr, has discussed this with the discipline district-wide, and five of the seven colleges have formally stated their preference for the policy change. This recommendation will be brought to the provost.

Assessment “Wins”

The increase in participation in the four-phase survey in Fall 2024 was a surprisingly positive outcome for the Math Department. The initial data collection campaign in Spring 2024 had participation from only three faculty members, and we were not confident that the number of responses was representative of the population. Our second attempt (in Fall 2024) generated over 150 responses across the whole spectrum of courses. With this data set, we were able to move forward with the analysis phase of the study.

Suggestions for Improvement

It would be helpful if the institutional data team (<https://www.ccc.edu/truman/departments/institutional-report/>) looked at the connection between the placement test results and course success. It would be helpful to know if anyone has been calculating the "accuracy" of the test, i.e., what percent of students who are placed into college math actually pass, and what was their score? An anonymous survey of students to ask whether they had assistance on the placement test would also be useful.

Action Plan for 2025-2026

We are excited build out our library of instructional videos. We will also continue our investigation into the availability and under-utilization of text-based resources.

Physical Science and Engineering

I was on sabbatical in the fall 2024 semester and came back to assessment in the middle of the spring 2025. I was able to review the data from spring 2024 four-phase study for the PSE department as well as attend the last 2 assessment meetings. The PSE department partnered with the Science Center to provide dedicated tutoring hours for both Chem 121 (Introductory Chemistry) and Physics 131 (Introductory Physics) students. With Jennifer Brody and a team of skilled tutors, we developed worksheets that focused on Conversions and Solving a Formula for a Specific Variable, two key algebraic concepts identified as critical for student success. Students were required to attend at least two tutoring sessions during the semester to complete these

worksheets, with attendance contributing to their participation grade. The results from the Chem 121 classes showed that all students who attended the required tutoring sessions passed the class with a grade of C or better, demonstrating that the targeted support helped students improve their skills in these areas.

Roadblocks

While we currently only have grade data from two of the five Chem 121 sections, the next step is to analyze and correlate the data from all seven participating classes (five Chem 121 sections and two Physics 131 sections). The Physical Science and Engineering department will review this data in order to better understand the overall impact of the initiative and identify areas for further improvement.

Assessment Wins

The results from the Chem 121 classes showed that all students who attended the required tutoring sessions passed the class with a grade of C or better, demonstrating that the targeted support helped students improve their skills in these areas.

Suggestions for Improvement

It would be nice if we could have someone from outside of the department come to a department meeting to convince the department of the importance of the assessment work so it's not all left up to the department liaison.

Action Plan for 2025-2026

Fall 2025: Analyze the data that was received from the science center and make adjustments/improvements on how to teach these topics. Spring 2026: Start a new 4 phase study

Social Sciences

I contributed to regular meetings of the Assessment Committee, communicated updates and information to the Social and Behavioral Sciences department, and presented on our departmental 4-Phase Study to the committee.

Our current 4-Phase Study examines opportunities students have for practicing critical thinking skills within social and behavioral sciences courses. We used a survey to collect responses from faculty, which was partially successful, although we didn't receive responses from faculty who teach courses in several of the highest enrolled disciplines.

We had originally planned to review responses this semester (SP25). Instead, the department agreed to re-open the survey and solicit additional responses. We received a few additional responses and will share these findings during our April department

meeting. The next steps will entail a department-wide discussion as we decide how best to conclude this 4-Phase Study.

Roadblocks

The biggest challenge has been collecting enough survey responses to have a meaningful departmental dialogue about opportunities students have to practice critical thinking skills and the desired outcomes for students upon completion of their coursework within our department. We decided to work with the responses we have.

Assessment Wins

The biggest win has been continued interest in and support of the ongoing initiatives of the Assessment Committee at Truman. There seems to be greater interest in college-wide activities than department-specific undertakings, so we will try to leverage that moving forward.

Suggestions for Improvement

The only concern is that our department liaison will also serve as Interim Chair of Assessment. Ideally, the roles will complement each other. And the college-approved structure of the Assessment Committee allots release time for each role, so it is compensated and accounted for.

Action Plan for 2025-2026

The biggest items for next year include the creation of department-wide learning outcomes, as well as our participation in the General Education Study of Quantitative Skills. We are looking forward to these ambitious goals!

Co-Curricular Assessment

Co-Curricular Assessment Planning Template

Over summer, 2024 each co-curricular unit was tasked with completing an “Assessment Planning Template” (see above). Each week, they were asked to complete a section of the template resulting in a plan for a Co-Curricular Assessment Project to be completed in the fall.

Due to a shift in administrative leadership, it is unclear if progress has been made on the Co-Curricular Assessment Plans.

The committee is looking forward to working with Assistant Dean Michael Johns as he takes over the role as the Co-Curricular Liaison.

Other Assessment Highlights

1. The Harry S Truman Assessment handbook was updated in April, 2025. It can be found [here](#).
2. The committee designed a faculty survey about critical thinking practices, beliefs and challenges. During fall FDW, over 90 faculty completed the survey and



On Assessment: Measure what you value instead of valuing only what you can measure.

Andy Hargreaves.



provided the committee several valuable insights into how and where critical thinking skills are being modeled and taught throughout the college. The committee completed a report on this data and presented it to the faculty at Spring FDW.

3. As the committee completed the General Education Study over the fall semester, the Assessment Calendar was revised to include a semester of *reflection* every 5 years. This allowed the committee to explore departmental curriculum maps and developing Institutional learning Outcomes.
4. The Charge, By-Laws and Assessment Calendar for General Education were updated and approved in April 2025.
5. The committee successfully elected a new Chair, Secretary/Archivist, Data Analyst and Transitional Chair for AY 2025-2026. They will ensure the continuity of work and attention to assessment at Truman.
6. During spring 2025, the Chair collected all of the work previously completed by individual departments around curriculum mapping and created a format that can be used by the entire college. This was all then uploaded in our shared drive and each liaison met with the Chair to discuss ways to complete the maps. The Curriculum Mapping project will be explored at Fall FDW and faculty will have time to work on their maps. This will be an ongoing and extremely important project for the college.

