



Assessment Report – Inquiry and Analysis Harry S Truman College

2024

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Executive Summary

In fall 2023, the assessment committee reviewed Goal #2 – *Inquiry and Analysis* and its associated learning outcomes to determine if they needed updating, editing or changing. After completing a literature review and conducting cross-disciplinary discussions, the committee voted to make one small change to SLO #3 by removing “of social and physical phenomena” in order to encourage a wider interpretation of the SLOs. The committee also kept the variation in SLO#5 (see below) to ensure AS/AES seeking students had an additional outcome connected to their deeper studies in the sciences.

General Education Goal # 2 Inquiry and Analysis – The student gathers, interprets and analyzes information. (approved, fall 2023)

SLO#1: Use appropriate research methodologies

SLO#2: Collect, organize, and analyze information

SLO#3: Identify patterns and relationships

SLO#4: Draw appropriate conclusions from the data

SLO#5: Design and execute studies using discipline-specific research projects/scientific reasoning

The committee then worked through an extensive process of developing a tool designed to measure these SLOS specifically for Harry S Truman students. This was an exciting process, new to the Truman Assessment and many committee members. After reviewing the recommendations from the last iteration of this goal’s assessment in 2017, the committee explored the idea of developing a tool aligned with each of the SLOs using case studies and familiar examples. In addition, the committee decided to use Qualtrics, a survey tool, to administer the assessment via the Internet in order to reach the widest student audience possible.

After approving the assessment tool, the committee ran the assessment as a pilot in the summer of 2023 in order to work out any technical problems with Qualtrics and to ask for general feedback from students. Seventeen students completed the assessment and provided the committee with some useful feedback used when running the full assessment in fall 2024.

Faculty reached out to their students via Brightspace and encouraged them to participate in the assessment. The committee also offered gift card incentives for participants. The assessment was completed by over 240 students. As the report details, little was learned about student attainment of this goal and the SLOs from this assessment.

The following is a report on the results.

Context and History

In 2017 the college goal of Inquiry and Analysis was assessed alongside the college goal of Critical Thinking. At that time, faculty submitted assignments aligned with one or more SLOs from either goal. Unfortunately, the final report of that study revealed little useful data as the number of submissions was small. According to the report,

Conducting two studies simultaneously proved challenging. For example, locating assignments that produce student work samples demonstrating both sets of skills restricted courses eligible for sampling and inconsistencies during the collection of student work samples led to fewer usable artifacts. Only 85 usable artifacts were obtained representing only four of ten departments. (Assessment Report, 2018)

The committee heeded the recommendations from the previous study and developed a new assessment aligned with the SLOs.

Inquiry and Analysis by Degree

AA/AGS

#2: Inquiry & Analysis

Goal: The student gathers, interprets and analyzes information.

(last assessed: 2017)

Former Student Learning Outcomes:

1. Use appropriate research methodologies
2. Collect, organize, and analyze information
3. Identify patterns and relationships of social and physical phenomena
4. Draw appropriate conclusions from the data
5. Design and execute **discipline specific research projects**

AS

Outcome #2: Inquiry & Analysis

Goal: The student gathers, interprets and analyzes information. (last assessed: 2017)

Student Learning Outcomes:

1. Use appropriate research methodologies
2. Collect, organize, and analyze information
3. Identify patterns and relationships
4. Draw appropriate conclusions from the data
5. Design and execute **studies using scientific reasoning**

Assessment Process

Methodology

After conducting a literature review of available tools and resources to assess Inquiry and Analysis, the Chair began exploring the possibility of developing a new assessment tool for this study. The idea of developing an assessment tool designed specifically for Truman students was presented to the committee with several ideas about how to proceed. The members agreed that the exercise itself might be valuable for the following reasons:

1. The committee could examine the SLOs at the granular level and have cross disciplinary meetings about student attainment.
2. The development of the case studies could bring faculty together to investigate the goal of Inquiry and Analysis and what it looks like from each department's/discipline's perspective.
3. Together, the committee could develop something that would belong to the college, could be shared with others, and could be reused for comparative purposes down the road.

The Chair developed ten case studies for the committee to review. Each of the case studies focused on possible student experiences at the college, in the neighborhood of the college or in the City of Chicago. They all asked students to read the case study and answer questions aligned with the SLOs.

The committee determined early that ten case studies was too many and edited the possibilities down to the four that ended up in the actual assessment. Each of the case studies had between 3-5 questions ultimately designing an assessment with 18 questions (one of which had had multiple parts). The questions aligned with the SLOs so that each SLO was measured at least four times in different ways.

Once the tool was edited, it was written into Qualtrics, an online survey tool available to the college that could also be used for a quantitative exam. In addition, information for faculty and students was developed to accompany the assessment. The committee conducted a pilot the summer prior to the college-wide assessment asking for feedback from participants. In addition, a version was made for the Access Center and Director Daley also ran a pilot with five students to ensure access for students with learning accommodations.

During fall 2023, students participated in the Assessment. They were informed and invited via emails and links from their instructors via Brightspace (LMS). The tool was available for five weeks in the fall.

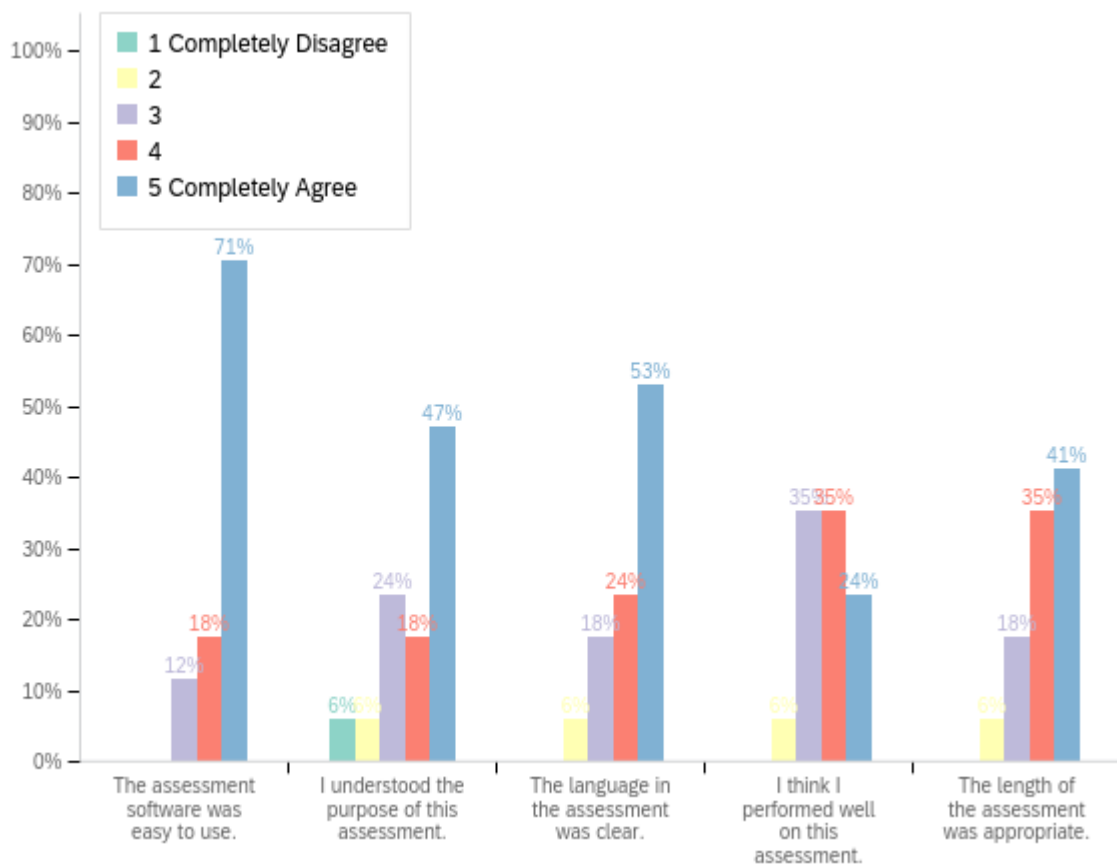
The committee voted to approve an “incentive” in the form of gift cards for student participants. Ten students who completed the assessment were chosen at random to win a \$10.00 gift card from Target, while two students won \$25.00 gift cards.

Data Analysis

Pilot

In summer 2023, the committee ran a small pilot of the assessment in order to work out technical trouble and to get feedback from student volunteers. At the end of the survey, students were asked to respond to the following prompts using a Likert Scale (1 -5 1=Completely Disagree and 5 = Completely Agree).

1. The assessment software was easy to use.
2. I understood the purpose of the assessment.
3. The language of the assessment was clear.
4. I think I performed well on this assessment.
5. The length of the assessment was appropriate.



In addition, students were asked an open-ended question at the end, which encouraged them to share any additional feedback they had about the assessment in general. No feedback was offered.

The committee was concerned that the assessment was too long, but the pilot indicated that 13 of the 17 student participants felt that the length was appropriate. The committee also learned that students understood how to use the software (15 of 17) and the language of the assessment was clear (13 of 17). Six students (of 17) did not clearly understand the purpose of the assessment. With this data in hand, the committee finalized the assessment and prepared for a full-scale application.

Fall 2023

Once the pilot was reviewed, the tool was ready to be administered across the college.

Encouraging Participation

Using faculty members as the primary vehicles to inform students about the assessment, the committee developed communications for faculty volunteers explaining the assessment process, the purpose of the assessment, the incentives offered, the due dates and sample messages to students. (See [Letter to Faculty](#))

The survey reached a large audience and secured a very strong sample of students. 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 half 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#

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%

The Results

In order to understand the data, we began to aggregate it in the following ways.

1. We looked at student attainment of the SLOs (total score on the assessment) over time, dividing the participants into four groups (1-15 credits, 16-31 credits, 32-45 credits and 45+ credits) to see if there were overall statistical improvements in student performance as they spent more time at the college.
2. We looked at student attainment of the SLOs individually over time using the same four categories to see if there were statistical improvement by SLO in student performance as they spent more time at the college.
3. We looked at these same categories again but further aggregated the data by degree using two categories (AS/AES degree seeking students and all others) to see if there were statistical differences in attainment by degree.

The First Test

This test attempted to determine if performance on any of the 5 Inquiry and Analysis SLOs could be associated with degree performance. In other words, did one of the two sets of programs – AE/AS or The Rest – perform better than the other?

Each program set was divided into credit groupings, and within each credit grouping, a t-test was performed to determine whether one program set performed significantly better than did the other within each credit grouping. A t-test was performed within each of the 5 credit groupings for each of the five SLOs. As a result, a total of 25 t-tests were performed.

The Assessment Committee uses a $p = 0.100$ value to determine significance, meaning, if the difference in mean scores on an SLO within a credit grouping has around a 10% chance of being due to chance variation, the Committee becomes interested in seeking other explanations for the difference.

In fact, this test did not reveal any associations. Of the 25 studies at $p = 0.100$, 23 found no significance at all. Given the $p = 0.100$ significance level, we would expect chance variation to produce a significant result about 10% of the time.

As far as the Assessment Committee can determine, the two program sets appear to perform the same for all SLOs within all credit groupings. The data set is presented below.

The Second Test

The second test attempted to find associations over time within the AS/AE set. The study attempts to answer the question, do students improve over time?

The AE/AS set was divided into the reported credit groupings. Later credit grouping mean scores on each of the five SLOs were compared with the 1 – 15 credit grouping scores for each SLO. The

idea was to determine whether later credit grouping scores change significantly against the initial 1 – 15 credit grouping score.

T-tests were conducted comparing the mean score of the 1 – 15 credit grouping of each SLO against the later credit grouping means of each SLO. Since there are five credit groupings and five SLOs, 20 t-tests were performed in this case (not 25 since the 1 – 15 credit grouping itself was not tested against anything). The significance standard used was $p = 0.100$, the same as for Test 1 and for Test 3.

This second test did not find any associations. In other words, later credit groupings in all SLOs did not perform significantly different overall than did the initial 1 – 15 credit grouping. In conclusion, the Assessment Committee finds that AE/AS students do not show significant improvement in any of the five Inquiry and Critical Analysis SLOs as they earn more credits at Truman College.

The Third Test

The third test is identical to the second test but considers The Rest population rather than the AE/AS set population. 20 T-tests were performed.

This third test did find some significant results. SLO 4 and SLO 5 do show significant improvement in credit groupings 16 – 31 credits and 32 – 45 credits over the initial 1 – 15 credit grouping. The significance found in SLOs 4 and 5 disappears for the later credit groupings 46 – 62 credits and 63+ credits, so the significance may have some connection with students that leave community college after earning about 2 full-time years' worth of credits.

SLOs 1 – 3 did not show any significant results.

Closing the Loop

1. In fall 2023, Chair Asimow spoke about this assessment tool at the annual Assessment Institute in Indianapolis, IN the nation's oldest and largest event focused on assessing and improving higher education. The program included the following description of the presentation:

Developing A Tailor-Made Assessment Tool This presentation will outline the development of an assessment tool designed to measure student learning around our college's general education goal of Inquiry and Analysis. Departing from the past practice of collecting student artifacts via coursework, the committee decided that we could tailor-design an assessment tool specific to our student body, our community, and our student learning outcomes. Participants will engage in a dialogue around the benefits of developing assessment tools for general education assessment purposes.

2. This final report will be shared with the Truman community during Faculty Development week, spring, 2025.

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3. Details from this report will be included in the Spring 2025 Assessment Newsletter.
 4. Further discussion around this goal will be brought to the departments via the Unit-Level Liaisons during spring 2025.

Limitations

As a first attempt at designing and executing a large-scale assessment, this was largely a success. However, the following limitations should be considered.

1. The committee decided to use Qualtrics to run the assessment. Qualtrics is fundamentally a “survey” tool and does not have the capacity, as originally thought, to grade and weight exams. Therefore, capitalizing on its capabilities proved impossible. In addition, seeking additional support from colleagues was impossible as those who use the tool had never used it in this capacity. Inevitably, the committee was forced to download the data and analyze it using Excel.
2. Using an incentive to encourage participation worked well but contacting the student recipients was challenging. Many students were contacted repeatedly over weeks and many never responded. The committee was forced to forego some of the initial “winners” and choose new recipients. It is unclear if this effort made a difference in participation in the assessment.
3. Analyzing the data continues to take more time than is ideal. There needs to be more consistent understandings about what the committee is attempting to learn. Questions about the assessment should have been shared and developed before the administration of the tool.

Recommendations

For the next iteration of this study, the committee recommends the following:

1. Investigate alternatives to Qualtrics. Find a system that can analyze the test results in a comprehensive way.
2. Agree on the questions that need exploring and ensure that all parties agree and understand what the assessment tool is designed for.
3. Edit the tool to ensure the case studies are still relevant and applicable to the Truman student body. If edits are NOT required, administer the assessment in the same way to have comparative data.
4. Continue to use willing faculty to inform students about assessment practices at the college and to encourage student participation.

5. Find alternative ways to incentivize participation. When incentives are offered, be sure to have multiple ways of contacting students.
6. Find opportunities to present the college’s assessment work at local, regional and national forums.
7. All future assessment studies must include the Access Center to ensure equitable access.

Appendices

Appendix A. Inquiry and Analysis- Assessment Tool

This assessment tool was created for Harry S Truman College, one of the City Colleges of Chicago, to study the college’s general education goal of Inquiry and Analysis. Each of the Case Studies has between 3-6 questions associated with it and each is aligned with the college’s expected student learning outcomes

Case Study #1

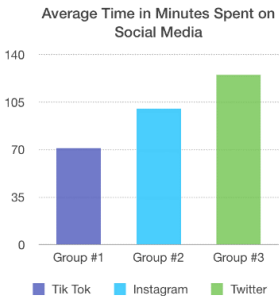
Students have been studying the effects of social media on their own study habits, particularly the frequency with which they stop or delay studying to look at social media. One group is studying the effects of Twitter, another is studying the effects of Instagram, and the third group is studying the effects of TikTok. Their professor has asked that together they design a research study to look at the usage of all three social media platforms.

SLO #1- Use appropriate research methodologies	<p>To get the <i>most reliable</i> data, the groups should use the following methodology:</p> <ol style="list-style-type: none"> 1. Design a research process collaboratively to ensure they are all completing the research in the same way. 2. Have each group design a research study and once they have collected their data, share it with the other groups. 3. Ask classmates to complete a survey about their time spent on social media. 4. Assume that all students use social media in some way or another, so the research design does not need to consider any other variables if they only use students in their research.
SLO #2 - Collect, organize and analyze information	<p>Six students volunteered to collect data about their TikTok use. Over three consecutive evenings, from 7-10PM they measured the time they spent looking at TikTok rather than studying. They averaged their times over the three nights and reported the following.</p> <p>Student #1 – 125 minutes on Tik Tok Student #2 – 45 minutes on Tik Tok Student #3 – 100 minutes on Tik Tok Student #4 – 25 minutes on Tik Tok Student #5 – 40 minutes on Tik Tok Student #6 – 90 minutes on Tik Tok</p>



SLO #3 - Identify patterns and relationships

Each group of 6 students completed the study in the same way. After completing the study, the students developed the following graph to describe their research.



- Which statement correctly describes the data contained in the graph?
1. Students are twice as likely to spend time on Twitter than they are on Tik Tok when they are supposed to be studying.
 2. Students are more likely to spend time on Instagram than they are on Twitter while they are supposed to be studying.
 3. The six students who recorded their time on Tik Tok, spent, on average, 25 minutes less time than the six students who recorded their time on Instagram.
 4. Social media is a major distraction for students.

SLO #4-Draw appropriate conclusions from the data	Using the same graph, what conclusions can be made from the data? (Choose all that apply.) 1. While studying, students are distracted by social media. 2. Twitter is a more dangerous social media platform than Instagram is. 3. The data is inconclusive, and little can be learned from it. 4. The students from this class spend less time on Tik Tok than on Instagram or Twitter.
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Case Study #2

A group of concerned citizens has come together to investigate a crosswalk near the local public school where several accidents have occurred over the past year. They believe that with the appropriate data, they can sway the Street and Sanitation Commissioner to replace the stop sign with a traffic light. Using tally marks, they counted the number of cars that stopped completely at the stop sign, slowed down and rolled through the stop sign, or ran through the stop sign during 5-minute intervals during the half hour period before the start of school.

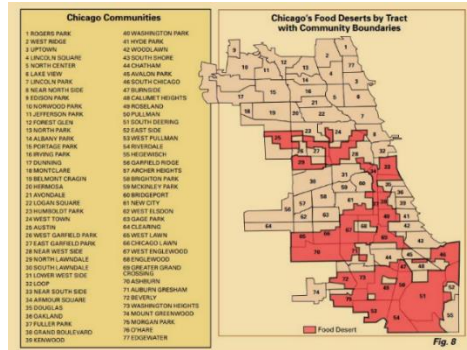
5-Minute Time Period	# of cars that stopped completely	# of cars that slowed down and rolled through the stop sign	# of cars that ran through the stop sign	Total number of cars that passed through the intersection
7:30-7:35				9
7:35-7:40	 			9
7:40-7:45	+			17
7:45-7:50	+ 	.		20
7:50-7:55	+ 			19

SLO #4- Draw appropriate conclusions from the data	Analyzing the data in Table 1.1, what can the group report conclude about this crosswalk? (Choose all that apply) 1. Overall, less than 10% cars <i>ran</i> through the stop sign the morning the group collected the data. 2. More cars stop at the stop sign than roll through or run through combined. 3. Fewer cars pass through this intersection at 7:30 than at 7:45. 4. Cars that slow down but do not completely stop are more dangerous than cars that run through the stop sign.
SLO #3 - Identify patterns and relationships	To present the results of the study to Streets and Sanitation, the group looked for patterns in the data. Choose the statement below that correctly describes a pattern in the data. 1. Cars ran through the stop sign, slowed, and rolled through the stop sign and stopped at the stop sign consistently during the half hour time segment. 2. Traffic increases as it gets closer to the start of the school day. 3. The more cars that pass through the intersection, the more likely it is that cars will not stop. 4. The data did not provide any observable patterns.
SLO #5- Design and execute studies using discipline-specific	Streets and Sanitation has agreed to replace the stop sign with a traffic light because of this research. They have asked for an additional study

<p>research projects/scientific reasoning</p>	<p>about this intersection to be completed over the next three years. How should the group design the follow-up study?</p> <ol style="list-style-type: none"> 1. They should design a longitudinal study to examine the traffic patterns at this intersection over time. 2. They should spend another morning collecting data in the same way once the traffic light has been installed. 3. They should interview parents from the school to find out how they feel about the new traffic light. 4. They should ask the police if they notice fewer accidents at this intersection.
<p>SLO #2 Collect, organize, and analyze information</p>	<p>To perform the second study, students debate the best way to collect and organize the new data. Which systems are appropriate for the follow-up study? (Choose all that apply.)</p> <ol style="list-style-type: none"> 1. One student suggests changing the time period to intervals of 10 minutes. 2. One student suggests combining the number of cars running through the intersection with the number of cars rolling through the intersection because both actions are dangerous. 3. One student suggests the study should last over a whole semester. 4. One student suggests that a second study should be done the same as the first.

Case Study #3

The following is a map of Chicagoland area communities. A food desert is described as an area that has limited access to affordable and nutritious food.



SLO #3 - Identify patterns and relationships	<p>Choose the statement that <i>best</i> describes the relationship between food deserts and Chicago neighborhoods.</p> <ol style="list-style-type: none"> 1. Food deserts can be found primarily on the northside of Chicago. 2. The further south you travel in Chicago, the more you will encounter food deserts. 3. There is no relationship between food deserts and the city of Chicago. 4. Food deserts are evenly spread throughout the city.
SLO #1 - Use appropriate research methodologies	<p>To better understand food deserts in Chicago, which of the following would be an appropriate method to research access to grocery stores throughout Chicago?</p> <ol style="list-style-type: none"> 1. Choose one of the food desert neighborhoods from the map and count how many grocery stores there are within the boundaries of the neighborhood. 2. Use the Internet to investigate access to grocery stores in each of Chicago's 77 neighborhoods. 3. Ask classmates to complete a survey about their grocery store preferences. 4. Study the rising cost of groceries over time.
SLO #5- Design and execute studies using discipline-specific research projects/scientific reasoning	<p>A sociologist tasked with designing a follow-up study to the food desert map above, decides to use interviews as a methodology. Which of the following would be the <i>least</i> effective in obtaining useful data?</p> <ol style="list-style-type: none"> 1. Interviewing community members concerned with their lack of available nutritious food. 2. Interviewing government leaders about their work advocating for greater food resources in Chicago. 3. Interviewing recent hires at Whole Foods in Edgewater. 4. Interviewing social workers who oversee food assistance programs.
SLO #4- Draw appropriate	<p>Analyzing the map above, answer the following question(s) about food deserts in Chicago?</p> <ol style="list-style-type: none"> 1. The largest food desert is in the _____ community.

conclusions from the data	<p>A. Austin B. South Deering C. West Englewood D. Washington Park</p> <p>2. The data indicates that communities numbered 1-24 are food deserts. A. True B. False</p> <p>3. Neighborhoods on the east side (along Lake Michigan) tend to mostly be food deserts. A. True B. False</p>
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Case Study #4

In Biology 101, Professor Q has asked students to design a scientific study to determine if the new environmentally friendly spray cleaner is as effective at killing bacteria as the previous spray cleaner was. Using the scientific method, students planned a research study to investigate the hypothesis that “the new environmentally friendly spray cleaner is as effective at killing bacteria as the previously used spray cleaner.”

SLO #5- Design and execute studies using discipline-specific research projects/scientific reasoning	<p>Put the following research study steps in the correct order.</p> <ol style="list-style-type: none"> 1. Is the new environmentally friendly spray cleaner as effective as the previous spray cleaner? (question) 2. Investigate the existing research on spray cleaners (do background research) 3. The new environmentally friendly spray is as effective at killing bacteria as the previously used spray cleaner. (hypothesis) 4. Measure the number of Colony Forming Units (CFUs) on two identical surfaces after using both sprays. (research) 5. Compare the results of the measurements. (data interpretation) 6. Draw conclusions about the effectiveness of the cleaners. (Conclusions)
SLO #2 Collect, organize, and analyze information	<p>Which of the following is an appropriate way to collect and analyze the samples? (Choose all that apply.)</p> <ol style="list-style-type: none"> 1. Swab a test site and create a "before" slide for comparison. 2. Swab different surface areas at various times of the day to create "control groups." 3. Use exactly the same amount of each disinfectant on each area. 4. Analyze the data using a computer program, such as Microsoft Excel, or the like.
SLO #1 Use appropriate research methodologies	<p>As the students developed their research methodology, they brainstormed a list of important things to consider. Which of the following should not be included in their research process? (Choose all that apply.)</p> <ol style="list-style-type: none"> 1. Control the variables as much as possible. 2. Prepare the samples in a controlled environment. 3. Use protective equipment while handling the samples and the disinfectant. 4. Vary the amount of disinfectant used on each site.

Appendix B. Letter to Faculty

Dear Faculty, Fall, 2023

This semester the Assessment Committee is conducting a general education study of Inquiry and Analysis. We have developed an assessment that has 4 short case studies, with 3-4 questions related to each case study. The questions are aligned with the following college goal and associated SLOs:

Goal: The student gathers, interprets and analyzes information.

SLO #1- Use appropriate research methodologies

SLO #2 - Collect, organize, and analyze information

SLO #3 - Identify patterns and relationships

SLO #4-Draw appropriate conclusions from the data

SLO #5- Design and execute studies using discipline-specific research projects/scientific reasoning

This assessment was designed with Truman students in mind. The case studies are based on issues hopefully familiar to students in Chicago. The assessment has been reviewed for accessibility and language level so should be appropriate to any students in credit-bearing courses. The assessment will be available until the last day of the semester (December 16, 2023).

WHAT DO WE NEED?

We need faculty to make the survey available to students in their Brightspace pages. The tool will also be available through the Access Center if any of your students are using their services (be sure to let them know.)

If you choose, you may offer an incentive to encourage students to participate. You do not have to. We are having a raffle for those who participate (Ten \$10 gift cards to Target and Two \$25 gift cards to target.)

There are 2 messages below that can be edited for your courses.

If you **ARE** offering an incentive:

Dear Students,

This semester, the Truman Assessment Committee is studying student learning in Inquiry and Analysis, one of the college's general education goals. Below, you will find a link to the assessment which can be taken on your phone or on a computer (recommended). The assessment will take you between 15-30 minutes to complete. Once you are finished, take a screenshot of the last page, and submit it (on Brightspace, to me or other) for _____ (points, extra credit or other). You have until _____ to complete the assessment.

All participants will be entered in a drawing where 10 lucky winners will receive a \$10 gift card to Target and 2 lucky winners will receive a \$25 gift card to Target.

The committee thanks you for your participation.

Appendix C. Opening Introduction to the Assessment

Welcome to the Harry S Truman General Education Assessment of College Goal #4 - Inquiry and Analysis

The Truman Assessment Committee is assessing College Goal #4 - Inquiry and Analysis and the following associated student learning outcomes:

1. Use appropriate research methodologies
2. Collect, organize, and analyze information
3. Identify patterns and relationships
4. Draw appropriate conclusions from the data
5. Design and execute discipline specific research projects/scientific reasoning

This assessment should take you between 15 and 30 minutes to complete. Your participation in this assessment is voluntary.

By clicking the button below, you acknowledge that your participation in the assessment is voluntary.

Please note that this assessment will be far easier to complete on a computer than on a phone. We are recommending that you complete this assessment on a screen larger than a cell phone.

No, I do NOT consent

Yes, Let's begin the assessment