Assessment Updates

Fall, 2022
FDW
Harry S Truman College

Introductions

Executive Committee:

Chair: Jennifer G. Asimow

Co-Chair: Maeve Massini

Secretary/Archivist: Katie Ediger

Research Analyst: Andrew Kerr

Chair of Co-Curricular Assessment: Allison Zures

Chair of General Education: Brandon Bumstead

Assessment Activities AY 2021-2022

Communication – Written and Oral

1. SLOs reviewed, updated and approved
2. Assessment rubric created and approved
3. AC is ready to assess both Written and Oral Communication this Fall

Assessment Calendar

1. Updated and approved

By-Laws and Committee Charge

1. Updated and Approved

Assessment Handbook

1. Developed and ready for distribution

Truman College Oral Communication SLO's (updated spring 2022)

(approved April, 2022)

1. Select appropriate content with a clear central focus which demonstrates an understanding of context, audience and task

2. Organize oral content accordingly for a given audience/situation.

3. Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline

4. Demonstrate effective verbal and nonverbal skills while speaking

Oral Communication Assessment Rubric

SLO	Meets	Emerging	Does Not Meet
Select appropriate content with a clear central focus which demonstrates an understanding of context, audience and task	Content has a clear central focus that demonstrates an understanding of context, audience and task.	Content has a clear central focus but does not fully demonstrate an understanding of context, audience and task.	Content lacks a central focus.
Organize oral content accordingly for a given audience/situation.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is not observable within the presentation.
Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline	Demonstrates consistent use of reliable and fair support for ideas that are appropriate for the oral presentation.	Demonstrates inconsistent use of reliable and fair support for ideas that are appropriate for the oral presentation.	The support is unreliable or missing.
Demonstrate effective verbal and nonverbal skills while speaking	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness, effective volume) are effective.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness, effective volume) are present yet ineffective.	Delivery techniques are ineffective.
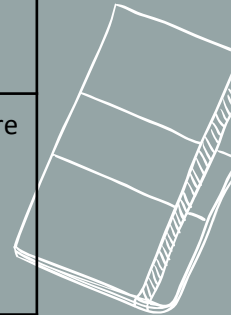
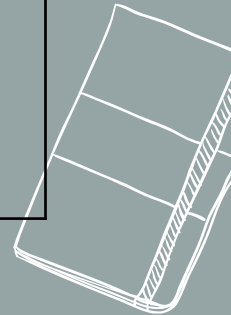**Truman College Written Communication SLO's (updated spring 2022)**
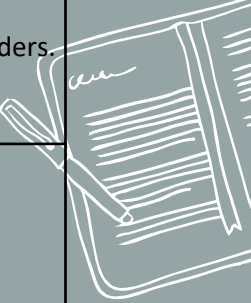
(approved April, 2022)

1. Compose written artifacts for specific purposes and within specific formats.
2. Demonstrate writing conventions particular to a specific discipline and/or writing task
3. Organize writing content to convey meaning.
4. Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline

Effective Writing Assessment Rubric

SLO	Meets	Emerging	Does Not Meet
Compose written artifacts for specific purposes and within specific formats*	Demonstrates a consistent awareness of the purpose of and format of the writing task	Demonstrates an inconsistent awareness of the purpose and format of the writing task	Does not demonstrate an awareness of the purpose and format of the writing task.
Demonstrate writing conventions** particular to a specific discipline and/or writing task	Uses writing conventions that convey meaning and clarity to readers	Uses writing conventions inconsistently that convey meaning and clarity to readers	Does not use writing conventions that convey meaning and clarity to readers.
Organize writing content to convey meaning	Organizes writing content to convey meaning	Writing is partially organized and/or does not convey meaning.	Writing is not organized.
Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline.	Demonstrates consistent use of reliable and fair support for ideas that are appropriate for the discipline and genre of the writing	Demonstrates inconsistent use of reliable and fair support for ideas that are appropriate for the discipline and genre of the writing	The support is unreliable or missing.

Calling All Faculty

Do you assign writing in your classes?

Do you assign oral presentations in your classes?

If so, this volunteer opportunity is for you!

Written Communication-Parameters

We need….

1. Written assignments from a wide range of disciplines in college-credit courses.
2. Written assignments that occur organically in your classes (you do NOT need to design a new assessment for this!)
3. Writing samples may include, but are not limited to, journal entries, essays, creative writing assignments, long answer essay exam responses, laboratory writing, etc.
4. Samples must be long enough to assess, 3-4 paragraphs or one-typed page of text, at a minimum.

Oral Communication–Parameters

We need….

1. Samples of oral communication assignments (presentations) from any discipline across all college-credit courses offered at Truman.
2. A willingness to video-record these presentations. Zoom is definitely a potential option!
3. Samples could include, but are not limited to: speeches, oral reports, individual and/or group presentations, debates, reviews, oral critiques, and anything that may fall into the category of work that is presented in front of the class.
4. It would be best for presentations to be between 2-6 minutes, but we may be able to be flexible with this
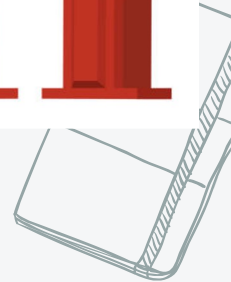
Help us reach our goal of a representative sample of Truman College credit students for both Written and Oral Communication. Look for an email soon with more details.

Moving Forward

Inquiry and Analysis

The student gathers, interprets and analyzes data.

SLOs

1. Use appropriate research methodologies

2. Collect, organize, and analyze information

3. Identify patterns and relationships

4. Draw appropriate conclusions from the data

5. Execute discipline-specific research projects (Updated outcome: 2018)

Department/Unit-Level Assessment

1. Continue ongoing assessment
2. Plan for Closing the Loop
   a. Discuss data
   b. Make decision
   c. Implement change
3. Plan for new assessments

QUESTIONS?