



Assessment Committee
Harry S Truman College
Chair – Jen Asimow
Vice-Chair – Diego Baez
Secretary/Archivist - Katie Ediger

Agenda for January 30, 2025

In attendance: Ritch Keitel, Diego Baez, Peter Rowell, Jen Asimow, John Cooksey, Katie Ediger, Ana King, Zeb Woods, Madison Johnson, Harry Sdralis

Guests: Co Ceaser, Michael Johns

Apologies:

Absent: Rahm Almarzah

1) Call to order. Meeting called to order at 2:02 pm

2) Approval of Minutes from [November 14, 2024](#) Diego moved to approve, John seconded. Minutes approved.

3) Chair's Updates:

A. Calendar

Assessment Calendar – Spring 2025

Week#/Date	Activity	Agenda Items	Due Date
FDW Monday, January 6 th 1-2	FDW	Faculty Presentations Andrew – Present the Inquiry and Analysis Data and Final Report Jen – Introduce the Critical Thinking Report 1. Department Work- explore departmental responses to the survey	
Week #1 Thursday, January 16 th	Executive Committee Meeting 2-3 PM	Plan agendas for the semester Send out Final Report – Critical Thinking Send out Final Report – Inquiry and Analysis	

Week #3- January 30th	Assessment Committee Meeting	Vote to approve Final Report – Critical Thinking Vote to approve Final Report – Inquiry and Analysis Discuss General Education Plans for AY 2025-2026 Discuss Department/Unit Assessment Presentations Ask for volunteers	Submit Final Reports on Inquiry and Analysis and Critical Thinking
Week #5– February 13th	Assessment Committee Meeting	Department/Unit Assessment Presentations (2?)	Peter Rowell- Mathematics Ritch Keitel - Humanities
Week #7 – February 27 th	Assessment Committee Meeting	Department/Unit Assessment Presentations (3?)	Zeb Woods – Automotive John Cooksey – Business/CIS
Week #9 – March 13th	Assessment Committee Meeting	Assessment Newsletter Submissions Department/Unit Assessment Presentations (2?)	Assessment Newsletter Submissions Due March 14 th (day before Spring Break)
Week #12– April 10th	Assessment Committee Meeting	Review Committee Charge, By-Laws Year-End Report	Year-End Report Submissions Due April 11th
Week #14 – April 24th	Assessment Committee Meeting	Vote to approve Charge or By-Laws (if needed)	Newsletter- distribute the week of April 20th
Week #15 – May 1	Executive Committee Meeting		Submit Year-End Assessment Report on May 2 nd .

B. Vote on [Inquiry and Analysis Final Report](#) Katie motions to approve report. Diego seconds the motion. Report is approved.

C. Vote on [Critical Thinking Final Report](#) Zeb motions to approve report. Diego Seconds. Report is approved.

Thoughts about these reports:

Comment from Dean Co- the report indicates that there should be more opportunities for professional development around critical thinking. Are there any organizations that faculty are aware of who could potentially come to Truman, in case the administration is able to fund training(s)?

Comment from Jen- the critical thinking report could be a good springboard for discussion.

Rich- critical thinking is a very broad term. We aren't going to use that term in future studies. One thing doesn't lead to critical thinking, it's the whole project.

Jen- can we spend some time in the departments looking at critical thinking?

D. Brief Discussion of the [Course Success Project](#)
And [Course Success Project Assessment Response](#)

Significant concern about this project. There is a timeline that Truman has not been following. From an assessment perspective we don't want the definition of success to be passing. Should there be an assessment response? There may be some possibilities for how this could be helpful, such as course mapping. Ana- the meeting on January 9th, she wants to go on record saying that this is related to enrollment and placement policy. Some of the ways that students are able to enter a course through multiple measures. If a student has a 3.0 grade average in high school, they can automatically enroll in English 101 and gen ed classes. We have students who tested below English 101, but because they have the right GPA, they can enroll in English 101. This impacts course success. There is a policy called opt out. Students who are placed in credit ESL can take developmental classes instead of classes that are intended for English language learners.

4) Department/Unit Level Assessment Updates/Report - Diego

Diego is reaching out to everyone, will be reaching out to any liaisons who he has not been in contact with. We will start scheduling share outs for the rest of the semester. It would be nice to hear from people we haven't heard from. No slides needed. Keep it conversational. If anyone wants feedback, these presentations could be a good time to get it from the group.

A. Meeting Reports – Let's fill in the calendar. Peter and Ritch are on the calendar for next time. Zeb and John are signed for Feb 27.

5) AOB How do we build understanding and knowledge over time? Where and how does that happen? Where are the learning opportunities that exist? Can we map gen ed outcomes to SLOs, and map to 4-year partners? Do they align? Jen used two courses in math as an example to test out how the mapping would work. These course maps do exist. Diego- it would be a useful project to initiate this semester. It would probably take several years to actually complete.

Success Project – Assessment Committee

January 30, 2025

From an Assessment Perspective – The Problems

1. A project aimed at increasing success at the course and section level.
2. SUCCESS = Passing grades
3. Use OpenBook to examine
 - a. # of students who registered,
 - b. # of student withdrawals,
 - c. # of students who persisted through the entire semester,
 - d. # of students who “passed” the class = SUCCESS

From an Assessment Perspective – The Potential

Possible ways for Assessment to support the initiative while maintaining the position that grades are not how we measure learning or success.

1. How do related courses in sequence relate to this course?
2. What assignment instructions could be clarified?

3. Course mapping exercise to check alignment between SLOs and assessments?