



Assessment Committee Harry S Truman College

Chair – Jen Asimow

Vice-Chair – Maeve Massini

Secretary/Archivist - Katie Ediger

Minutes for March 9, 2023

2:00-3:00 PM

Present: Rahm Almarzah, Scott Cummings, Brandon Bumstead, Andrew Kerr, Jen Asimow, Katie Ediger, Madi Johnson, Maeve Masini, Ana King, LaSandra Skinner, Kimberly Dismuke, Zeb Woods, Carlesheia Dixon, AJ Hopkins

Absent: Maggie Ayala, Rich Keitel

Apologies: Allison Zures

1) Call to order

2) Review of and Approval of Minutes from February 23, 2023. Andrew moved to approve the minutes as is. Brandon seconded. Minutes approved.

3) Chair's Updates: Jen Asimow

A. Inquiry and Analysis – Development of Tool updates. Harry, Maeve, and Andrew met and provided feedback. This feedback has been added to the document, so that we have a running record. 3 weeks to look at this tool and get it ready to pilot. Harry, Maeve, Brandon, Andrew, Katie, Rahm, Madi, and Scott volunteered to look at the tool during another meeting to be scheduled. Watch for a meeting request.

1. Completion of Tool – DUE: March 31, 2023

B. Newsletter – Begin thinking about what you would like to include in the Spring Newsletter. **DUE: March 31, 2023.** Please send your submissions to Katie Ediger. We are asking everyone to submit something for the upcoming newsletter. Submissions for the newsletter need to be digestible. We can hopefully use the newsletter reports for the end of year report. Sharing and demonstrating the impact on teaching and learning is a big part of assessment. Departments can share whatever they want about assessment (can be about 4 phase study or anything else assessment related). Goal to send out during week 14.

C. Assessment Year – End Report - We want to include something from each unit/department.

4) Website Updates – Katie Ediger. Katie Ediger is updating the public-facing website. We are trying to be as transparent as possible and having an up-to-date website is part of that process.

5) General Education Updates/Report: Brandon

A. Effective Communication Updates

-We have begun assessing oral artifacts and should have them completed in the next week and a half or so. We have 4 assessors and are working through the 6 classes that submitted work. Everything is looking good. A request has been placed with Alyssa to determine if any written artifacts need third assessors. What questions do we want to know and figure out from the data? We will share out the list of questions once it is more complete.

6) Unit/Department-Level Assessment –Updates

A. Library – Katie Ediger. The library is working on developing an assessment project in collaboration with Early Childhood Education. The idea is to create a learning module in BrightSpace that can be used with online classes (not online live) to teach students about how to determine if a source is reliable. In the previous 4 phase study, the library worked with several sections of Speech 101 classes to determine what modality worked best. I looked at how students performed on the library related sections of the rubric (rather than just looking at the grade attained). In this case we would provide this intervention to some sections, but not all. We would also look at how students performed on the library/research sections of the rubric for the related assignment.

B. ECTJ- Ana King. Ana shared the document found on page 3 of the minutes. The department wanted to look at the philosophy of college-based writing. Students were falling short on SLO 8: Incorporate reasoning and explanations appropriate to the thesis and its supporting claims. The plan is to create lessons and materials to support this SLO and also update the rubric to be more robust. They want to have a full year of teaching with these new materials before they move to assess how learning has changed in relation to this SLO.

Question: How do you ensure that all instructors use these new materials? These materials will go into the course BrightSpace page. Each course has a mentor.

5) AOB

Meeting adjourned at 2:57

Respectfully submitted by Katie Ediger

Truman College Assessment Committee
4-Phase Assessment Project: Update
Ana King, Assistant Chair, ECTJ Department 3/9/2023

What inspired your department to do your study? In other words, briefly tell us why you're doing what you're doing?

Our inspiration for this study was the desire to continue the work started in fall 2018, even before the 4-Semester Assessment Project began. Our guiding question was, What is our philosophy of college-based writing?

Over years of meetings with ft and adjunct faculty, all discussing this topic, it was determined that the development of students' ability to critically engage with sources and craft argument, counterargument, etc. in response to prompts generated by an instructor or by the student themselves was a pillar of college-based writing.

After a few semesters of analyzing students' exit portfolios at English 101, using an analytical rubric created by the instructors, it was determined that most of the students were falling short on SLO 8 for English 101: Incorporate reasoning and explanations appropriate to the thesis and its supporting claims.

What is your plan?

The plan took shape in 2021-2022, which is to have faculty develop a more detailed rubric for assessing SLO 8 and created lessons and materials that will cover this more intensively in English 101.

NOTE: This study also "ignited" interest in examining and assessing how well SLOs covered in English 101 are carrying over to students' ability to handle more complex sources and argumentation in English 102

Where are you in the process?

Spring 2023: The ECTJ department has begun the process of examining the SLO #8 for English 101, which reads as follows: Incorporate reasoning and explanations appropriate to the thesis and its supporting claims.

Department members are currently discussing possible indicators, models and exercises to help students improve their reasoning and critical thinking in their argumentative essays for English 101. Faculty are also researching and discussing teaching materials and resources, which are then shared on the English 101 Teacher Resource Page on Brightspace. Discussions are ongoing and will continue into the next academic year of 2023-2024.

Furthermore, faculty at English 102 are participating in the first phase of their research study benchmarking and norming of students' (anonymous) research papers from the previous semester, using a rubric that was created by ft faculty members who have been teaching this course for years. This will be the first

phase of the assessment project for English 102 (born out of the English 101 study). Details of this full research study are forthcoming.