



**Assessment Committee**  
**Harry S Truman College**  
*Chair – Jen Asimow*  
*Vice-Chair – Maeve Massini*  
*Secretary/Archivist - Madi Johnson*

Minutes for February 8, 2024

In attendance: Jen Asimow, Madi Johnson, Andrew Kerr, Katie Ediger, Maeve Masini, Diego Baez, Ana King, Harry Sdralis

Visitor: Teneisha Rogers

Apologies: Brandon Bumstead

Absent: LaSandra Skinner, Edwin Whitfield, Rahm Almarza, Leah Page, Ritch Keitel

1) Call to order at 2:05 PM

2) Approval of Minutes from January 25, 2024: Andrew motioned to approve. Ana seconded. Motion approved.

3) Chair's Updates

A. Meeting with Dean Zures – Jen requested support in the form of resources if the committee decided to choose an assessment tool for purchase. Dean Zures said she would look into it if needed. Jen introduced the Co-Curricular Template [Planning form](#).

B. Jen requested data from AJ Hopkins in Research to see if our sample of students who completed the Inquiry and Analysis Assessment are a representative sample of Truman student.

C. Program/certificate Outcomes – Website review- Jen reviewed the website to look for published Goals and associated SLOs in program, certificate or other units that result in a completion. Currently, they are not available. Jen discussed this with Dean Zures and presented it as a college need. We will continue to discuss this.

5) Department/Unit Level Assessment Updates/Report- Maeve Masini shared the work the math Department is doing on their 4-Phase study. [Her slides can be found here](#).

-Many questions were asked and discussed as a result of the project.

-Diego will present at our 2/22 meeting

6) General Education Updates/Report -

## 7) Sub-Committee Work Sub-Committee Work

### A. Critical Thinking

Proposed changes to our Critical Thinking Goal and SLOs

#### **Current Critical Thinking SLOs:**

The student demonstrates the ability to think critically, abstractly and logically.

1. Formulate a hypothesis/thesis
2. Establish criteria for evaluation AND select of construct a method for testing the hypothesis
3. Reason from sounds premises to a valid conclusion
4. Apply knowledge to new situations
5. Synthesize knowledge

#### **Proposed Critical Thinking SLOs:**

The student demonstrates the ability to critically explore and evaluate issues, ideas, and information before coming to an informed conclusion.

1. Identify topic to be considered critically
2. Select appropriate resources to investigate issue
3. Analyze selected resources and assumption to investigate issue
4. Form a conclusion that reflects an informed evaluation of the issue

**Andrew motions to approve the new Critical Thinking SLO. Maeve seconded. Motion approved.**

The committee ran out of time and were unable to discuss these potential tools. This was tabled for our next meeting.

Examples of Critical Thinking Assessments available for purchase and for free.

1. [Course Evaluation Form](#): Provides evidence of whether, and to what extent, students perceive faculty as fostering critical thinking in instruction (course by course). Machine-scoreable.
2. [Online Critical Thinking Basic Concepts Test](#): Provides evidence of whether, and to what extent, students understand the fundamental concepts embedded in critical thinking (and hence tests student readiness to think critically). Machine-scoreable.
3. [Critical Thinking Reading and Writing Test](#): Provides evidence of whether, and to what extent, students can read closely and write substantively (and hence tests students' abilities to read and write critically). Short-answer.

4. **International Critical Thinking Essay Test:** Provides evidence of whether, and to what extent, students are able to analyze and assess excerpts from textbooks or professional writing. Short-answer.
5. **Criteria for Critical Thinking Assignments:** Can be used by faculty in designing classroom assignments, or by administrators in assessing the extent to which faculty are fostering critical thinking.
6. **Rubrics for Assessing Student Reasoning Abilities:** A useful tool in assessing the extent to which students are reasoning well through course content.
7. [Watson Glaser Critical Thinking Appraisal Free Practice Tests \(assessmentday.com\)](https://www.assessmentday.com/)
8. [Test of Everyday Reasoning - Insight Assessment](#)

Here are questions to ask when reviewing the documents:

1. Does it align with our SLOs?
2. Does it measure our SLOs?
3. Is it appropriate for CCC students and Truman students in particular? (if the answer to any of the first 3 questions is “no” go no further.)
4. How is it administered?
5. How much does it cost?
6. How is the data reported?

Meeting adjourned at 3:00 PM.