



ASSESSMENT COMMITTEE

Faculty Development Week Presentation #2
Thursday, August 13, 2020

10:00am - 11:30am

Presented by: Rachel Johnson

AGENDA

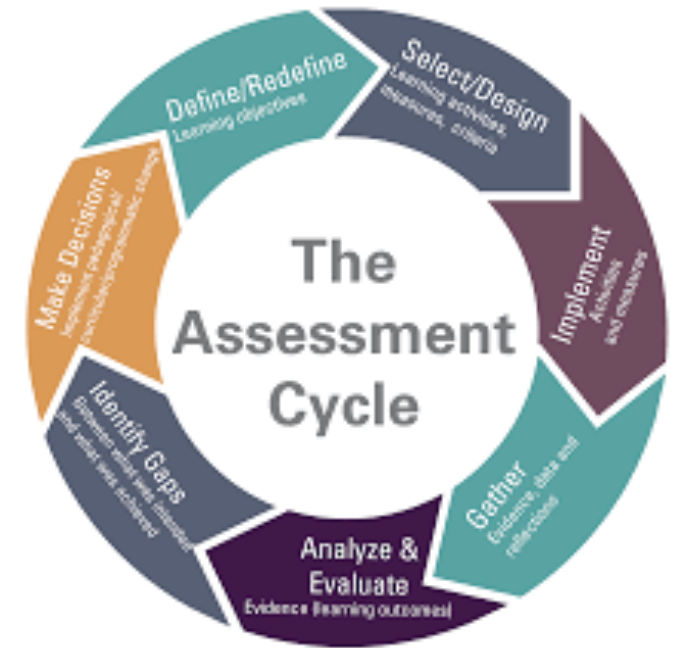
- Quick Updates
 - Charge
 - Committee Members
 - Gen Ed Study
 - TRC Assessment Newsletter
- What we learned from Tuesday
- The Four-Semester Study
- Updating and finalizing Semester 1 of the Four-Semester Study

QUICK UPDATES

What we accomplished AY2020

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.

Thank you Diego!!!



Committee Members

Executive Committee

Chair: Rachel Johnson (Mathematics)

Vice Chair of Unit Assessment: Maeve Masini (Mathematics)

Chair of Gen Ed Assessment: Andrew Kerr (Mathematics)

Secretary / Archivist: Katie Ediger (Library)

Dean of Instruction: Susan Marcus (OIE)

Additional Working Members

Communication Arts and Skills: Brandon Bumstead

Education & Human Development and Family Studies:
Jen Asimow

Office of Instruction: Susan Marcus, Gail Gordon-Allen, Laura
Cheatham, Sean Hudson

Student Services: Allison Zures

Academic Department Liaisons

Art, Humanities, Music, and World Languages: Ritch Keitel

Automotive Technology: Elion Seitllari

Biology: Akbar Ebrahim

Business / CIS: LaSandra Skinner

Communication Arts and Skills: Ana King

Cosmetology: David Conda

Education & Human Development and Family Studies: Sabrina
Mendez-Escobar

Library: Katie Ediger

Mathematics: Maeve Masini

Physical Science and Engineering: Leah Page

Social and Behavioral Sciences: Maggie Ayala

Gen Ed Study – Cultural Responsiveness



Study Goal:

To Assess how well Truman students are meeting the Cultural Responsiveness SLOs using randomly selected artifacts and a normed rubric developed by the Assessment Committee.

“Cultural Responsiveness” contains four SLOs

- **Outcome #1:** Identify a variety of moral and/or intellectual perspectives, principles, systems, and structures
- **Outcome #2:** Articulate the impact of cross-cultural and community activities on the lives of others.
- **Outcome #3:** Demonstrate understanding of the complexity of elements important to members of another culture or cultures in relation to their history, values, politics, communication styles, economy, and/or beliefs and practices
- **Outcome #4:** Analyze multicultural and international questions (historical and/or contemporary) from a variety of perspectives

Cultural Responsiveness - Highlights from AY 2020

Committee discussion and debate has included the following topics:

- Extent to which “cultural responsiveness” is an extra-curricular student experience.
- Scope of the charge of the Assessment Committee.
- Extent of institutionalized cultural bias at Truman.
- Need for additional data collection methods accurately to assess cultural responsiveness.



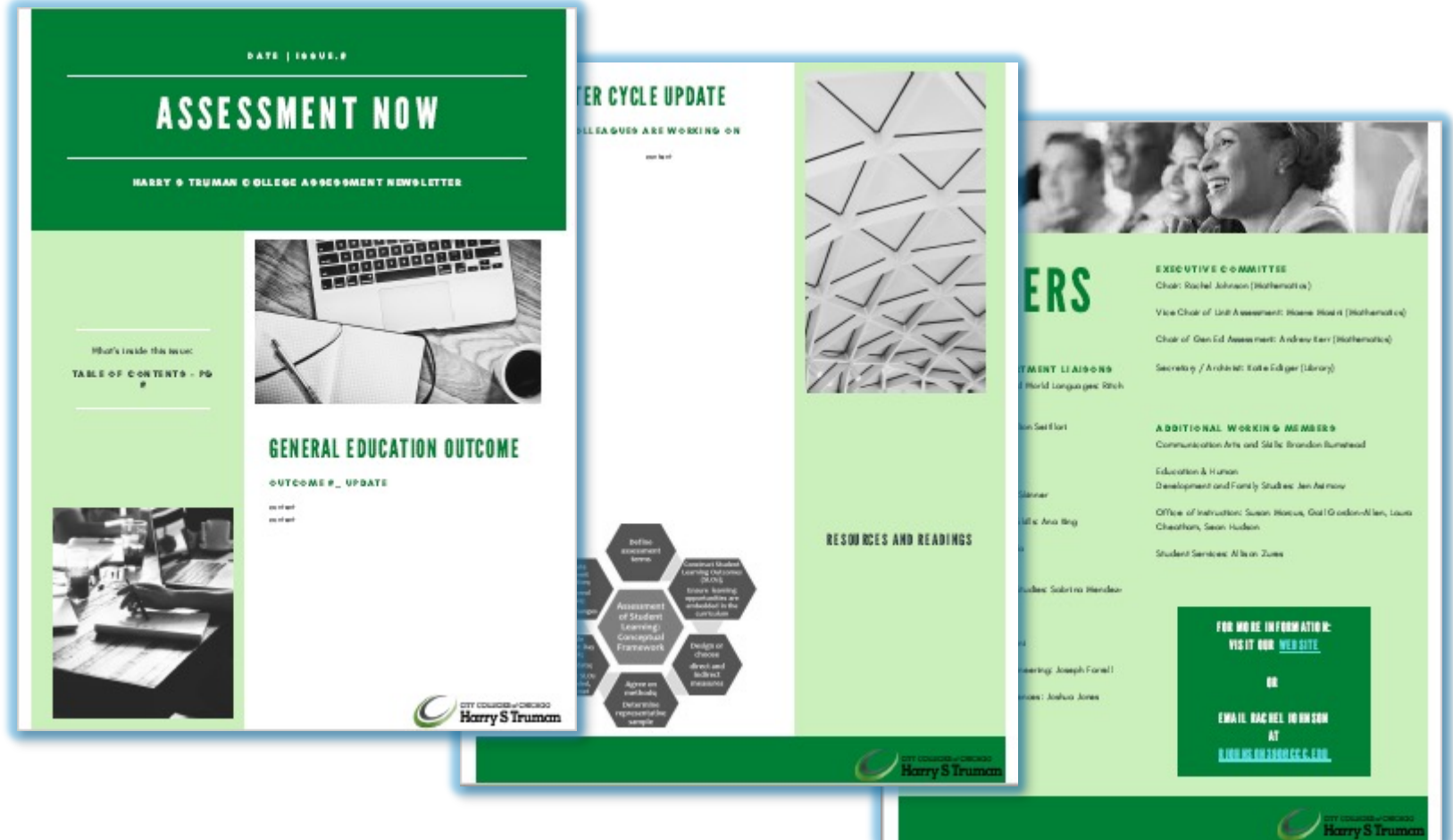
Task	Status at end of Spring 2020 Term
Identify potential courses and artifacts	Survey sent, 40 responses
Develop rubric	Draft written and reviewed by numerous faculty
Rubric normed	First round of norming completed
Collect and code student work samples	Delayed by Co-vid 19 until Fall 2020
Evaluate student work samples	Delayed by Co-vid 19 until Fall 2020
Compile and analyze results	Delayed by Co-vid 19 until Fall 2020
Share results with Truman Community	TBA
Draft action items with Committee	TBA
Create and submit report	TBA
Close the loop with next steps	TBA

TRC Assessment News Letter

Coming this semester!!!

Will Include:

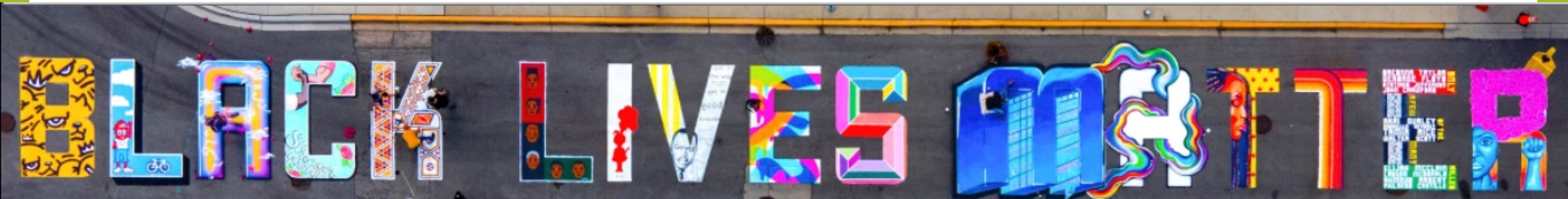
- Updates
- Readings & Resources
- Faculty Assessment
- and More!!!





WHAT WE LEARNED

Notes from Tuesdays Breakout Room Conversations



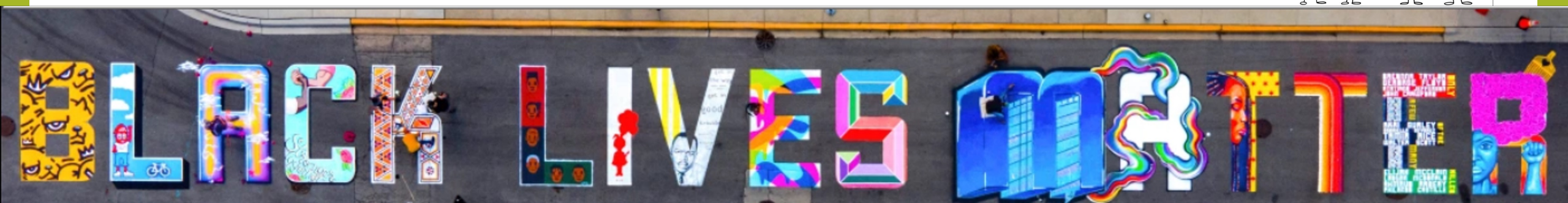
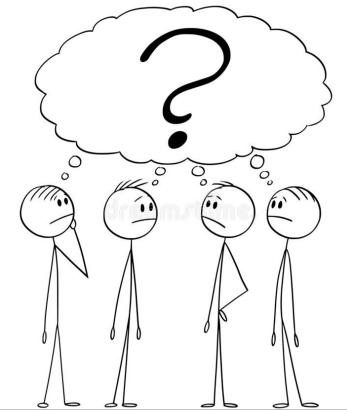
Questions for the faculty

How could we modify the Assessment Committee Charge to reflect a focus in anti-racist and non-biased assessment practices at our institution?

What role do assessment practices play in creating equity and supporting anti-racism/anti-bias work at Truman ?

What can the Assessment Committee do to support this focus in course/departmental assessment practices at Truman?

What can the Assessment Committee do to support this focus in college-wide assessment practices at Truman?



What role do assessment practices play in creating equity and supporting anti-racism/anti - bias work at Truman ?

Your Responses

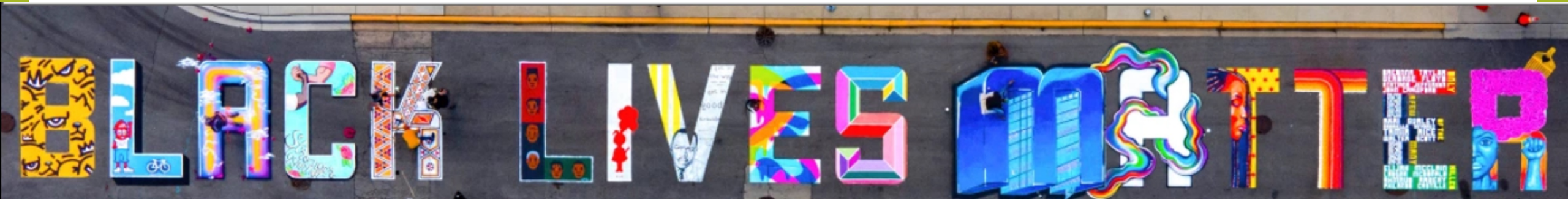
- Guidelines for faculty to moderating discussions
- Use Human Diversity General Education Study to begin addressing this work
- Making sure our data that is collected is non-biased
- Documenting instances where we find challenges with equity
- Develop/Find a “blooms taxonomy” of anti-racist assessment techniques
- Have committee trained in anti-racist pedagogy



What can the Assessment Committee do to support this focus in course/departmental assessment practices at Truman?

Your Responses

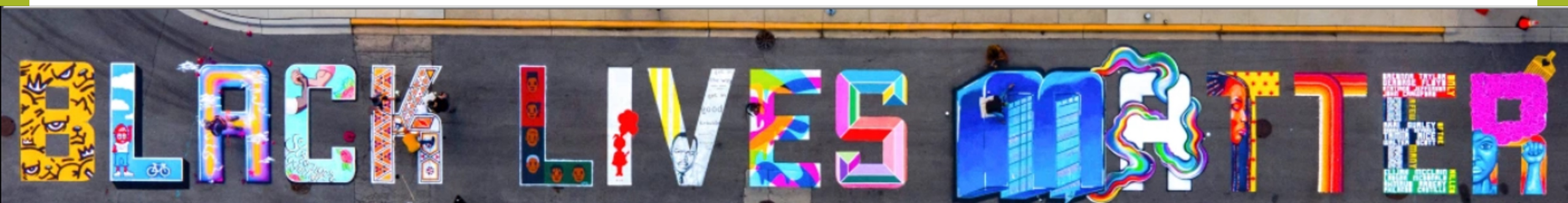
- Consider different media to use to dive in –poetry, music, read to also gain intellect and vocalize what we've read
- Ongoing assessment on develop “anchor questions” and add in teacher surveys
- Have some consistent questions asked to students, faculty, and related to student performance



What can the Assessment Committee do to support this focus in college-wide assessment practices at Truman?

Your Responses

- Create a warehouse of anti-racist teaching/assessment resources on the Faculty Resource page
- Work with Diversity & Inclusion Committee to come up with meaningful and impactful resources



THE FOUR-SEMESTER STUDY

Finishing Semester 1

The Calendar

New plan as of 4/22/20 (remote learning)

Semester 1 materials due Sept 10, 2020

Semester 2 materials due end of Fall 2020

Semester 3 materials due end of Spring 2021

Semester 4 materials due end of Fall 2021

Current four-semester assessment calendar :

Semester 1: Plan an assessment project based in a learning situation of interest

Semester 2: Gather information about current student learning

Semester 3: Evaluate and reflect on findings from semester 2

Semester 4: Prepare to implement changes based on semester 3; begin implementing if possible

Semester 1 Assessment Report

Instructions

- Your department's answers to the following questions constitute the entire report required by the assessment committee for semester one.
- If your department wishes to send supplementary materials in addition to the Semester 1 report, please email the files to the committee at mmasini@ccc.edu. (Additional files are not required.)
- Type your answers directly into this word file. The space for each question will expand as needed.
- Please rename this file when you save your answers. Be sure to include your department/program's name at the beginning of the filename.

Questions

1. What is your learning situation of interest?
2. Which learning outcomes (new or previously developed) will your department/program consider during this round of assessment?
3. Why are these outcomes of interest to your department/program at this time?
4. How do the learning outcomes relate to one or more department objectives?
5. What information do you need to collect? When and how will you collect it? How do you know you have enough information to identify patterns?
6. Why are you doing this study and what is your goal?
7. Is there anything the Assessment Committee can do to support your department as you start this new project? For example: support with your rubric design, ideas for data to gather, etc.
8. Who will be the representative for your department/program during Semester 2 of this assessment cycle?

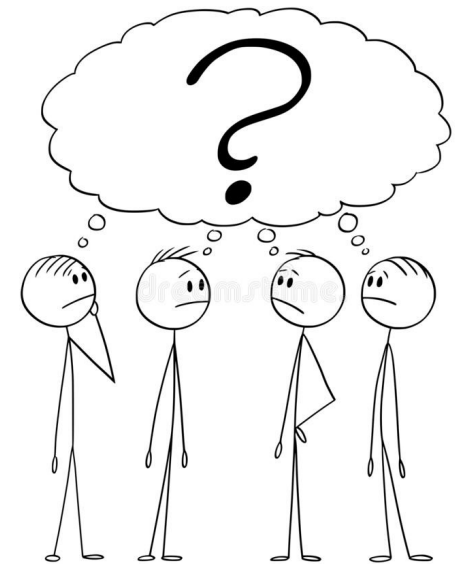
Food for thought during breakout...

Are there any adjustments we should make to our 4-semester study based on the *Assessment & Faculty Council* conversation on Tuesday?

Are there any adjustments we should make to our 4-semester study based on the move to remote?

What skills will be assessed? How will we assess? Which classes will we assess?

Organizing next-steps for completion of Semester 2 materials



DUE DATE REMINDER

Semester 1 materials due Sept 10, 2020

Email mmasini@ccc.edu



THANK YOU!

For general questions or more information please email rjohnson390@ccc.edu
For questions regarding the four-semester study please email mmasini@ccc.edu