

Truman Assessment Committee Meeting

Feb. 6, 2020

2:00-3:00p

Room 2953

Present:

Ana King, Brandon Bumstead, Rachel Johnson, Maeve Masini, Joshua Jones, Leah Page, Sean Hudson, Allison Zures, David Conda, Sabrina Mendez

Absent:

Elion Seitlari, Jennifer Asimow, Susan Marcus, Laura Cheatham, Akbar Ebrahim, Richard Keitel

1) Quick Business

- Welcome new members!
- HLC

2) Unit - Curriculum mapping

- What has been learned/discussed as a result of mapping?
- Update on materials that we have and ask that people send material if they have not done so

Maeve created curriculum mapping summary document "Curriculum Map Narrative: What Are We Learning". This can be used during the HLC visit. Missing information from some departments. Results are very different by department. Questions raised by this project could lead into the 4 semester study that all departments will be embarking on.

3) Unit - 4-semester cycle study

- Brainstorm on good (or maybe not so good) ideas for the study

All departments were asked during FDW to start planning a 4-semester assessment project- link to assessment description here. Departments were also sent a document for reporting out their work in the first semester. Link to Semester 1 Assessment report here.

What we agreed on: If a department already has assessments in place, they can be expanded in order to answer a new question that hasn't been explored in the past. For example, English and Communication has been working on an assessment related to English 101 since 2018. They now plan to expand this assessment to include adjunct instructors who will be paid for their participation.

Questions remaining: How do cocurricular units/departments fit into this study? What are good ways of identifying and assessing student learning outcomes for cocurricular?

How do student activities support or not support what is happening in the classroom? What is the line between curricular and extracurricular? Surveys can be used to measure how students feel about different academic centers.

4) Gen. Ed. - Study of Cultural Competence

- Review questions and next steps
 - Sampling student work
 - Which courses? (See handout)
 - Some of these courses are only running one section (not ideal)
 - How many courses?
 - Duration? Just spring, or spring and fall?
 - Are we limiting ourselves by only collecting student work this semester?
 - Design study-specific instrument instead?
 - What happens if we don't use an in-class assignment as our instrument?
 - Could we use a focus group? Sean- there are potential issues with a focus group. Would students feel that this is a safe space to share their experiences? How would we inform the questions that we are asking in the survey? Could we find a survey instrument that would be applicable?
 - Could we look at a classroom assignment as well as something outside of class (survey/ focus group/ etc.)?
- Provide feedback on rubric (DRAFT)
- Provide feedback on survey (DRAFT)

The cultural diversity committee has been interested in measuring some of these same competencies.

Questions posed: what is the end goal of the study? What is the charge of looking at these competencies? Sean suggests looking at other studies that have been done by schools serving majority Black, Latinx, or Native groups. What is the easiest competency to test? This semester we can explore and collect instruments.

First two outcomes would be easier to assess and could be done first. How do we assess how these outcomes are being addressed outside of the classroom?

Survey for faculty will be sent to everyone.

Action items: Review the survey and send feedback to Andrew Kerr.