

**Harry S Truman
Assessment Committee
Year-End Report
AY 2022-2023**

MAY 2023

**Jennifer G. Asimow, Chair
Assessment Committee**

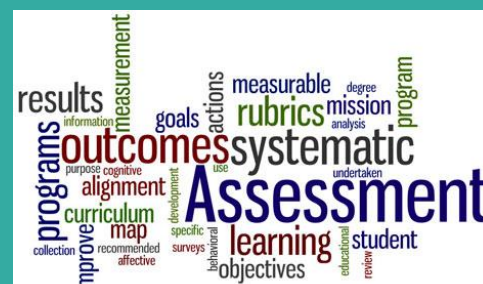


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“Assessments should compare the performance of students to a set of expectations, never to the performance of other students.”

Alfie Kohn

Introduction

This report details the activities of the Harry S Truman Assessment Committee for AY 2022-2023. 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: Maeve Masini, Mathematics

Chair General Education Assessment: Brandon Bumstead, ETCJ

Research Analyst: Andrew Kerr, Mathematics

Secretary and Archivist: Katie Ediger, Library

Co-Curricular Liaison: Alison Zures, Dean, Career and Continuing Education

Department/Unit-Level Liaisons

Rich Keitel, Humanities

Ana King, ETCJ

Madi Johnson, Education and Human Development and Family Studies

Scott Cummings, Physical Sciences

Harry Sdralis, Biological Science

Katie Ediger, Library

Maeve Masini, Mathematics

Zebedee Woods, Automotive (SP 2023)

Cheryl Gist-Williams, Cosmetology (FA 2022)

Joshua Jones, Social Sciences (FA 2022)

Thanika Curny, Cosmetology (FA 2022)

Carlesheia Dixon, Cosmetology (SP 2023)

Additional Members At-Large

Wilfredo Almarzah (Rahm), Physical Sciences

LaSandra Skinner, Business

Ex-Officio Members

Anan Alkarmi, Dean of Instruction

Ajoni Hopkins, Office of Research

Meeting Attendance

In order to meet more frequently, the committee changed the meeting structure at the beginning of the fall semester by agreeing to meet bi-monthly for one hour rather than once-a-month for 2+ hours. This also minimized the time between meetings. In addition, the meeting continued to be held both in-person and virtually to provide a degree of flexibility to committee members.

During fall 2022, on average 13 faculty attended the assessment committee meetings representing 11 departments.

During spring 2023, on average 12 faculty attended the assessment committee meetings representing 10 departments. The Social Sciences Department was unable to provide a representative to the committee during the spring semester.

Closing the Loop

The committee published two Newsletters this year. In addition to a note “From the Chair” each of the Departmental/Unit-Level Liaisons provided updates on their assessment studies, while the Research Analyst authored an article on the Importance of Statistics in assessment. The Chair of General Education also wrote an update about the college’s General Education Assessments and the Secretary/Archivist, who also happens to be the college librarian, created a list of helpful articles on Co-Curricular Assessment. The fall newsletter can be found below.

[One Tru Assessment News Fall 2022](#)

The spring edition of the newsletter includes updates from the Department/Unit-Level Liaisons and a piece by our Research Analyst about the distinction between grading and assessment. The Chair provided an overview of the process of developing a tailor-made assessment tool for the General Education Goal of Inquiry and Analysis while the Chair of General Education Assessment wrote about conducting the Effective Communications Assessment. The spring newsletter can be found below.

[One Tru Assessment News Spring 2023](#)

The final report on the Cultural Responsiveness Survey was completed and approved in fall 2022. The report was shared with the Truman Community during spring 2023 FDW where faculty had an

opportunity to review and discuss the findings. The committee approved a report on the [General Education Assessment of Cultural Responsiveness](#) which was shared with the Truman community during fall 2022. It includes both a pre-study about how and where Cultural Responsiveness is being taught in the college, where it is being assessed as well as information about the development of the [tool](#) and the results of the survey. We also created a one-page "[At-A-Glance](#)" flyer to communicate the results to the Truman community in an easy-to-read version.

General Education Assessment

Goal 4: Cultural Responsiveness

In Fall 2022, results of the Cultural Responsiveness Survey were analyzed, and a final report was written highlighting the results of the study and recommendations for faculty and administration. The final report can be seen below.

[Final Report on the Assessment of Cultural Responsiveness – Truman College, Fall 2022](#)

[Cultural Responsiveness At-A-Glance](#)

Goal 1: Effective Communication

In Spring 2022, the committee agreed to revisit the SLOs associated with Effective Communication, one of the five general education goals of Truman College. The SLOs had not been updated since they were assessed in 2015-16. A group of cross-disciplinary faculty rewrote the SLOs to reflect the current research base around written and oral communication, in some places editing what the prior language had been and in others rewriting the SLO completely. Once these were complete, the committee developed rubrics aligned to the SLOs that were used to assess student artifacts. The College Goal, SLOs and Rubrics can be found below.

Goal #1: Effective Communication – [Written Communication and Rubric](#)

Effective Communication – [Oral Communication and Rubric](#)

Once the new SLOs were approved by the committee (Spring, 2022) protocol for conducting the studies was established and communicated to the Truman community. Faculty from across the college volunteered written and oral student artifacts to be assessed.

Working with Elissa Tobin, the committee established its first protocols using Brightspace to collect assessment data. The shared rubrics were uploaded into volunteered courses and a cross-disciplinary group of faculty assessed the student artifacts directly in Brightspace. Those faculty spent several hours during spring FDW completing a norming session using the rubrics and sample student artifacts.

The raw data comes directly from the shared rubrics in the form of a spreadsheet which will then be analyzed by the Research Analyst. Once the data is analyzed, a report will be written outlining the results with recommendations for faculty and administration. This report will be available and shared during fall 2023 FDW.

Goal 2: Inquiry and Analysis

In Spring 2023, the committee presented a proposal to the faculty-at-large during faculty development week, outlining a new strategy for assessing student learning around the college goals. The proposal was to develop an assessment that will measure the SLOs associated with the General Educational Goal of Inquiry and Analysis. The faculty provided valuable feedback to the committee (this is a departure from how things were done in the past) while also supporting the plan.

Over several weeks, members of the committee worked on developing the Inquiry and Analysis Assessment. At the time of this writing, the tool is being edited and reviewed to be approved during the final Assessment Committee meeting of the year. This summer, we will run a small pilot of the assessment to work out any problems before conducting a large-scale assessment in the fall.

The committee voted to approve the tool – May 2023.

[Inquiry and Analysis Assessment Tool](#)

Department/Unit-Level Assessment

After receiving feedback about the 4-semester study from the Department/Unit-Level Liaisons at the end of AY 2021-2022, the committee agreed to change the study from “4-semester” to 4-Phase.” According to the feedback, keeping everyone on a semester-to-semester schedule felt too constricting for some of the studies. The Liaisons wanted the flexibility to move at a pace that made more sense for their work. The 4-Phase Study allows for each study to move at its own pace.

Automotive

The 2022/2023 academic year saw a great deal of change inside the Automotive Department in terms of assessment. Our outside accrediting agency mandated changes to the assessments that we administer. Numerous assessments were added or recategorized and several assessments were removed. The Automotive Department discussed the assessment changes at length and then incorporated the updates seamlessly.

We remain committed to exploring and improving assessment methods for the 2023/2024 academic year. This commitment includes assessing automotive specific skills such as component recognition, system diagnosis, tool usage and repair techniques. It also includes assessing general skills such as reading comprehension, critical thinking, pattern recognition and reasoning ability.

Biological Sciences

We have selected two classes to assess this semester's General Biology I, (Bio 121) and General Biology for Non-Majors (Bio 114). The department created 50 multiple choice questions on topics that are part of our Student Learning Outcomes. We distributed the exam to all Tenured Professors and Part-time adjuncts to administer at the first week of the semester. This allows us to have baseline of their current knowledge right before instruction starts. On the last week of the semester the same multiple-choice exam will be administered, and the data will be collected and analyzed. It should be noted that this is not a competition between instructors and the results will not publish instructors' names or class sections.

We are looking holistically as a department to identify strengths but mostly weaknesses that can potentially be remedied. Remedies could include new laboratory material, additional assignments and hands-on-tools and models, additional tutoring and even collaboration with other departments such as the Math and Physical Sciences. All these options would enhance our students' growth in the sciences and look forward to the results.

Business/CIS

The Business/CIS Department is assessing CIS 120. We have collected pre and posttests. We will reverse the examination process by looking inwards (Job description (skills) —program objectives—course objectives — SLO — curriculum delivery).

Cosmetology and Barbering

An integral part of The Truman college cosmetology/barbering program is the operation of the salon clinic floor. Students take two salon clinic classes (COSMET 105 &106) as part of the program. The salon clinic is open to the public to receive services done by students under the supervision of licensed educators. Our salon clinic has been closed since March of 2020 due to the pandemic. In April, we hosted a soft opening offering limited services to friends and family with plans to be fully operational beginning Summer 2023. Currently there is no formal assessment tool in place to provide students feedback on services provided. The only analysis tool being used is completion of the service and the satisfaction of the client. While client satisfaction is desired, it does not provide the student with objective feedback. Over the next semester, we will be creating a formal rubric after service completion.

Some of the factors being considered are the time constraints and client cooperation.

Cosmetology/barbering is a time driven industry with the goal to turn your salon chair as often as possible to maximize your earning potential. With the added step of a service completion rubric, will student production be hindered. Also asking clients to stay after a service to allow a teacher to complete an end of

service assessments is a vital part of the success of adding this tool. We will take a control group of students to implement this new assessment tool and analyze the benefits and areas of improvement needed to continue the practice.

Education & Human Development and Family Studies

In Fall 2022, we submitted a follow-up report to The National Association for the Education of Young Children (NAEYC) our accrediting body.

Also in Fall 2022, as a department, we have decided to evaluate one of our endorsement programs to look at the design, to create alignment from design to learning.

We started 2023 with news from The National Association for the Education of Young Children (NAEYC) that our conditions for accreditation were approved!

We are also progressing in our four-phase study. As a department, we have decided to evaluate one of our endorsement programs to look at the design, to create alignment from design to learning. This semester we are focusing on EDUC 225, a practicum course, and the lesson plan activity assigned to students.

Lastly, a faculty member in our department has dedicated time this semester to collaborating on new NAEYC Accreditation requirements. Here is what they had to say about their semester-long work, “In 2020, NAEYC composed updated standards and competencies for early childhood educators. The Child Development program for City Colleges is NAEYC accredited. Therefore, to maintain our credentialing, we need to update our current key assessments and courses’ objectives/SLOs to align with the new 2020 NAEYC standards. Child development representatives from different campuses are working together to create and update key assessments and course objectives/SLOs. Currently, they are meeting twice weekly and have composed 6 drafts for the new key assessments. These will be reviewed by discipline colleagues shortly. Feedback will be incorporated and some of the final drafts of these key assessments will be piloted in summer courses. For Fall 2023, the plan is to roll out all the new key assessments across the district and this group’s work focus will shift to updating course objectives/SLOs to align with the 2020 NAEYC standards. “

Humanities

The primary challenge that assessment faces within our department is participation. Our department has only four full-time faculty that instruct Visual Arts, Humanities, Music, French and Spanish. The remaining faculty are adjuncts in charge of Film, Philosophy, Religion, Art Appreciation, as well as a few remaining Art, Photography, Design, and Music courses. Stating the obvious, these instructors often teach multiple courses at multiple campuses, and their schedules (as well as their ‘brain load’) are “all over the place,” making participation difficult at best. This is not a negative reflection on these individuals, just a reality. While assessment is always discussed at our department meetings, many instructors are unable to make these

meetings because of their schedule conflicts. We will continue to address this participation problem in our department.

Our gen ed Introduction courses (Music, Art, Film, Humanities) continue to focus on both technical elements of the discipline as well as the cause and effect (which we will be looking at in the 4-Phase Study) of cultural movements. It is our collective goal in these courses to encourage students to understand that creative and cultural movements do not exist outside of a context. One issue that is related peripherally to assessment involves native Spanish speaking students enrolling in 101. Our performance-oriented courses – painting, sketching, design, film rhetoric, theater, and music, continue to assess effectiveness (publicly!) through our end of semester celebrations and performances.

Library

For the library's 4 phase assessment project, we decided to focus on a collaboration with Child Development. The library is creating several modules that will be used to teach Child Development students how to find and use reliable sources, as well as avoid plagiarism. These modules will be used in online classes and delivered asynchronously. We plan to begin implementing the assessment in classes during the fall of 2023. In order to assess how well this intervention works, we plan to look at how students performed on the library/research sections of the rubric for the related assignment.

The library is planning to utilize a Project Outcome post-instruction survey (a toolkit created by the Association of College and Research Libraries) for the project described above, as well as for our instruction more generally. Project Outcomes is designed to help libraries demonstrate their impact and outcomes across different programs, including instruction.

Mathematics

Common Assessments:

Math 90 gives common exams and quizzes, provided by the Math 90 coordinator.

Math 121 only offers one section; however, we have 11 common quiz or exam questions that we agree to use in order for this course to transfer to ISU.

Diagnostic Quizzes:

Prior to the pandemic, we provided diagnostic quizzes at the beginning of the semester to “diagnose,” weaknesses in pre-requisite skills. Students were sent to the math center to help understand mistakes and re-take the quiz. This became difficult to do remotely, so it was put on “pause.” This semester, the Math Department held a meeting with the Math Center coordinator to brainstorm ideas to do something similar, given our different course modalities. Some classes are in person, and some are online/zoom, so different methods are welcome. We would like to implement something that helps instructors identify struggling students early, allow students to self-identify their weaknesses, and to get students to utilize the Math Center. Going into Fall 2023, we will require that all instructors provide a plan to accomplish this in their

classroom. We plan to offer suggestions but allow instructors to find the method that will work for them. Possible suggestions could be offering a diagnostic quiz as we did before or providing incentive to do math work (specific assignment/worksheet, etc.) with a tutor at the Math Center. We will discuss this before we implement it in Fall 2023.

4-Phase Study:

We are in phase 2 of our 4-phase study (collecting data). Before the end of this semester, students in Math 125 will be assessed on understanding functions after multiple interventions: Math Center intervention, class time intervention, and intervention with online modules. In Fall of 2023, we will be in phase 3: analysis. More can be found in the 4-Phase study report, when it is complete.

Free Assessment Tools:

Many members of the Math Department have been working to move assessment tools (assignments, quizzes, exams, assignments etc.) to MyOpenMath, which is a free resource. This enables students to get quality material without the heavy cost of a textbook or online math program through a textbook provider. This is an ongoing endeavor. Moving an entire course into MyOpenMath takes a lot of effort, but we believe this work will pay off for both students and instructors.

Physical Science and Engineering

During the 2022–23 academic year, the Physical Sciences & Engineering Department launched a new four-phase assessment project focusing on students' use of algebra to solve quantitative science problems. Faculty in the department recognize that algebra skills are essential for students to succeed in many of our department courses, but also know that some students enter with a gap in these prerequisite skills. The goal of this project is to identify these students at the start of the semester and immediately offer resources to help “at-risk” students bridge the gap.

There were three components of the project:

- 1.** To develop an algebra assessment quiz to be administered at the start of the semester. The results should allow faculty to immediately identify students lacking mastery of the needed prerequisite algebra skills. (Completed by 3 faculty members in 6 course sections)
- 2.** Faculty should then help these students by directing students to resources such as: one-on-one tutoring or group workshops in the Math Center or Science Center; help during faculty office hours; supplemental practice exercises or online videos; or taking time in class to review basic algebra needed for the course.
- 3.** Offer a similar assessment quiz at the end of the semester to allow faculty to identify the impact of these faculty-initiated interventions on student success in our courses.

Although we should strive for larger participation among faculty in coming semesters, even this smaller pilot project offered some valuable preliminary findings.

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- It is even clearer that algebra skills are essential for students to succeed in chemistry. Many of the students identified as “at risk” in the first week of class did not successfully complete the course.
 - We cannot evaluate the efficacy of help provided when students do not take advantage of it. Therefore, seeking effective ways to connect students with tutoring, office hours, and additional resources may be the key.
 - We need to devote sufficient time for full-department discussions of assessment, especially at the beginning and end of each semester.

Social Sciences

The Social Sciences Department was unable to find representation on the college-wide committee during the spring semester and did not provide any evidence of assessment work during AY 2022-2023.

Co-Curricular Assessment

Co-curricular Assessment at Truman has gone through a refinement this academic year. In our first iteration pre-pandemic, we tried to include nearly all student services in our co-curricular assessment plans. In the summer 2022, we focused on areas closest to the classroom. The 2022-2023 co-curricular focus areas are Academic Support Centers, Career Development, First Year Experience, Transfer Services, and TRiO Student Support Services.

We launched this focused approach in the fall with learning and brainstorming sessions. Prof. Jen Asimov helped the team think about assessment in new and essential ways. We reconvened this spring, and then the Co-curriculum Liaison worked department by department to help identify at least one clear learning outcome to be assessed next academic year. Below is a snapshot of where units are for the end of spring 2023. In the 2023-2024 academic year, these learning outcomes will be assessed and analyzed.

First-Year Experience - FYE students will engage with a mock Brightspace course designed to familiarize students with our online learning platform. Students will complete simple tasks within a simulated Brightspace course to ensure that students understand the basics. Learning will be measured by students being able to complete a mini “quiz” on their own, where they will have to navigate the Brightspace course to find information. Appreciation to Vivian Rivera, Director-First Year Experience, for her hard work in this effort.

Math Center/CIS Lab - The Math Center/CIS Lab is working with the faculty to reestablish a classroom presence. So, the two learning outcomes that the team will pilot-study are (1) an exit survey asking students how they heard about the Math Center to determine if classroom visits yield center/lab use and (2) if a skill-based diagnostic quiz will lead students to work with a tutor to correct any issues the students had with the assessment. Will this expose students to the space and build on any fundamental issues for courses the students are in? Appreciation to Mark Carter, Coordinator-Tutor Support Services, for his hard work in this effort.

Reading & Writing Center - The Writing and Reading Center team plans to conduct co-curricular assessment around RTW Placement Prep tutoring via a pre-and post-assessment before and after placement prep overview sessions/workshops. The aim is to measure whether students have learned the exam's time limit and how much time they must set aside to take it. This would potentially begin for Fall of 2023 RTW Placement Prep tutoring. Appreciation to Kayley Steuber, Coordinator-Tutor Support Services, and Jess Mahoney, Coordinator-Tutor Support Services, for their hard work on this effort.

Transfer Center - The Transfer Center will focus on our classroom visits' effectiveness in building awareness of transfer services at Truman College. Students will be able to identify our services and the location of the Transfer Center. We will utilize a survey to assess how students learned about the Transfer Center and our services. This information will be recorded in Microsoft Forms from March 12, 2023, to December 16, 2023. Appreciation to Cindy Luk, Director - Transfer Center, for her hard work in this effort.

TRiO and the Career Development Center - The TRiO and Career Development Center are collaborating to collect evidence of student learning through post-module quizzes, interviews, and original work (resume, cover letter, personal branding) as a result of participating in the FirstGen U Career Academy. If students need to attain new knowledge, TRiO and Career Center will reevaluate the delivery methods of our proposed outcomes. Preliminary results are mixed. The team still believes there is an opportunity to collect valuable co-curricular data from this source. Still, it identifies a need to develop a more comprehensive game plan to ensure we can produce significant data to share with the committee. Appreciation to Meredith Murphy, Director of Career Development, and Tony Kwiatkowski, Director of Student Support Services – TRiO, for their hard work in this effort.

As we look forward to the 2023-2024 academic year, we plan to explore how the Student Development & Engagement Center, Leadership Engagement and Development efforts, and Student Activities programs can be incorporated into our co-curricular work effectively.

Other Assessment Highlights

1. The Harry S Truman Assessment handbook was written and distributed in August 2022. It can be found [here](#). It is meant to be updated annually.
2. The Truman College administrative team provided additional support to the Assessment Committee by providing renumeration for faculty to participate in committee work as Department/Unit-Level Liaisons. These special assignments are equal to 3 hours of work per week for the duration of a 16-week semester. This encouraged both full and part-time faculty to get more involved in the committee's work. Some Assistant Chairs continue to be working members of the committee.
3. The Truman College administrative team also approved the addition of a Research Analyst to support the committee's work. This role is integral to the ethical use of data. In addition, the Research Analyst is also available to support assessment work in the departments.
4. The committee wrote new duties and deliverables for the Department/Unit-Level Liaisons and approved the new language to be included in the committee's documents.

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5. The Charge, By-Laws and Assessment Calendar for General Education were updated and approved in August 2022 and April 2023.
 6. The committee sent a proposal to speak about the development of the Inquiry and Analysis Tool at the Assessment Institute at Indiana University-Purdue University Indianapolis. The proposal was accepted, and committee members will be presenting the tool at the conference at the end of September.
 7. The Assessment Committee presented the results from the Cultural Responsiveness Survey at [Spring FDW](#) and led a discussion with the faculty at large about the findings. The committee used this time with the larger faculty body to discuss the possibilities of developing a tool tailored to Truman College students, to assess College Goal #2 – Inquiry and Analysis. A hearty discussion ensued which led to the development of the tool.

***“On assessment: measure what you value
instead of valuing only what you can
measure.”***

Andy Hargreaves