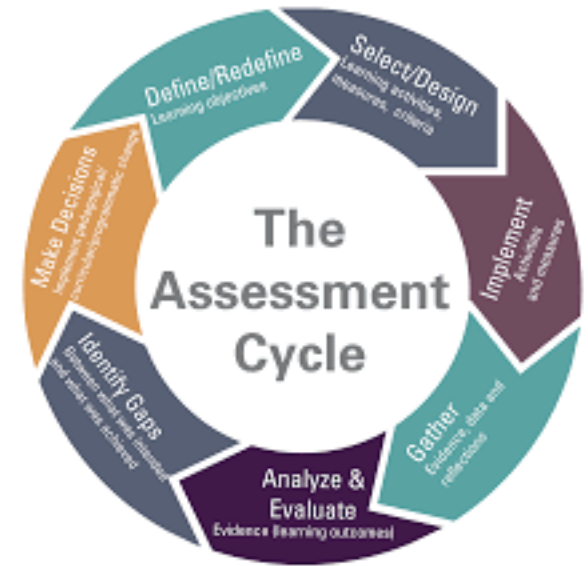# Truman College
## Assessment Committee
### AY 2018-2019 Report

## Committee Charge

The Assessment Committee at Truman College is an interdisciplinary group composed of faculty and administrators who collect, review, analyze, and disseminate data to maintain high standards for learning quality, and ultimately, to improve student learning.

*At Truman College, assessment is a systematic and ongoing process that collects aggregate data about what students know and can do based on measurable student learning outcomes.*

*Data and information resulting from the assessment process serve to inform improvements in pedagogy, course content, the curriculum, learning resources, and student services.*

*Because the assessment process must be faculty owned, faculty driven, and administratively supported, utilization of assessment data by faculty is designed to improve student performance, student development, and student achievement.*

# Table of Contents

# Outcomes of Goals & Deliverables AY 2018-2019

| Goal: Increase Assessment Committee Knowledge & Activities | Notes |
|---|---|
| • Update deliverables for Assessment Committee department representatives | Drafted, need to revise + approve |
| • Create new member orientation and on-campus PD | Onboarding documents in progress! |
| • Increase frequency of assessment committee meetings to twice monthly | ✔ |
| • Learn Brightspace Assessment tools | Not yet completed |
| • Executive Committee attend assessment Institute conference at IUPUI/ presents to faculty at January All faculty Assessment Meeting | ✔ |
| • Poster session at FDW 19 | ✔ |
| • Executive Committee meets once / per month for planning and evaluation of project progress | ✔ |

# Outcomes of Goals & Deliverables AY 2018-2019 (cont'd)

| Goal: Increase Assessment Knowledge and Activity within Departments/ Disciplines | Notes |
|---|---|
| • Gather information and record assessment practices at the multi-section and cross-course disciplinary level. | ✓ |
| • Establish a record of ongoing assessment practices at the disciplinary level | ✓ |
| • Model different assessment efforts to other department representatives on the Assessment Committee | ✓ |
| • Promote quality assessment practices across Truman College | ✓ |
| • Provide instruction on Brightspace Assessment tools | Not yet completed |
| • Find more opportunities for continuous improvement based on results of recent Gen Ed Studies | ✓ |

# Outcomes of Goals & Deliverables AY 2018-2019 (cont'd)

| Goal: Complete Study of Gen Ed: Quantitative Skills | Notes |
|---|:---:|
| • Evaluate artifacts and compile evaluator feedback (FA18) | ✓ |
| • Generate and share report on key findings (SP19) | ✓ |
| • Present findings at January All-Faculty Assessment PD | ✓ |

# Outcomes of Goals & Deliverables AY 2018-2019 (cont'd)

| Goal: Plan Study of Gen Ed: Civic Engagement and Human Diversity | Notes |
|---|---|
| • Design appropriate study parameters using input from faculty, staff, and admin (FA18) | Postponed until AY 2019-2020 |
| • Update rubric and conduct course sample (SP19) | Postponed until AY 2019-2020 |
| • Collect student work samples for FDW19 evaluation (SP19) | Postponed until AY 2019-2020 |

# Outcomes of Goals & Deliverables AY 2018-2019 (cont'd)

| Goal: Organize Assessment Committee internal files and public webpage for college/accreditors/wider public | Notes |
|---|---|
| • Contribute to the creation of HLC Assurance Argument and Evidence Files, especially criteria 4 | ✔ |
| • SharePoint files indexed and easily searchable | In progress! |
| • Web page built and populated with current information | In progress! |
| • Complete AAS student learning outcome goals collection and post | In progress! |

# Upcoming Goals and Deliverables for AY 2019-2020

**Goal: Increase Assessment Committee Knowledge & Activities**
- Adopt updated deliverables for Assessment Committee department representatives
- Create onboarding materials and process for new committee members
- Re-structure committee organization and meeting frequency
- Learn Brightspace Assessment tools
- Send faculty to attend the Assessment Institute at IUPUI / presents to faculty at January All faculty Assessment Meeting
- Host poster session at FDW 19
- Meet once per month as an Executive Committee to plan and evakuate project progress

**Goal: Increase Assessment Knowledge and Activity within Departments/ Disciplines**
- Gather information and record assessment practices at the multi-section and cross-course disciplinary level
- Introduce new streamlined process for documenting ongoing assessment practices at the disciplinary level
- Model different assessment efforts to other department representatives on the Assessment Committee
- Promote quality assessment practices across Truman College
- Provide instruction on Brightspace Assessment tools
- Find more opportunities for continuous improvement based on results of recent Gen Ed Studies

9

# Upcoming Goals and Deliverables for AY 2019-2020 (cont'd)

**Goal: Plan Study of Gen Ed: Civic Engagement and Human Diversity**
- Approve revised Goal and Outcome language
- Design appropriate study parameters using input from faculty, staff, and admin (FA19)
- Update rubric and conduct course sample (SP20)
- Collect student work samples for evaluation (SP20)

**Goal: Organize Assessment Committee internal files and public webpage for college/accreditors/wider public**
- Index SharePoint files to be easily searchable
- Update public-facing web page with current information
- Complete AAS student learning outcome goals collection and posting

# General Education Assessment AY 2018-2019 Timelines, Data and Outcomes

# General Education Assessment Timeline

## Goal #5: Quantitative skills

- Explore assessment options for Quant. skills                                    (Oct.-Dec. 2017)
- Conduct all-faculty workshop on Quant. skills, led by Math faculty    (Jan. 2018)
- Create rubric for assessing Quant. skills                                            (Feb.-Mar 2018)
- Generate structured sample, faculty letters, section rosters             (Mar.-Apr. 2018)
- Collect student work samples (artifacts)                                            (May 2018)
- Departmental evaluation of student work samples                            (Aug. 2018)
- Evaluate data and generate report                                                    (Sep.-Dec. 2018)
- Share study results with faculty and staff                                          (Jan. 2019)

## Goal #4: Civic Engagement and Human Diversity

- Discuss feasibility of Gen. Ed. Study vs. Revision of outcome language   (Aug.-Dec. 2018)
- Solicit feedback on Gen. Ed. outcomes from all faculty during FDW    (Jan. 2019)
- Revise outcome language                                                                  (Jan.-May 2019)

# Assessment of General Education Goal #5

# Quantitative Skills
# AY 2018-2019

# Quantitative Skills

**Research Goal: During Spring and Fall 2018, the Assessment Committee sought to evaluate students' demonstration of quantitative skills, and to gather faculty perspectives on the challenges and opportunities of assessing these skills.**

## Study Process & Timeline Initiated Spring 2018

**Jan** — Study launch during all-faculty ProDev day

**Feb – Mar** — Course sampling: 13 classes in 8 different disciplines

**Apr – May** — Collection of student artifacts, anonymizing, and printing

**Aug** — Assessment Day during FDW

- **Evaluators**: All full-time faculty gathered for a morning of artifact evaluation within their departments
- **Quantitative Data**: Evaluators scored each artifact along the following scale: 5 – Completely meets expectations, 3 – Mostly meets expectations, 1 – Partially meets expectations, 0 – Does not meet expectations, 0 – Not Applicable)
- **Qualitative Data**: 5-question evaluator survey to collect feedback, concerns, and suggestions

**Sep – Dec** — Committee evaluates data with support of Institutional Researcher

**Jan (2019)** — Key Findings, Next Steps, and Teaching Resource shared with faculty

## Data Collection Tools

- Online Rubric (quantitative data):
- https://docs.google.com/forms/d/1eCOlchqiapXhvVPVcew2PCRR04PNolBnSF5jqdSXN_w/edit

- Online Evaluator Survey (qualitative feedback)
  https://docs.google.com/forms/d/1u1NhKvzLHyGiPrF9kCNYuGvK22NORoVc0nC5RcVFl5M/edit

14

# Notes on the Study's Parameters, Challenges and Results

- This Gen.Ed. Study sought to gain a better understanding of **broad trends in students' ability to demonstrate quantitative skills** (student strengths / weaknesses & faculty perspectives)

- **Student IDs *not* collected** due to small sample size (1 section) for several disciplines.
  - (This limited any student demographic analysis.)

- Applications of quantitative skills **vary widely across disciplines**
  - Challenge of using a **common Gen.Ed. rubric** for student work samples with different assignment expectations
  - Challenge of **forgoing a group norming session** with all faculty, due to departmentally-specific student work samples

- This study ***does not*** offer comment on individual student's abilities

- This study ***does not*** offer comment on individual faculty members

**As a result** of this study, the Assessment Committee will take the following actions for future studies:

- **Provide** a draft rubric to faculty participants to ensure quality student work samples

- **Collect** assignment instructions, plus answer key(s), when necessary.

# Rubric Data: Mean Analysis

**Truman College Study of Quantitative Reasoning: Mean Score by Course**

| Course | Auto Tech 101 | Auto Tech 204 | Bio 121 | Bio 226 | Bus 111 | Chem 201 | Econ 201 | Econ 202 | English 101 | English 102 | Math 125 | Math 207 | Physics 235 | Overall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Evaluations | 2 | 2 | 23 | 31 | 10 | 24 | 33 | 24 | 51 | 27 | 33 | 50 | 31 | 341 |
| 1. Interpret: Explains quantitative information as having particular meaning or significance | 3.00 | 5.00 | 2.91 | 3.00 | 1.00 | NA | 3.42 | 3.00 | 1.40 | 1.00 | 2.15 | 1.40 | 2.29 | 2.20 |
| 2. Represent: Converts quantitative information symbolically, visually, numerically, or verbally | 3.00 | 5.00 | 2.95 | 2.41 | 1.00 | 2.25 | 2.00 | 3.13 | 1.53 | 1.05 | 2.06 | 1.48 | 2.61 | 2.08 |
| 3. Calculate: Computes or assesses quantities to generate new information | 3.00 | 5.00 | 2.17 | 3.00 | 1.00 | 1.92 | 2.33 | 2.88 | 1.04 | 0.65 | 2.45 | 1.48 | 2.58 | 1.90 |
| 4. Analyze: Determines reasonableness of data, evaluates models, recognizes limits, and draws conclusions | 3.00 | 5.00 | 2.78 | 2.21 | 1.10 | 1.83 | 2.50 | 2.75 | 1.12 | 1.33 | 2.18 | 1.32 | 1.90 | 1.90 |
| Number Imputed | | | | | | 1 | 3 | | 1 | | | 1 | | 6 |

**1. Auto Tech**

Students in Auto Tech 204 performed better on quantitative tasks than students in Auto Tech 101, which aligned with evaluators' expectations.

**2. Econ 201 -> 202**

Students in Econ 202 "mostly met expectations," but the comparison to Econ 201 was skewed by a high number of "N/A" entries due to the selected assignment consisting almost entirely of True / False statements. This prompted faculty to discuss assignment design and selection.

**3. Business 111**

Students "did not meet expectations" across the Gen. Ed. outcomes, which has prompted discussions among BUS/CIS faculty regarding the course curriculum, as well as the assignment selected for inclusion in this study.

**4. English 101 ->102**

*See next slide*

**5. Math 207**

Evaluators found students proficient in performing calculations but struggling to interpret and explain their findings. (See survey responses for in-depth reflections and suggestions for improving student learning.)

16

# Rubric Data: Course Level

**Truman College Study of Quantitative Reasoning: Distribution of Scores by Course**

Column criteria (each with: Does not meet expectations (0), Partially meets expectations (1), Mostly meets expectations (3), Completely meets expectations (5), Not applicable, Mean):

1. **Interpret:** Explains quantitative information as having particular meaning or significance
2. **Represent:** Converts quantitative information symbolically, visually, numerically, or verbally
3. **Calculate:** Computes or assesses quantities to generate new information
4. **Analyze:** Determines reasonableness of data, evaluates models, recognizes limits, and draws conclusions

| Course | 1. (0) | (1) | (3) | (5) | NA | Mean | 2. (0) | (1) | (3) | (5) | NA | Mean | 3. (0) | (1) | (3) | (5) | NA | Mean | 4. (0) | (1) | (3) | (5) | NA | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Auto Tech 101 | | | | 2 | | 3.00 | | | | 2 | | 3.00 | | | | | 2 | 3.00 | | | 2 | | | 3.00 |
| Auto Tech 204 | | | | 2 | | 5.00 | | | | 2 | | 5.00 | | | | | 2 | 5.00 | | | | 2 | | 5.00 |
| Bio 121 | 2 | 6 | 6 | 8 | 1 | 2.91 | 3 | 4 | 7 | 8 | 1 | 2.95 | 1 | 3 | | 2 | 17 | 2.17 | 3 | 6 | 6 | 8 | | 2.78 |
| Bio 226 | 2 | 7 | 12 | 10 | | 3.00 | 3 | 5 | 11 | 3 | 9 | 2.41 | | | | 1 | 30 | 3.00 | 4 | 7 | 15 | 2 | 3 | 2.21 |
| Bus 111 | 2 | 7 | 1 | | | .00 | 4 | 3 | 2 | | | .00 | 4 | 3 | 2 | | | .10 | 3 | 5 | 2 | | | .10 |
| Chem 201 | | | | | | A | 4 | 5 | 13 | | | .25 | 6 | 7 | 8 | 3 | | .92 | 8 | 4 | 10 | | | .83 |
| Econ 201 | 2 | 5 | 11 | 1 | | .42 | | 1 | 1 | | | .00 | | | 2 | | | | 5 | 1 | 3 | | | |
| Econ 202 | 2 | 2 | 15 | 5 | | 3.00 | 1 | 2 | 16 | 5 | | 3.13 | 1 | 3 | 17 | 3 | | 2.88 | 2 | 4 | 14 | 4 | | 2.75 |
| English 101 | 8 | 16 | 11 | | 16 | 1.40 | 5 | 16 | 11 | | 19 | 1.53 | 9 | 12 | 5 | | 25 | 1.04 | 10 | 16 | 7 | | 18 | 1.12 |
| English 102 | 10 | 9 | 5 | | 3 | 1.00 | 11 | 6 | 4 | 1 | 5 | 1.05 | 13 | 4 | 3 | | 7 | 0.65 | 9 | 5 | 6 | 1 | 6 | 1.33 |
| Math 125 | 4 | 14 | 9 | 6 | | 2.15 | 5 | 14 | 8 | 6 | | 2.06 | 4 | 9 | 14 | 6 | | 2.45 | 5 | 13 | 8 | 7 | | 2.18 |
| Math 207 | 16 | 18 | 14 | 2 | | 1.40 | 12 | 23 | 12 | 3 | | 1.49 | 10 | 24 | 15 | 1 | | 1.48 | 14 | 23 | 11 | 2 | | 1.32 |
| Physics 235 | 6 | 12 | 3 | 10 | | 2.29 | 6 | 7 | 8 | 10 | | 2.61 | 5 | 10 | 5 | 11 | | 2.58 | 8 | 12 | 4 | 7 | | 1.90 |
| Grand Total | 54 | 96 | 89 | 58 | 44 | 2.20 | 54 | 86 | 95 | 41 | 66 | 2.08 | 53 | 77 | 72 | 29 | 110 | 1.90 | 71 | 96 | 88 | 40 | 46 | 1.90 |

**English 101**

Evaluators noted that students overwhelmingly do not perform quantitative skills as part of essay composition. This prompted much enthusiastic discussion, with faculty deciding to reconsider both the sources of information they assign in class and the extent to which they ask students to interpret quantitative information. English faculty also decided to collaborate with the Math department to create a teaching resource for introducing this new material.

17

# Action: Teaching Resources

## Cross-disciplinary Collaboration

Math and English faculty worked together to create teaching resources for English 101 instructors who wish to introduce basic quantitative skills into their classes.
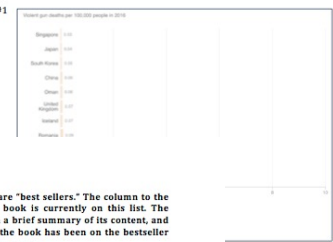
## Calculation, Interpretation, Explanation

The tables, charts, graphs, and word problems provide sample exercises that emphasize the Gen. Ed. learning outcomes assessed for this study.

## Voluntary Adoption

It should be noted that faculty adoption of these materials is completely voluntary. A goal will be to follow-up with early adopters to evaluate the impact these resources may have, and to consider revising or expanding the materials.

# Assessment in Academic Departments

# AY 2018-2019

# At-a-Glance Initiative

- Goal: Document the wide array of assessment practices conducted across Truman's Academic Department, helping faculty in each department to highlight core assessment efforts and to consider ways of enhancing those efforts in the next academic year

- Structure: Departments meet with Assessment Committee representatives to discuss ongoing challenges, opportunities, and ideas for improvement during AY2019.

- *The At-a-Glance project is not evaluative nor a public-facing report. It is a committee-based project aimed at collegial sharing of assessment practices and cooperative improvement for the benefit of teaching, learning, and assessment at Truman.*

# At-a-Glance: Humanities

## ART

### REVIEW OF STUDIO ART COURSE ASSESSMENT AND QUANTITATIVE ANALYSIS IN STUDIO ART

**New Rubric Developed for Student Projects in Drawing and 2D Design**
- Interpretation of light and shadow
- Representation of light and dark in subject
- Calculation of form, proportion, and scale

**Goal: Portfolio Assessment Tool for Transferring Students:**
Individual art portfolio critique assessment sheet for students applying to art schools and 4 year colleges

### ART 103

**ART 103 – WRITING ASSESSMENT REFINEMENT**

**Delineation of Evaluation in Art Appreciation Papers in two categories:**

- Content – Demonstration of critical thinking, description, and integration of materials.
- Writing – Formal standards of writing, structure, and citing.

## WORLD LANGUAGES

### WORLD LANGUAGES – REBUILDING AND ENHANCING

Background: The significant drop in WL enrollment resulting from the Reinvention directive to remove the two-semester foreign language requirement continues to negatively impact our rebuilding efforts. Class cancelations, limited offering during summer session and the elimination of available tutoring for WL students have presented extra challenges.

### ASSESSMENT GOAL

Both formative and summative performance appraisals are key factors in the assessment of language and culture learning. Students are encouraged to reflect upon and self-assess their learning, their progress and their goals at each level. They demonstrate their language and culture learning through activity-based assessment tools, voice recordings, quizzes and tests. A comprehensive portfolio demonstrating student progress in language and culture learning is shared in a final presentation. World language faculty at Truman use multiple measures of assessment of student learning that include the AACTFL World-Readiness Standards for Learning Languages.

### NEXT STEPS

- Complete PACC process for Spanish for Healthcare Professionals.
- Establish a viable, collaborative partnership with current programs in Education that require qualified instruction and assessment of bilingual competency and endorsement.
- Continue cooperation with Adult Education to encourage bilingual and second language learners to transition to the Credit program.
- Improve assessment methods across French and Spanish.
- Work Closely with advising staff to encourage students to take the placement test at time of enrollment.

## HUMANITIES

### HUMANITIES MULTI-COURSE ASSESSMENT PROJECT

- Implemented in 2013-2014
- Norming and data collection 2016-2018
- **Results of sample data using Assessment Instrument for Humanities 201 Essay**:

  - 30% - Exceeds Expectation
  - 33% - Meets Expectation
  - 37% - Unsatisfactory

### MUSIC

**REFINEMENT OF ASSESSMENT PRACTICES TO BETTER ALIGN WITH SLO'S IN MUSIC 121:**

Assessment is centered on development of these outcomes: observation, identification, interpretation, and description of music.

Assessment of learning measured with exam questions that include listening to music excerpts. Student learning is assessed in their written responses, descriptions, and structural dissection of music.

# At-a-Glance: Mathematics



**CORE ASSESSMENT PRACTICES**

**Core Assessment Practices:**

- Diagnostic Quizzes: Math 90, 98, 99, 140, 141, 143, 204, and 207
- Common Assessments: Math 90, 98, 99, 118, 125, 140 and Foundational Studies
- Assess co-requisite courses and stand-alone courses with common exams and analyze the results
- Monitor the success of students after being placed by the ALEKS placement test
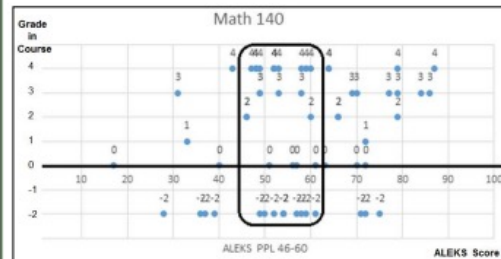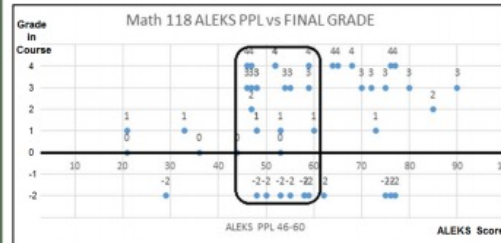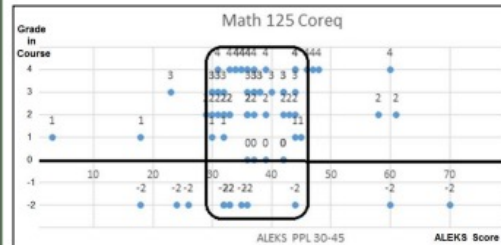
**GOALS**

**Goals:**

- Analyze the data from the diagnostic quizzes: What happens to students who fail? Do they drop to a lower level? Do they re-take the quiz? Do they pass the class in the end?

- Analyze Dev Ed common assessment data. If a significant number of students get a question wrong, re-evaluate the question and how we teach that topic.

**ALEKS PLACEMENT TEST DATA**

**ALEKS Placement Data**: In order to assess the effectiveness of the new ALEKS placement test, the department looked at the relationship between students' placement scores and their course final grades.


Math 125 Coreq — ALEKS PPL 30-45


Math 118 ALEKS PPL vs FINAL GRADE — ALEKS PPL 46-60


Math 140 — ALEKS PPL 46-60

The department was concerned about students taking the ALEKS placement test at home. The results show that the significant majority of students were passing their courses (C or better) based on their ALEKS placements. Overall, students who placed higher than their course score range tend to get a higher final grade and students who placed lower than their course score range tend to have a failing grade. This suggests that the placement test is generally placing the students correctly. This is consistent across other courses (data not shown here) as well.

**Key:** Dots within the box represent students who took a class corresponding with their placement score. Dots outside the box represent students who placed above or below the score range of their course.

Grades: 4 = A   3 = B   2 = C   1 = D   0 = F   -2 = Withdraw or Incomplete

**CO-REQUISITE MATH INITATIVE**

Co-Requisite Math Initiative: Students take 2 credit hours of developmental level algebraic support while enrolling in college level math.

Data is for Fall 2017- Spring 2018


CO-REQUISITE VS STAND ALONE EXAM SCORES AND SUCCESS RATES
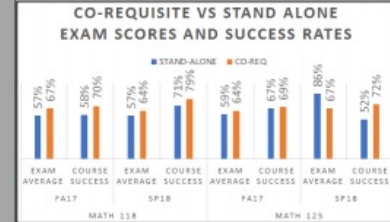
Non-Stem students who test into Math 99 are able to take Math 118 or Math 125 with a co-requisite course without taking Math 99. Before running the co-requisite program, we were concerned that students who placed into the co-requisite courses would not be successful in college level math. Data suggests that co-requisite students have close to the same success as students in stand-alone courses.

# At-a-Glance: Auto. Tech.

## CORE ASSESSMENT PRACTICES

- S/P2 work place safety training and assessment (AUT 101)
- ASE Education Foundation (NATEF)Task List Evaluations
- News Clipping/Media Journals evaluations
- Final portfolio evaluations

### ASSESSMENT GOALS

- Administer pre and post test in AUT 101 and AUT 204 (Spring 2019)
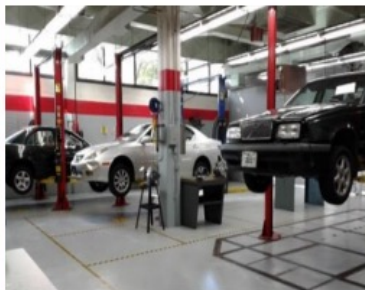- Create standard rubrics for evaluating media journals and final portfolios
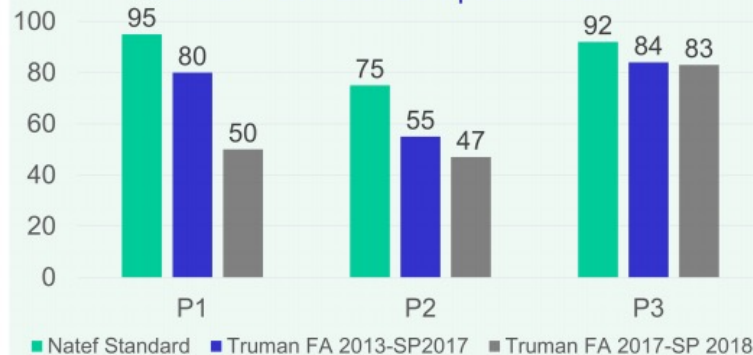
## TASK LIST AND GRADING RUBRIC EXAMPLE

| Task | A. General Electrical System Diagnosis | P | 5 | 4 | 3 | 2 | 1 | N | Date |
|------|----------------------------------------|---|---|---|---|---|---|---|------|
| VI.A.1 | Research vehicle service information including vehicle service history, service precautions, and technical service bulletins. | P-1 | | | | | | | |
| VI.A.11 | Check electrical/electronic circuit waveforms; interpret readings and determine needed repairs | P-2 | | | | | | | |
| VI.A.12 | Repair data bus wiring harness | P-1 | | | | | | | |

### Task List Performance Description

| 5 – Mastery | The student demonstrated superior performance. The student completed the task in a manner consistent with the professional standards found in the automotive industry. |
|-------------|---|
| 4 – Good Performance | The student demonstrated good performance. The student completed the task in a manner consistent with the professional standards found in the automotive industry. |

**NATEF Task List Completion Data**

| | P1 | P2 | P3 |
|---|----|----|----|
| Natef Standard | 95 | 75 | 92 |
| Truman FA 2013-SP2017 | 80 | 55 | 84 |
| Truman FA 2017-SP 2018 | 50 | 47 | 83 |

■ Natef Standard ■ Truman FA 2013-SP2017 ■ Truman FA 2017-SP 2018

## RECENT GOALS ACCOMPLISHED

- Data shows that we have made progress on completion of P1 (Priority 1 learning objectives), met and exceeded completion of P2 (Priority 2 learning objectives), met and exceeded completion of P3 (Priority 3 learning objectives)
- Recent fleet acquisition which will help assess present and future learning objectives

**SUBARU UNIVERSITY**

The Subaru University - Truman College partnership started in the fall of 2017. This partnership has proven to be successful at this early stage. The Automotive program piloted and is offering workshop training sessions to support student learning. Assessment of online module is conducted by Subaru. Passing score is 80%.

# Curriculum Mapping

- Definition: The process of indexing or diagraming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (EdGlossary.org)

- Goal:  To ensure that teaching is purposefully structured and logically sequenced so that students are building on what they have previous learned and learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. (EdGlossary.org)

- Structure: In Jan. 2019, each academic department identified a program or course sequence that will benefit from mapping. During Spring 2019, each department drafted and shared their progress and challenges during FDW19. Next steps will ask departments to provide a narrative explanation of their map(s), and to identify assessment needs and opportunities within the selected curriculum.

# Curriculum Mapping

| CURRICULUM MAP | SPANISH AT TRUMAN | | | *ACTFL levels used | |
|---|---|---|---|---|---|
| | **DEMONSTRATE THE ABILITY TO SPEAK THE SPANISH LANGUAGE** | **DEMONSTRATE THE ABILITY TO READ THE SPANISH LANGUAGE** | **DEMONSTRATE THE ABILITY TO WRITE THE SPANISH LANGUAGE** | **DEMONSTRATE THE ABILITY TO LISTEN TO/HEAR THE SPANISH LANGUAGE** | **DEMONSTRATE A KNOWLEDGE OF SPANISH SPEAKING CULTURES** |
| **SPANISH 101** | Novice Level* speaking of basic personal information | Novice level reading basic conversations, descriptions and biographies | Novice level –simple sentence writing, phrases, vocabulary, spelling | Introduction of pronunciation in vocabulary, phases, music | Introduction of Spanish cultural practices, ethnicities and geography |
| **SPANISH 102** | Intermediate Low* – speaking related to daily routine activities | Intermediate Low- reading of Spanish themes in past and present tenses | Descriptions and narrations of two aspects of past tense | Intermediate Low level of accurate listening of vocabulary and conversation | Exploration and appreciation of cultural differences in the Spanish-speaking world |
| **SPANISH 103** | Intermediate Mid* – spoken participation in typical social situations | Ability to understand main ideas of texts and identify personal interests | Proficiency in written presentation in complex sentences | Listening for accurate understanding of content in short stories, music | Development of intermediate Mid proficiency with Spanish cultural issues |
| **SPANISH 104** | Intermediate High/Advanced Low* – speaking in correct grammatical forms | Comprehension of diverse sources – chronicles, periodicals, poetry, cinema | Accurate use of complex grammatical forms in writing | Intermediate High/Advanced Low level of listening for meaning in news reels, movies, complex content | Demonstration of Intermediate High/Advanced Low understanding of history and culture of Spanish speaking world |

20

# Curriculum Mapping

| Learning Outcome Category (Global Writing Skills) | Associated Final Portfolio Rubric Item for Revised Essays (Global Writing Skills) | | |
|---|---|---|---|
| | English 96 | ESLINTG 100 | English 101 |
| Thesis and Organization | Essays contain recognizable thesis statements with clear controlling ideas.<br><br>Claims within respective essays are generally coherent and lack large gaps in logic.<br><br>Essays are free of serious organization problems and contain clear connections between and within paragraphs. * | Essay contains a thesis statement that clearly answers the prompt. **<br><br>Essay contains a clear, *organized* argument plan with *distinct* topic sentences and *clear* transitions across and within paragraphs. | Both essays have a clear thesis and a coherent plan of organization. |
| Development and Support | Writer adequately develops paragraphs with a balance of relevant support from a variety of sources and reasonable commentary, analysis, and interpretation of the support. (Sources: text, personal experience, and general knowledge of the world and current events) | Writer develops arguments by displaying adequate consideration of the topic and thoughtful, logical reasoning that employs *a variety of types of support*. | Both essays show adequate development of ideas and use appropriate support to build an effective argument for the intended audience.<br><br>The student's ideas are distinct from the ideas found in their sources. |
| Revision | First drafts and later drafts display consistent progression, and both grammar AND content issues are addressed in the revised versions. | First drafts and later drafts display consistent progression, and both grammar and content issues are addressed in the revised versions. | The portfolio demonstrates active, thoughtful revision on the part of the student. |

# Curriculum Mapping

**Curriculum Mapping Biology Department**

**Bio121 > Bio226 > Bio227**

| Required Courses | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | SLO 8 | SLO 9 | SLO 10 | SLO 11 | SLO 12 | SLO 13 | SLO 14 | SLO 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Bio121 | I* | I | I | I | I | I* | I | I* | I | I | I | I | I | I | I |
| Bio226 | | R | R | R | R, M | | R | | R, M | | R | | R, M | R | R, M |
| Bio227 | | | R, M | | R, A | | R, M | | R, A | R, M | R, M | R, M, A | M. A | M, A | R, M |

# Other Ongoing Initiatives

# Co-curricular Conversations

- Definition: Any support that defines student outcomes and contributes to student learning

- Goal: Document in a fairly informal fashion the wide array of assessment practices conducted across Truman's Student Support Services, helping staff and administration in each department to identify core assessment practices and to consider ways of enhancing those efforts

- Structure: Support Services personnel meet with Assessment Chair to discuss ongoing challenges, opportunities, and ideas for improvement

# Professional Development

- *Assessment Clear and Simple* (Walvoord, 2010)

The Committee read this straightforward guide to practical and applicable assessment strategies.

- IUPUI Assessment Institute

Committee members attended the 2018 Assessment Institute at IUPUI, and brought back a wealth of knowledge and tools, including a new approach to ongoing departmental-level assessment.

# Presentations



**Internal**

- **"Evaluation of Artifacts for GenEd Study (Outcome #5)"**
  Dept. Assessment representatives, FDW 2018 (all-faculty sessions),
  16 Aug 2018

- **"Assessment Updates, Curriculum Mapping, and GenEd Goal #4"**
  Diego Baez, Faculty PD Keynote,  Jan. 7 2018

**External**

- **"Everything is Math: Quantitative Skills at Truman College"**
  Maeve Masini, CCC Impact Summit,  Apr. 15, 2019

# IGNITE! Presentation Initiative

Since March 2015, a regular occurrence at Assessment Committee meetings throughout the year are IGNITE! Presentations: 5 slides in 5 minutes, with 5-10 min. group discussion

Primary Goals:

- Develop interest, excitement, curiosity, & access into teaching & learning assessment practices
- Showcase innovative teaching practices, tenure-track projects, in-class LC assessment, etc.
- Build an archive of Faculty Development Week-ready mini-presentations

**AY 18-19 Presentations:**

IGNITE! #18:  Diego Baez – "Quant. Skills Study: Evaluator Feedback"

IGNITE! #19:  Peter Rowell – "Statistical Significance"

IGNITE! #20:  Kate Gillespie – "English 101 Norming"

# Assessment Committee General Information

# Committee Members

- Diego Báez  (Social Sciences)

- Angela Cotromanes (Child Development)

- Sabrina Mendez (Child Development)

- David Conda (Cosmetology)

- Adrienne Driver(Biology)

- Joseph Farrell (Physical Science & Engineering)

- Rachel Johnson (Mathematics)

- Richard Keitel (Humanities)

- Ana King (Communications)

- Brandon Bumstead (Communications)

- Sarah Ladino (Communications)

- Derek Lazarski (Office of Instruction)

- Susan Marcus (Office of Instruction)

- Maeve Masini (Mathematics)

- Farzana Najam (Biology)

- Maureen Pylman (Institutional Research)

- Elion Seitllari (Automotive Technology)

- Dianne Torres (Humanities)

- LaSandra Skinner (Business / CIS)

# Assessment Executive Committee Positions

Executive Committee AY 2018-2019

- Chair – Diego Baez

- Vice Chair of Unit Assessment – Maeve Masini

- Archivist – Rachel Johnson

Executive Committee AY 2019-2020

- Faculty Chair – Diego Baez

- Faculty Vice Chair of General Education Assessment – *Currently open*

- Faculty Vice Chair of Unit Assessment – Maeve Masini

- Faculty Archivist – Rachel Johnson

- Administrative  – Dr. Susan Marcus

# Committee Meeting Dates Minutes Available

- **AY 2018-2019 Truman Assessment Committee Meetings (1st and 3rd Thursdays)**
    - Meetings: Sep. 6, Sep. 20, Oct. 4, Oct. 18, Nov. 1, Nov. 15, Dec. 6, Jan. 17, Feb. 7, Feb. 21, Mar. 7, Mar. 21, Apr. 4
    - Meeting summaries available on TR Assessment Sharepoint site


- **AY 2018-2019 All-faculty Assessment Workshops**
    - Aug. 16 and Jan. 7


- **District Assessment Team:**
    - Meetings: Dec. 3

# Committee Meeting Agenda Recurring Items

1. Housekeeping (attendees, minutes, agenda, announcements)

2. IGNITE Presentation: Assessing Teaching & Learning in the Classroom

3. General Education assessment

4. Assessment in the Academic Departments + Curriculum Mapping

5. Individual committee member reports/concerns/ideas