

**Assessment Committee**  
**Meeting Minutes: April 9<sup>th</sup>, 2015**

**Attendance**

Geoff Martin  
Joy Walker  
Leonne McDermott  
Susan Marcus  
Derek Lazarski  
Joshua Jones  
Harry Sdralis  
Mike Davis  
Akbar Ebrahim  
Diego Baez  
Helen Valdez  
Ana King  
Naveen Aman  
Cari Hennessy

**Meeting Agenda**

- **Assessing Teaching & Learning in the Classroom (*Ignite Presentation* - 5 slides/5min.)**
  - Rationale & Guidelines (Geoff)
    - Showcase some of the varieties of classroom/teaching assessments currently in practice at our college
    - build a library of short presentations for professional development and faculty development week
  - Naveen Aman (Biology): “Ebola: A Study of Global Public Health in BIO 226 & 227”
    - Topic chosen because of Ebola in the news last year
    - SALG – Student Assessment of Learning Gains
      - A tool to understand student understanding and perspectives on their learning
        - Regarding Ebola: this means, history, origin, lethality, prevention, treatment, and psychological effects of the disease
      - SALG graph (created from survey results) showed they learned the most about treatment and prevention in one class and history and prevention in Naveen’s BIO227 class
    - Through a survey, received written student comments about:
      - Their understanding of class content
      - The skills they increased
      - The class’s impact on their attitudes
  - Questions & Discussion (5 min.)
    - Bar graphs to scale?
    - Correlation between students’ attitudes about their learning and the actual assessment? Did they overestimate, underestimate, or accurately guess how much they learned? This study was not performed.
    - Biology department tracks pre- and post-testing for BIO 121, 226, 227

- **Approval of Mar. 5<sup>th</sup> Minutes**
  - Minutes approved
  
- **Administrative Assessment (15 min)**
  - Statistical Digest FY2014 – created by Decision Support at District Office
    - Enrollment is declining, peaked in 2012
    - Enrollment is 8,197 in FY2015
    - Race/ethnicity numbers are consistent for the last few years
    - Truman’s Hispanic population makes us eligible for a Title IX Grant (need 25%)
    - Completions are rising
    - Any ethnic classifications longitudinally? Percentage of Hispanic students has risen slowly over the last three years
    - Student average age has declined, now around 26 years old
    - All ethnicities are self-reported, but we do not have 100% reporting of student ethnicities. Data adds up to 99%, so 1% is unreported.
    - Do we have any data for non-traditional gender designations? Not at this time. Perhaps a third category, “Alternate,” should be included. Perhaps we should include “Preferred Name” on roster instead of “Legal Name.” Cari may raise this with the District Data Warehouse
    - Discussion about AGS degrees. If a student completes an AGS degree, they can remain and complete an AA or AS degree but have to complete a significant number of credit hours afterwards. AGS is transferable but requires less GenEd credits, so it may be more difficult for a transferring institution to accept them.
  - OpenBook
    - Faculty trainings on OpenBook: April 22<sup>nd</sup>
      - This training will focus on Student Navigator: Looking up students. Chairs may also need administrative access to look at a larger pool of classes. All faculty should maybe have this access for registration purposes, among other things, though there are FERPA considerations.
      - Faculty class self-analysis: Faculty members want to look up their own success and retention in their classes
  
- **Assessment in the Disciplines (15 min)**
  - Social Science update – Projected Fall 2015
    - Atsbaha, Jones, and Troche-Rodriguez met to begin working on Social Science cross-course common assessment for Social Science 101. Opting selecting common environmental justice theme—Housing—and having students analyze a related article from three disciplinary angles:
      - Anthropology courses: Cultural Ecology
      - Sociology courses: Sociological Perspectives
      - History courses: Historical Perspectives
    - Working with Chicago Grassroots Curriculum Taskforce materials
    - Assessment will not be tied to grade in Fall 2015 semester, but potentially in the future.
    - Data will be analyzed based on student writing and instructor perspectives
  - Child Development is having an assessment and curriculum meeting with community stakeholders at the end of April. They have implemented one required assessment per

course (this is helping onboard new adjuncts). Additionally, they are beginning to research online assessment analysis systems that align with their four-year partners.

- Science update – New Scanner has been purchased to do increased analysis of Scantrons, including frequency of wrong answers and difficulty of questions. The machine scans them and uploads information to a flash drive, providing it to you in a spreadsheet. The software is named Remark.
- Math update – Moved to next month.
- End of FY2015 (May 2015), Assessment committee will request assessment information (current assessment practices, decisions made in past year, planned assessment measures/questions) from chairs of each dept.

- **Assessment Committee**

- Chair, Vice-Chair, Dept. Representatives - Academic Year 2016 planning
  - Joy is stepping down from Vice-Chair
  - Committee motion to adopt a two-year cycle of elections. Motion approved. Geoff will serve as chair for Fall 2015 and Spring 2016
  - Vice-Chair position vacated and nominations are accepted

- **General Education Assessment**

- Spring 2015: Written Communication
  - Update: sampling, letters, labels
    - Any Handwritten samples will be stapled to typewritten ones so evaluator can have the option of reading either
    - Labels, letters printed and distributed to all sampled faculty
    - Two sets returned already
  - Submissions, check-in
    - Business – still deciding whether to re-sample
  - Reading Logistics:
    - Scheduled for May 13<sup>th</sup> and 14<sup>th</sup>
    - Total students sampled is 326; approx 245 written artifacts expected, read twice is 490 papers to read. At 10 minutes a paper, 81 hours required. 15 faculty is 5.3 hours of reading/faculty member
    - Will select 16 faculty readers, who will each read 30 papers, which will take approx. 5 hours per person over two days, plus time for norming session
    - We will not seek consensus between two readers but will average the scores
    - Mike volunteers to help Geoff create a Google Form for data tracking
    - Student Identifier must be a combination of the Student ID & the Test#
    - Readers will read papers of the same type and subject, instead of shuffling the papers
- Looking Ahead: Fall 2015 (Oral Communication? Critical Thinking?)
  - Potentially teaming up with speech contest in Fall 2015 to develop a speech rubric
  - Developing a cross-disciplinary rubric to assess oral communication? It could be tested in Fall 2015 at a speech contest and implemented in Spring 2015

- **Closed Meeting (Faculty only)**