

Harry S Truman Assessment Committee Year-End Report AY 2023-2024

MAY 2024

Jennifer G. Asimow, Chair
Assessment Committee



"It's what you learn after you know it all
that counts." — Harry S Truman

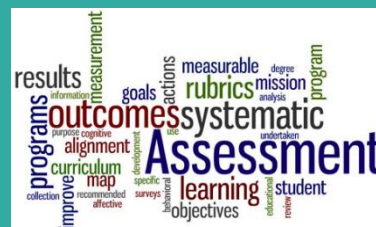


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“All assessment is a work in progress.”

Linda Suskie

Introduction

This report details the activities of the Harry S Truman Assessment Committee for AY 2023-2024. 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: Madison Johnson, Education and Human Development and Family Studies

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

Department/Unit-Level Liaisons

Automotive, Vacant

Biological Science, Harry Sdralis

Business/CIS- Edwin Whitfield (Fa 23) Vacant (Sp 24)

Cosmetology – Vacant

Education and Human Development and Family Studies, Madi Johnson

ETCJ, Ana King

Humanities, Rich Keitel

Library, Katie Ediger

Mathematics Maeve Masini

Physical Sciences, Leah Page

Social Sciences, Diego Baez (Sp 24)

Additional Members At-Large

Physical Sciences. Wilfredo Almarzah (Rahm)

Business, LaSandra Skinner

Ex-Officio Members

Allison Zures, Dean, Career and Continuing Education

Meeting Attendance

This year, the committee continued to meet bi-monthly, the second and fourth Thursday of each month, as the calendar permitted. In addition, 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 2023, on average 11 faculty attended the assessment committee meetings representing 9 departments.

During spring 2024, on average 11 faculty attended the assessment committee meetings representing 6 departments. The Social Sciences Department joined the committee in the spring, however, the Automotive, Cosmetology and Barbering, Biology and Business/CIS departments were unable to participate

Committee Work

Vice Chair

As vice chair, I have a formal list of duties and deliverables (as outlined in the Committee Charge and By-Laws). This year I found that I spent a lot of time during Fall 2023 "onboarding" new committee members with a one-on-one meeting and email interactions. As time went on I spent time supporting certain liaison's work on their 4-phase studies, sometimes during assessment committee meetings, via email, or in a separate meeting. I communicate with the executive committee to discuss/decide next steps with the committee and give feedback accordingly. I also model the type of work we expect on our 4-phase studies by sharing work from my department's study and/or previous studies I have seen.

Roadblocks

The committee decided that we would not need due dates for our 4-phase studies. We then decided that we would have a deadline to update our documents, regardless of where we were in the studies. However, this became "muddy" because the deadline was tied to posting the studies on the website, which opened a new conversation about sharing materials to the public. Upon reflection, it seems that there tend to be more pressing issues in each meeting and I have not brought up the issue of deadlines in some time. I think we are doing to re-address deadlines next semester.

Assessment "Wins"

I think the overall win is that we have good participation in our committee. The committee has a solid foundation and we are able to achieve stated goals.

Suggestions for Improvement

I think we could benefit from an extra meeting with the executive committee.

Action Plan 2024-2025

I want to seek "success stories" among the 4-phase studies and share them.

Chair, General Education

In terms of the general education assessment at the college, the committee is proud to report movement on 3 of our college-side studies. First, the committee completed the report for the Effective Communication goal and it is available for the community to engage. Most notably in this study, we learned many lessons about how to design these general education studies in the future and how we can more effectively assess the studies moving forward. As such, we took those lessons and designed and executed our college-wide study for Inquiry and Analysis in a new way by crafting our own student survey that was completed by nearly 200 students at the end of the Fall 2023 term. We are currently examining the data and will have a report of this study in the Fall of 2024. This survey and its design were represented in a session at the nationwide Assessment Institute earlier this year. Finally, the committee started preparing for our next study that assesses Critical Thinking across the college. This study will also be different in that we will not be analyzing student perceptions, but instead have designed a survey for faculty to complete during FDW Fall 2024. We are looking forward to the results and are excited to learn more about teaching and learning here at Truman College!

Assessment "Wins"

It was rewarding to see our own uniquely original assessment design for the Critical Inquiry study executed effectively. There was so much work put in to the design and it was great to see it out to fruition. I look forward to seeing that again with our next study.

Action Plan 2024-2025

Get the report for Inquiry and Analysis completed by October. Analyze data for the Fall 2024 study after that. Then begin working on the study for 2025-2026 in November of the Fall 2024 semester.

Data Analyst

I cleaned and performed statistical tests on data sets built by the Assessment Committee's General Education studies.

Roadblocks

Working with OpenBooks sometimes presents roadblocks; the solution here is experience. Sometimes I've failed to understand what kinds of statistical tests the Committee wants; communication is how we have managed.

Assessment "Wins"

I think every Gen Ed study is a win. We are collecting our own data and building our own questions.

Suggestions for Improvement

I think we should look for better ways to package our Gen Ed studies and present our findings to faculty. I don't have an actionable recommendation yet.

Plan of Action

Continue to respond to requests for data "cleaning" and data analysis. For me, the goal is to improve the speed with which I can deliver results.

Secretary and Archivist

During the past academic year, in conjunction with the Chair, I prepared the meeting agendas and sent out reminders with meeting details and any prep work needed from the committee members prior to the meeting. During the meetings, I recorded the minutes and shared documents being reviewed for in person and Zoom attendees. All assessment documents are organized in the shared work platform. All committee-approved assessment documents are also shared on the public college website. Lastly, I prepared an assessment newsletter for both the fall and spring semesters.

I will continue in my role on the committee next year and will continue to support the work as needed.

Closing the Loop

The committee published two Newsletters this year. In the fall edition of the newsletter, the Chair wrote about the development of a tailor-made general education. To study the General Education Goal of Inquiry and Analysis, the committee developed a tool, using case studies specifically written for Truman students. The case studies were purposefully focused on issues or circumstances that were both timely and familiar. In addition, the Chair wrote a synopsis of the conversations the committee was having around equity and assessment called *Closing Equity Gaps Through Ethical Assessment*.

The newsletter also contained updates from the departments and units in the college focused on the 4-Phase Studies. Andrew Kerr, committee data analysis wrote about

Inequities in Timed Exams. The fall newsletter can be read in its entirety by clicking on the link below.

[One Tru Assessment News Fall 2023](#)

The spring edition of the newsletter includes the regular updates from the Department/Unit-Level Liaisons, executive committee members and a special article from Director Meredith Gallo-Murphy who outlines some of the success they are having in the career center with their co-curricular assessment work.

[One Tru Assessment News Spring 2024](#)

The final report on the assessment of Effective Communication was completed and approved in spring 2024. The report will be shared with the Truman Community during fall 2024 Faculty Development Week, which will allow the college at large to respond to the committee recommendations.

[Final Report – Assessment of Effective Communication](#)

General Education Assessment

Goal 1: Effective Communication

In fall 2024, results of the Effective Communication Assessment 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 – Effective Communication](#)

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 to all faculty and shared during fall 2024 FDW.

Goal 2: Inquiry and Analysis

During fall 2023, students participated in the college-wide Assessment of the college goal of Inquiry and Analysis. They were informed and invited via emails and links from their instructors. The tool was available for five weeks in the fall.

The committee voted to approve an “incentive” in the form of gift cards for student participants. Ten students who completed the assessment were chosen at random to win a \$10.00 gift card from Target, while two students won \$25.00 gift cards.

The committee decided to use Qualtrics to run the assessment, which may have been a less-than-ideal choice, in hindsight. As Qualtrics is really a “survey” tool and does not work as well for graded and weighted exams, capitalizing on its capabilities proved impossible, as training and support to use it was not available. Therefore, the data will be downloaded and analyzed using Excel, or the like.

We determined quite early that we had a strong sample of student participants. We found that compared to the student body at-large, the participants represented a close sample. The following data was provided by the office of Research for comparative purposes.

FA 23 Student Profile – Assessment Completers		Actual 2023 – Truman College	
Gender		Gender	
Gender	% of Students	Gender	% of Students
Female	67%	Female	60%
Male	33%	Male	40%
Grand Total	100%	Grand Total	100%
Race/Ethnicity		Race/Ethnicity	
Race/Ethnicity	% of Students	Race/Ethnicity	% of Students
Asian	10%	Am. Ind	0%
Black	23%	Asian	11%
Hawaii/Pac	0%	Black	25%
Hispanic	46%	Hawaii/Pac	0%
Multi-Racial Non-Hispanic	3%	Hispanic	41%
Not Specif	0%	Multi-Racial Non-Hispanic	4%
White	16%	Not Specif	0%
Grand Total	100%	White	19%
		Grand Total	100%
Full/Part-Time		Full/Part-Time	

Full/Part Time Status	% of Students	Full/Part-Time Status	% of Students
Full-Time	47%	Full-Time	30%
Part-Time	53%	Part-Time	70%
Grand Total	100%	Grand Total	100%
Declared Degree		Declared Degree	
Declared Degree	% of Students	Declared Degree	% of Students
AA	36%	AA	30%
AAS	19%	AAS	12%
AC	3%	AC	5%
AES	1%	AES	1%
AGS	12%	AFA	0%
AS	11%	AGS	10%
BC	2%	AS	11%
NA	15%	BC	3%

Details of the student sample

- 321 students consented to complete the assessment
- 1 student did not consent
- 240 students completed the assessment (answered all the questions)
- 251 students completed over have of the assessment

Reasons for deleting 70 assessments

- If the participant spent less than 5 minutes completing the assessment
- If the participant answered less than half of the questions
- If the participant did not offer their student ID#

We were also pleased to discover that 67% of participants have designated Truman as their home college.

Home College	
Home College	% of Students
Truman	67%
Daley	5%
Harold Washington	9%
Kennedy-King	3%
Malcolm X	8%
Olive-Harvey	1%
Wright	7%

To see the tool itself, click on the link below.

[Inquiry and Analysis Assessment Tool](#)

Goal 3: Critical Thinking

This spring, the committee was responsible for revisiting the college's goal of Critical Thinking and the associated Student Learning Outcomes. After considering the language of this goal and lengthy cross-disciplinary discussions, the committee decided to update the SLOs to reflect a broader definition of critical thinking and less focused on the math and science disciplines. The new language was approved in April.

Critical Thinking

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 assumptions to investigate issue
4. Form a conclusion that reflects an informed evaluation of the issue

The committee then spent time considering ways to assess these SLOs. After researching available tools for purchase and discussions around the possibilities of gathering organic samples of student work, we determined that it might be effective to conduct an indirect assessment by exploring faculty practices and perceptions around critical thinking.

The committee developed survey and it will be administered to all full and part-time faculty during fall FDW.

Departmental/Unit-Level Assessment

Each department had intermittent success at finding a liaison who could also serve on the committee. It was determined that both Automotive and Cosmetology, although doing excellent assessment work in their respective departments, attendance at meetings was nearly impossible. Most of the full-time faculty from those departments teach during the afternoon when the meetings take place. The chairs continue to receive assessment updates from the committee and from their dean.

The following are reports submitted on behalf of each department.

Automotive

The Automotive Technology team discussed assessment in department meetings. Although faculty did not have the bandwidth to participate in the committee this academic year, due

to Tenure and Electrical Vehicle program/grant work, assessment was an important part of standing department meetings.

It is important to note that the Automotive Technology assessment is predominantly informed by the standards set up the National Institute for Automotive Service Excellence (ASE). The department regularly reviews the ASE learning objects, called Task Lists, and analyses the assessment data the Task Lists provide to provide insight into if students have learned the tasks mapped to each course. The analysis is supported by Truman's Office of Research and Strategic Planning when Tasks Lists are turned in by faculty at the end of each term. The next in-depth analysis is scheduled to take place in summer 2024.

Roadblocks

The major challenge is limited time for faculty engagement with the TR Committee. We are hoping this bandwidth will improve in AY25.

Assessment Wins

The major "assessment win" that Truman Automotive Technology has been involved with this year is continued incorporation of ASE Tasks Lists and their content into all parts of the learning experience, including labs, lecture, and even Advisory Board meetings. By continuing to use Task Lists as a measurement tool, we are assuring students are learning in alignment with industry need, thus preparing them for success in the workplace and the development of problem-solving skills.

Suggestions for Improvement

Engagement of faculty with the Assessment Committee is an area of opportunity. In FY25 we hope that members of the Assessment Committee may be able to join a portion of our department meetings and for the Automotive Technology team to present briefly at an Assessment Meeting. Although Auto Tech uses industry phrases, the work is in alignment. It would be wonderful to map that so it is clear and useful for all.

Action Plan for 2024-2025

The main action plan for AY25 is a re-alignment of Task Lists to adhere to new ASE standards which are anticipated in July 2024. Also, welcoming the Assessment Committee leadership to an Auto Tech department meeting, and presenting an "Assessment in Auto Tech" overview at a standing Assessment Committee meeting

Biological Sciences

Continued our Department Level Assessment for both Biology 114 (General Biology for Non-Majors) and Biology 121 (General Biology I for Majors). Collected and organized data from participating instructors for both our Pre-Test and Post Test Exams.

Our 4-phase study was completed last year and does not apply for this year.

Roadblocks

The department's issue was attendance, which will be addressed next semester by ensuring that a representative will not have a course during assessment committee meetings.

Assessment Wins

We hosted our librarians in our department meeting in order to help us figure out how we could best introduce journal articles in our assessments in our discipline of biology. In addition, we created a Biology Journal Club and hosted conversations about 3 different journals.

Suggestions for Improvement

This is hard to answer since it appears that as a committee, we have complete support from administration and from Faculty Council. I do not see any actionable items necessary at this time.

Action Plan for 2024-2025

We will continue to administer the Pre and Post Test Department Exams to ensure that completely understand and keep up with the needs of our students. More journal assessments will be introduced to Biology 114 and Biology 121 in the future semesters.

Business/CIS

As CIS/BUS examines the student experience and analyzes the SLO of the curriculum, we want to bring into alignment the goal of the student with a set learning path.

CIS/BUS is currently in Phase 2. The assessment project was defined based on the learning situation of interest. Gathering information on the state of student learning in foundation courses such as CIS 101 and/or CIS 120.

Roadblocks

The challenge is determining the proper assessment for students at the early stage of their education path. Identifying the focal points and variables that we can analyze that can demonstrate and provide effective measurement of SLO across the learning path.

Assessment Wins

Deployment of the assessment has not occurred and will proceed in Fall 2024 to the target foundation courses. Assessment has been reviewed and evaluated by department staff but not yet deployed.

Suggestions for Improvement

Department support is present but, due to the course load assignments and other duties with our department an effective pre-semester plan should be in place before the semester ramps up.

Action Plan for 2024-2025

Deployment of the assessment in the Fall and proper follow-up and analysis of the data as we move into final phases.

Cosmetology and Barbering

The work stream that the Cosmetology and Barbering faculty most closely connect to assessment is the "Sign-Off" process. In alignment with the Illinois Department of Financial & Professional Regulation, as a licensed IDFPR college, Truman must track student hours earned and students must demonstrate skills learned throughout these hours with "sign-off sheets". Each class has an associated sign-off sheet. Once a student demonstrates the skill, the faculty "signs off". Sign-off completion is part of the overall grade and ensures that students are being assessed by qualified faculty throughout the program.

Cosmetology & Barbering has not historically approached assessment with the four-phase frame. We will explore this as a department in 2024-2025.

Roadblocks

The main challenge is that Cosmetology & Barbering classes are very long, so it leaves little time for faculty to participate in committee work. Our hope is that in 2024-2025 we can find a way to stay engaged even with our lengthy class commitments.

Suggestions for Improvement

In 2024-2025 we hope to find a process that will enable Cosmetology & Barbering to be more engaged in the assessment efforts broadly at Truman.

Action Plan for 2024-2025

We will meet as a department in early August, invite assessment committee members to department meetings, and outline goals for the academic year.

Education & Human Development and Family Studies

We have been busy this academic year! We continued to work through some roadblocks with our four-phase study planning and implementation. We also focused heavily on the NAEYC curriculum revision project; creating new Key Assessments that are aligned to the new Higher Education Accreditation Standards and updating the Master Syllabi for all of our Child Development courses

We are progressing in our four-phase study. As a department, we decided to evaluate one of our endorsement programs to look at the design, to create alignment from design to learning. As we moved into Phase 2: Gather Information About Student Learning, we continued the process of evaluating the endorsement program and collaborated to form a plan of action. Unfortunately, we also hit a roadblock in this stage.

Roadblocks

We are currently "stuck" in Phase 2. The overarching goal is to align design to learning for one of our endorsement programs. We have been juggling back and forth between two

different assessments to use. Some issues surrounding one of the two plans include alignment to SLOs, only one section of the course being offered, and the inability to use the same assessment in other courses. The issues around the other option involve the varying grade levels that our endorsement students teach, and the different programs used for lesson planning. Conversations continue to happen, and we hope to have a solidified plan by the beginning of the fall 2024 semester.

Assessment Wins

In September, we submitted our Year 2 Interim Report to The National Association for the Education of Young Children (NAEYC) as part of our accreditation. In late November, we received the news that our report was accepted!

Also regarding our NAEYC accreditation--a few members of our department have been working on the district-wide NAEYC Curriculum Revision Project team. This team is updating the Master Syllabi for our AAS courses. This includes course objectives and SLOs and aligning them with the 2020 NAEYC Higher Education Accreditation Standards. After the master syllabi have been approved by all the Child Development faculty, the courses will be put through the PACC process.

Suggestions for Improvement

As a department liaison I do my best to try and communicate assessment information to the department. In the fall I hope to have more consistent meetings with the instructors that are helping with our current four-phase study. I believe that consistent, regularly scheduled meetings are going to ensure that we stay on top of our study.

Action Plan for 2024-2025

In the next year I hope to make further progress in our four-phase study. At the start of the fall 2024 semester, I hope to meet with the instructors participating in the four-phase study, iron out our plan and how it will be implemented, and then maintain consistently scheduled meetings as we progress.

English, Communications Theater and Journalism

I participated, in-person, in all but one of the Assessment Committee meetings during the past academic year. I provided input on the wording of rubrics and other assessment committee-related documents. I continued to report on (orally and in writing) on the ECTJ department's 4-Phase Study and submitted an update for the Assessment Committee Newsletter. As liaison, I also updated the final report on the ECTJ department's previous assessment project -- the 4-Semester Study.

The 4-Phase Study which began in fall 2022, assesses how students are handling the progression from English 101 to English 102, where students move from instructor-identified sources to sources researched independently by students and use these sources

to support their arguments. The goal is to assess and subsequently improve SLO 8 of the English 102 syllabus, which asks students to “construct a lengthy argument that uses sound reasoning, evidence, and analysis.” In fall 2023, The English 102 course mentor and instructors met to discuss the (previously done) ratings of students' research papers and identified the need to support faculty and students in their pursuit of SLO 8 through the collection of artifacts and resources. In spring 2024, the English 102 course mentor surveyed 102 instructors to differentiate the descriptors of high, medium, and low performance of SLO 8 and asked them to upload teaching techniques and/or exercises that are effective for improving this SLO.

Roadblocks

The challenge for the 4-Phase Study is getting instructors to participate and contribute. Time is a scarce commodity, especially for adjunct instructors, who get no compensation for this.

Assessment “Wins”

An "assessment win" in which I have been directly involved is the updated version of the faculty-created CCC English placement instrument -- the RTW (Read to Write) English Placement Test. As the English Placement Coordinator for Truman College, I am a member of the test re-development team. We have been working on the redevelopment of this test since August 2023 and expect to launch it in mid-November 2024, to coincide with the beginning of the registration period for Spring 2025.

Suggestions for Improvement

My role is clearly articulated and fits well with my role as Assistant Chair for Assessment in my department. As my main duties are coordinating beginning of semester English placement and end of semester portfolio assessment, I am directly involved with assessment. In addition, my department regularly reports on course-level assessment during our monthly meetings, so two-way communication between me, the Assessment Committee rep from the ECTJ, and them, as ft and adjunct instructors in the department.

Action Plan for 2024-2025

We will continue with the 4-Phase Study. Fall 2024 (Tentative): The English 102 course mentor will collect and categorize the results of the Spring 2024 survey. The 2024-2025 academic year will be spent on creating resource guides to improve SLO 8 for both faculty and students.

Humanities

As a member of the committee, I attended meetings, and I researched equity-based assessments in higher education and published findings in the Assessment Newsletter, provided necessary reports, read reports and provided feedback.

As the Department/Unit-Level Liaison I represent the Humanities Department. I provided an Assessment Update where I described how the Humanities Department needs to spend some time discussing and determining what assessment means for our entire department as well as the approach we should take, which will most likely require us to begin next Fall with a brand new 4-Phase Study.

Roadblocks

- 1.) Many of the courses we offer within the broad spectrum of our disciplines are taught by one instructor. As we all know, the focus of a departmental assessment study should include anonymity and not run the risk of singling out any individual faculty member. After all, the goal is to determine the effectiveness of the department, not point fingers.
- 2.) The impressive variety of disciplines within our department and their respective SLOs make for difficulties in determining a single outcome on which to focus and study. One example of this is trying to reconcile the applied study courses (courses which involve an applied performance or creative product) - such as any of the Visual Arts, Piano, Music Theory, Music Theater, French, and Spanish courses – with gen ed and survey-type courses – such as Humanities, Philosophy, Religion, Logic, or any of the Introduction courses.

Assessment Wins

Within the gen eds of our department, I would have to say that they have not been noted or reported. The applied courses are providing public performances and visual arts exhibitions, which is meeting the SLOs of these courses.

Action plan for 2024-2025

One possible approach to these issues is to broaden our assessment perspective and begin to ask “bigger picture” questions, as opposed to trying to find common SLOs between our disciplines and “force-fit” them into a study. For example, determining one or two broad, common outcomes, in which the expectation would be reasonable and demonstrable competency, for students who have completed their Humanities/Fine Arts requirements towards graduation. Put another way – what do we as a department expect students to be able to do upon successful completion of their requirements within our department?

Library

I regularly attended Assessment Committee meetings throughout the academic year and worked on the 4-phase study that the library is doing in collaboration with Child Development.

Our 4-phase study looks at how to teach Child Development students how to determine the reliability of websites. We specifically focused this work on online asynchronous Child Development class, as these students are often tasked with bringing in outside resources as part of their discussion posts. Child Development faculty have been concerned about the quality of materials used, so the library developed a customized tutorial for students to learn about how to evaluate websites and determine if they are reliable. While the library

regularly works with in-person classes and remote synchronous classes, we have not created many materials with the intention of having them used asynchronously. The assessment was developed using the platform LibWizard, and students were prompted to watch short videos or review websites and then answer related questions. You can take a look at it here: <https://ccc.libwizard.com/f/websiteeval>

To get a better understanding of what students knew before they did the tutorial, we had students answer 3 pretest questions. We also asked them 3 questions at the end of the training to see if students had gained a better understanding of the material after taking the tutorial. The assessment was designed to allow students to retake questions that they answered incorrectly, with the goal of having them learn the material.

This spring semester, we began phase 2 of the study by having a group of Child Development students take this assessment. Unfortunately, we only got 6 respondents which we didn't feel was a large enough sample to analyze. That said, even piloting it with that small number of respondents showed us trends and gave us information that we will use to reorganize our pre and post test questions. We're excited about refining this assessment and trying it out with a larger group of students either over the summer or during the fall semester. This fall we will be finishing up phase 2 of the study, and moving to evaluate what we have found from student responses.

Roadblocks

The low response rate to the tutorial we developed for the 4-phase study was a challenge. I had expected that if students were being graded on an assignment (as was the case) that there would have been a larger sample to look at. Instead, many students simply didn't do it. We're going to be trying it again with other classes this summer and/or fall. We'll see if this was a one-time problem, or if students are having issues completing the tutorial for some reason.

Assessment Wins

I think that the asynchronous assessment that we developed for Child Development presents some exciting possibilities for future library tutorials. This was the first time that we had used the LibWizard software platform for tutorials, and I think it worked well.

Suggestions for Improvement

Having another full-time faculty member in the library would be a great way of supporting assessment in the library. As the solo full-time librarian, it is often hard to prioritize assessment with all of my other responsibilities.

Action Plan for 2024-2025

In the 2024-25 academic year, the library plans to complete our 4-phase study. As part of this study we have two more modules to create to support asynchronous learning with Child Development students.

Mathematics

As Assessment Committee liaison for the Mathematics Department, I communicate information from the Assessment Committee to the Math Department. I also serve as a "voice" from the Math Department for the Assessment Committee. One of the main roles I have is working with our department to help organize our 4-phase assessment study and report the progress we are making. I attend all Assessment Committee Meetings, seek time to make assessment a part of the Math Department meetings, and work to engage math faculty in assessment projects as well as close the loop on our assessment projects.

The Math Department has been interested in the question: what are the best intervention methods for struggling students? We attempted to tackle this question with our 4-phase assessment study. We specifically targeted a skill that was a pre-requisite for Math 125 (statistics). We assessed students after different kinds of interventions such as math videos and Math Center tutoring. When we did the study, we ran into some "hiccups," and did not get a clear answer to the question. We are now taking a different approach to answer this question. We decided to go back to phase 2, collecting data. We are in the process of creating a survey to ask students what they do when they have trouble solving a problem. The survey should provide them with options such as: watch a math video provided by MyOpenMath or your instructor, seek math tutoring, message/ask the instructor, or skip the problem (come back to it later if you can). We also will ask them why they choose this option when they study. We hope to look at the results along with: the student's grade in the course, the level of course they are taking, the topics they have trouble solving, and the modality of the course. Hopefully we will get some interesting data to analyze. It could lead us to potential correlations regarding the types of interventions that students take. It also could generate more questions, with a need to seek more data.

Roadblocks

With our 4-phase study we made it to phase 3, analyzing the data, and we did not have a clear answer to our original question. This inspired us to go back to phase 2 and collect more data with a different method.

Assessment "Wins"

I think it was an "assessment win" to share the Math Department's 4-Phase study with the Assessment Committee and seek feedback. I think this helped me get my thoughts in order, hear some advice, and encourage our department to continue the study with a new direction.

Suggestions for Improvement

I think it would be great to hear about "successful" completed 4-phase studies. This could inspire ideas for more studies. We could also learn about how to structure/model a study that ends in "success."

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Action Plan for 2024-2025

Our department created a survey for students, to learn what they do when they "get stuck" and make various correlations (as described in our study). In the next 2 weeks, at least 3 instructors will pilot this survey on their students. We will analyze the results and decide if we need to revise it and use it again on a larger scale or change direction next semester.

Physical Science and Engineering

This semester I worked with the Science Center to set up one on one tutoring for the PSE intro level chemistry and physics courses. I attended meetings regularly to brainstorm ideas around the critical thinking survey and receive feedback on our department's 4-Phase Study.

During the Spring 2024 semester the Physical Science and Engineering department started working in phase 4 of our 4-Phase Assessment. In the Spring 2023 semester we learned that many of the students in our basic level chemistry classes are not prepared for the Algebra component of the course. Instead of just focusing on the students that scored poorly on the algebra pre-assessment administered at the beginning of the semester, we have decided to focus a little deeper on algebra in the course.

We set up tutoring hours for our Introductory Chemistry and Physics classes in the Science Center for the Spring 2024. We were able to work with Jennifer Brody and have specific tutors dedicated to these classes. The tutors composed two different worksheets:

Conversions and Solving a formula for a specific variable.

At the beginning of the semester a flyer was sent to students in Chem 121 and Physics 131 with the contact information for each tutor (specific hours, zoom link, email.etc). Students were required to attend at least two tutoring sessions to complete these worksheets. To ensure attendance students will be assigned participation points to be counted as a part of their participation grade at the end of the semester. Our goal is to increase students' confidence in these skills as well as increased awareness of our science center.

At midterm the Science Center reported that there had been an increase in Physics students which is very promising. We plan to continue phase 4 for fall 2024 and spring 2025

Roadblocks

Although we were able to successfully set up the tutoring services for the intro Chem and Physics classes, many of the instructors of these courses did not have the mandatory language in their syllabus. Meaning, the students did not feel the urgency to attend the Science center. In the fall of 2024, all chem 121 and physics 131 syllabi will have a statement regarding this new policy for students enrolled in the course to attend the Science Center.

Assessment Wins

At midterm the Science Center reported that there had been an increase in Physics students which is very promising. We plan to continue phase 4 for fall 2024 and spring 2025

Suggestions for Improvement

It is important that the entire department get on board with these activities that are agreed upon instead of leaving it up to the liaison.

Action Plan for 2024-2025

Fall 2024 and Spring 2024 make sure all chem 121 and physics 131 have a statement in their syllabi that connects the students attendance to Science Center with participation points in the class.

Social Sciences

I contributed to Assessment Committee meetings in person and via Zoom, communicated updates and information to the Social and Behavioral Sciences faculty during our department meetings and throughout the semester, and created a proposal for a new 4-phase study.

In consultation with the Assessment Committee leadership, we decided to create a new study to measure the number of opportunities students have to engage in critical thinking in our classes. We completed phase 1 this semester and plan to move into phase 2 for fall 2024.

Roadblocks

The greatest challenge for us has been our inconsistent presence on the Assessment Committee, which meant recordkeeping was sketchy and there were gaps in communication.

Assessment Wins

The department supports starting over with a new 4-phase study and there seems to be enthusiasm about looking at critical thinking.

Action Plan for 2024-2025

We will move into phase 2 of our study during fall 2024 and then decide the best actions for spring 2025.

Co-Curricular Assessment

Co-Curricular Assessment Planning Template

This year, Co-Curricular Assessment efforts have taken off. After meeting with college leadership, it was decided that developing an easy-to-use planning template would make co-curricular assessment planning easier for all department leaders tasked with this responsibility. Over the winter break, a template was developed (see link above) to break down each of the planning actions into eight steps, requiring a five-minute commitment from each leader over an eight-week period.

During the spring semester, more training was provided for the leaders so they could learn about the template, discuss best practices in co-curricular assessment and provide a forum to ask questions and discuss strategies.

On Monday, April 1st, each of the leaders received an email with directions for completing Step One with a link to their planning template. Each Monday, thereafter, the leaders receive a new email with a reminder about which step to complete and a link to the form. The committee is hopeful that this will result in strong co-curricular assessment plans for AY 2024-2025.

Although this work is just beginning, a few of the co-curricular departments submitted year-end reports. See below.

Academic Support/Tutoring

I am part of co-curricular assessment, and we are only half-way through our planning stage for the action plan to begin Fall 2024, but the working plan is to assess student learning around essential information provided during placement exam preparation tutoring for either CCC Read-to-Write, CCC ALEKS Math, or both

Career Services

The department offers interviewing workshop specific to Cosmetology students and then an individualized mock session scheduled with instructor. We offer this each term to students enrolled in graduating classes after the current semester since this might be the time students start looking for work in the industry.

Assessment Wins

100% of anonymous respondents indicated the practice interviews and feedback (both oral and written) were helpful in students feeling more comfortable in an interview

Suggestions for Improvement

We could use additional personnel so we could increase the frequency of practice.

Action Plan for 2024-2025

Continue with surveys per semester and consider additional practice sessions if bandwidth permits.

First-Year Experience

The First Year Experience (FYE) Center, housed in the Student Development and Engagement Center (SDEC), aims to promote a culture of relationship building and discovery through both the curricular and co-curricular opportunities by:

Engaging students within an inclusive and welcoming environment through workshops, programming, and resources to support their collegiate journey (i.e. First Year Convocation, "Ask Me" Campaign, It's Time to Plan {time management} Workshops, Lunch with Truman's Leadership, First Gen/First Year Series with TRiO, Resource Fair, Involvement Fair)

Increasing visibility and overall participation in leadership opportunities and other campus supported activities, while building cross collaborative relationships throughout the college (i.e. Spirit Week with Athletics, TruBassadors - student leaders that serve as peer mentors and/or Orientation leaders, STEAMBassadors with Innovation One, INTSP 299: Leadership Course)

Connecting our efforts with equity, L.E.A.D, the Truman Bilingual Learning Center, and our career programs: (i.e. Men of Color Initiative, College Success Workshops, Graphic Designing, Entrepreneurial Week/Month, bilingual support services)

Involving faculty and staff to be part of the solution and embedding them clearly into the student experience (i.e. Lunch and Learns with academic departments, Undergraduate Research opportunities and panels, mentoring, club advising)

Roadblocks

Tracking students as they entered the center was a challenge. We now have scanners in the center where students can scan their CCC ID to capture their information.

Assessment Wins

FYE was directly involved in SAP appeals during the past academic year. By the end of a student's first year, they should know the status of their financial aid and if they have been placed on a financial aid hold. We have worked very closely with the financial aid office to host workshops throughout the year, track the students that attend and are approved, and connect students with support services for their return (tutoring centers, Wellness Center, etc).

Action Plan for 2024-2025

Expand on the workshops and programs offered through our center as well as continue create a sense of belonging for our incoming freshmen.

Other Assessment Highlights

1. The Harry S Truman Assessment handbook was updated in August 2024. It can be found [here](#).
2. Jen Asimow submitted a proposal to speak at the Assessment Institute in Indianapolis, IN on behalf of the Truman Assessment Committee. The proposal was accepted, and I presented our work on the Inquiry and Analysis Tool, developed for Truman College. The presentation *Developing a Tailor-Made Assessment Tool* was well received.

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3. The committee spent a good part of the fall semester researching ethical practices in higher education assessment. The committee worked on developing language to add to the committee's charge that incorporates the principles of ethical assessment practices to narrow equity gaps in higher ed. The following was approved and added to the charge in spring 2024.


Commitment to equitable assessment practices

In addition, we believe that honoring the rich tapestry of human experiences is paramount in achieving excellence in assessment. Our community of practice in assessment is committed to:

1. Ensuring transparency in all assessment processes.
2. Focusing assessment efforts at narrowing equity gaps.
3. Building capacity among the larger college community to practice equitable and fair assessment.
4. Varying our assessment practices to capture a more honest and broader picture of student learning

The committee charge, in its entirety, can be found [here](#).

4. The Charge, By-Laws and Assessment Calendar for General Education were updated and approved in April 2024.
5. The committee developed and approved a survey to be administered to both full and part-time faculty during fall 2024 FDW exploring faculty beliefs about critical thinking in general, faculty practices around teaching and modeling critical thinking skills, and faculty perceptions around roadblocks or challenges associated with teaching and learning critical thinking skills.



"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning." **Jiddu Krishnamurti**