

6. Allison Zures reached out to her former team regarding a representative for co-curricular assessment. Jen has received an email from an interested person. Jen will add names to the ballot as they come in.

B. Inquiry and Analysis – Development of Tool updates

1. The [tool](#) needs to be reviewed. In addition to each discipline reviewing the tool, we need a social scientist to look at well.

Commented [KE1]: Updated link needed

C. Newsletter – If you have not sent anything to Katie yet, please do so by Monday. The submissions were DUE: **March 31, 2023**. Ana King asked what she should do if she doesn't have an update from the last submission? Liaisons can write about what they plan to do or about what is getting in their way of moving forward with the work.

D. Assessment Year – End Report - Reminder to provide an update for the Year-End Report. This can be an overview of your department/unit's assessment activities over the past year. These are due by **APRIL 26TH**. Everyone needs to submit something.

E. The Assessment of [General Education Calendar](#) through 2030 has been updated.

F. Review of the [Committee's Charge and By-Laws](#).

Current Edits/Questions

Under Voting Members

2. *One representative from Truman Faculty Council, appointed by the Truman Faculty Council*

Is this still true? Do we want/need this? Should we have a statement about the relationship of the committee to the Faculty Council? **Committee to vote on removal of this at the next meeting.**

Department Assessment Liaisons (proposed edit: Change the name of the role to *Department/Unit-Level Assessment Liaisons* **Committee to vote on this language at the next meeting.**

Reminder-The duties and the deliverables for this role were not agreed upon last summer. It was tabled until the fall when it was tabled again. The proposed addition to the Roles and Responsibilities for this role is:

Duties

1. *Serve as a voting member of the Truman College Assessment Committee as the department/unit-level representative*
2. *Read all assessment – related documents (i.e., the Handbook, the Charge and By-Laws)*
3. *Attend all assessment committee meetings*
4. *Organize and coordinate assessment Activities within the department/unit*
5. *Provide updates to the Committee about Departmental/Unit-Level Assessment Activities, as requested. Provide updates to the Departments about college-wide assessment activities.*
6. *Read and respond to assessment – related emails and messages within 24-48 hours (about 2 days)*

7. *Participate in FDW. Adjunct faculty will receive additional compensation for participation and attendance at any assessment related FDW sessions that fall outside of the paid "all faculty" day.*

Deliverables

2. *Prepare a semester summary on departmental/unit-level assessment activities to be included in closing the loop communications (i.e., 4-Phase Study, the Assessment Newsletter)*
3. *Write a report on departmental/unit-level assessment activities to be included in the Assessment committee Year-End Report.*

Are there any other suggestions for edits/updates/changes to the Charge, By-Laws, Roles and Responsibilities?

No suggestions made.

4) General Education Updates/Report: Brandon. All artifacts have been assessed; next, we will analyze the data collected.

6) Unit/Department-Level Assessment –Updates

Ritch Kietl, Humanities. Focus on development of 100 level research skills, and 100 level critical thinking.

Students will write 3 or 4 paragraphs and will share on Brightspace. The assignment will be specific to the course but then will be pulled together for assessment.

Full description of the project from the newsletter submission for the Humanities department:

After much discussion, the Humanities, Art, Music, and Foreign Languages Department has *finally* been able to define and agree upon our next iteration of the 4-Phase Assessment Project. As stated, many times, one of the formidable challenges that we face is including the wide variety of disciplines within our department without creating a “cookie-cutter” atmosphere. All of us agree that the prime focus of these many disciplines is to foster and develop skills in critical thinking. We also agree that providing students with opportunities in individual research projects can be an excellent pathway for critical-thinking skills development.

Our 4-phase project will entail creating a discussion board on Brightspace that will act as a repository for small (initially) student research projects. On a timeline, yet to be determined (perhaps two or three times during the semester), we will have students:

- Research either a specifically assigned cultural topic, concept, movement, etc., or one of their own choosing
- Provide and post (Brightspace) a two or three paragraph description of that item, what are its elements, how it either acts as a cultural influence, OR is influenced by an event (cultural/social/political), and how it relates to them on a personal level.

Ultimately, the goal of the project will be to determine what, if any, progress is being made along the lines of basic research techniques and how/whether/to what degree critical thinking skills are showing improvement.

Many, many details are still to be determined. But at least we have a solid start.

Possible collaboration with Kate Gillespie.

5) AOB

The meeting adjourned at 3PM.

Respectfully submitted by Katie Ediger

