

Assessment Updates

Spring 2023

Introductions

- The Executive Committee
 - Jen Asimow, Chair
 - Maeve Massini, Vice Chair
 - Katie Ediger, Secretary
 - Andrew Kerr, Data Analyst
 - Brandon Bumstead, Chair- General Education Assessment
 - Allison Zures, Chair-Co-Curricular Assessment
- Departmental/Unit-Level Liaisons
 - Will all Department/Unit-Level Liaisons stand and introduce yourselves?

Updates Since Fall FDW

- Cultural Responsiveness Report is Complete!!!
 - [Link to Report](#)
- General Education
 - Effective Communication Assessment
 - Inquiry and Analysis
- Newsletter, Fall 2023
 - [Link to Newsletter](#)
- Department/Unit-Level Assessment Updates
 - 4-Phase Study has begun

Cultural Responsiveness-the Pre-Study

The Pre-Study – Cultural Responsiveness (formerly Cultural Competence)

In fall 2019, the committee began a study designed to answer 2 specific questions:

1. In what courses are Cultural Responsiveness SLOs being taught?
2. How are they being assessed?

What did we discover?

Recommendations:

- Broaden Human Diversity courses offered at Truman College.
- Review instructor syllabi for alignment to the master syllabi.
- Develop course-level assessments aligned with course-level SLOs aligned with the CR SLOs.
- Design rubrics with clear connections to the expected SLOs.
- Ensure the CR SLOs are being introduced, practiced and mastered throughout the college and, *at the very least*, in the HD courses
- Investigate whether CR can be instituted across the curriculum.

In addition, the committee recommends additional supports for faculty interested in including Cultural Responsiveness SLOs into their courses. This could be offered as a workshop or a professional development opportunity.

Cultural Responsiveness

Goal #4 Cultural Responsiveness: The student exhibits social and ethical responsibility and is aware of global communities.

Student Learning Outcomes:

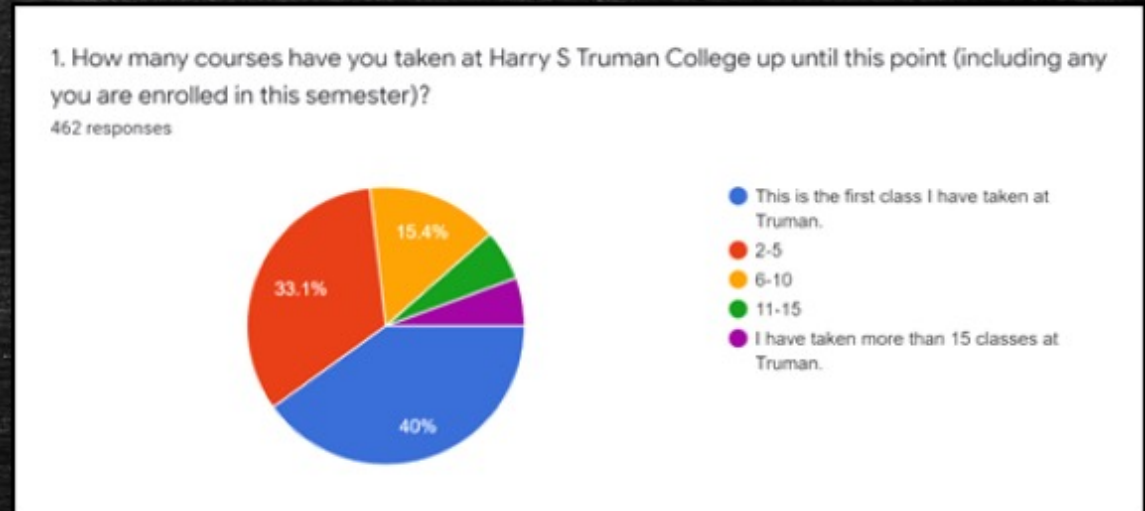
- 1. Identify a variety of moral and/or intellectual perspectives, principles, systems, and structures
- 2. Articulate the impact of cross-cultural and community activities on the lives of others
- 3. Demonstrate understanding of the complexity of elements important to members of another culture or cultures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

The Survey

11 questions

- 8 questions focused how *The Truman Experience* impacted students' cultural responsiveness.
- 3 questions asked students to assess their opportunities to engage with cultural responsiveness in a remote setting.

Who Participated?



- Faculty were asked to post the survey in their Brightspace courses.
- As a result, we had 462 respondents.
- We grouped the responses by time (as measured by courses) spent at Truman.

Cultural Responsiveness-the Highlights

What we Learned

The data revealed that as students spend more TIME STUDYING at Truman, they are more likely to agree with the following statements.

As a result of my time at Truman College I am more aware of my community's unique characteristics.

My experiences at Truman College have helped me to identify and analyze issues within my community.

My experiences at Truman College have helped me to see specific ways that I can be part of solutions to problems in my community.

My experiences at Truman College have prepared me to advocate to community leaders about a community issue.

Due to my experiences at Truman College, I have participated in advocacy or socio-political actions.

Students reported that their time at Truman increasingly influenced the following:

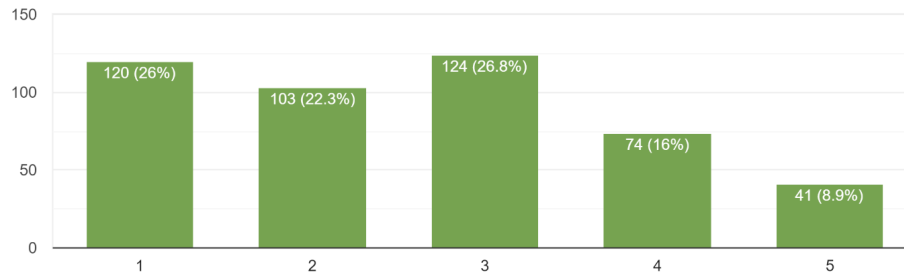
- Racial/cultural awareness
- Openness to having their views challenged
- Ability to work cooperatively with people from diverse backgrounds
- Ability to consider, respect, discuss and negotiate controversial issues in the world from someone else's perspective that differs from my own
- Knowledge about the cultural background of others
- Tolerance of those with beliefs other than their own

However, students reported that their time spent at Truman did not influence their knowledge about their own cultures.

Remote Learning and Cultural Responsiveness

9. Compared to face-to-face classes, how aware are you of your classmates' backgrounds in remote classes?

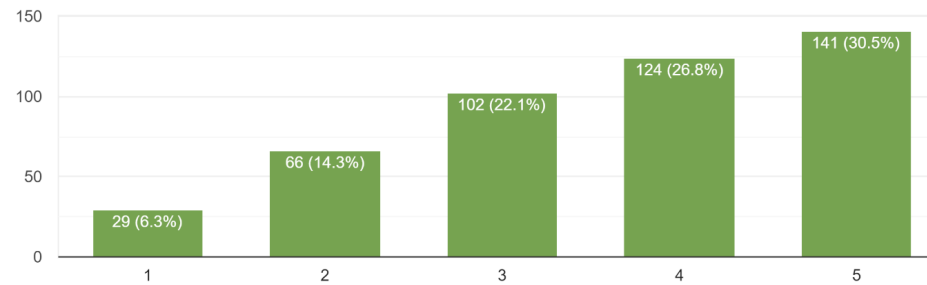
462 responses



1 = Much less aware, 5 = Much more aware

10. How frequently have you been given the opportunity to meaningfully engage with your classmates during remote learning? (For example: g...cussion forums, video chats, pair and share, etc.)

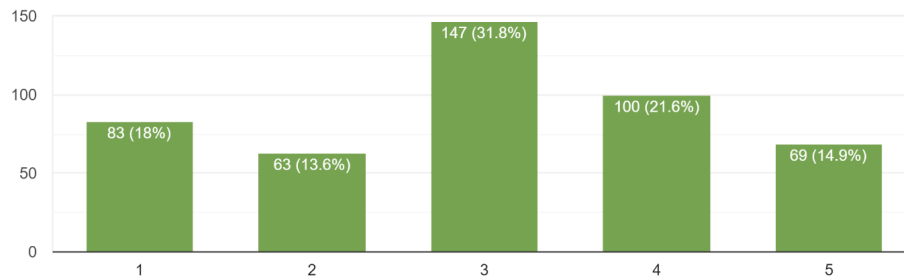
462 responses



1 = Never, 5 = Frequently

11. How would you rate your ability to engage with students whose backgrounds and experiences are different from your own during remote learning?

462 responses



1 = Very Easy, 5 = Difficult

What did we learn?

Conclusions and Recommendations

Conclusions

- The data reveal that students report growing awareness, action, attitude and competence around issues of cultural responsiveness.
- Student growth in the areas of cultural responsiveness increases over time at Truman.
- The data around the remote learning experience indicate that students may not be experiencing the cross-cultural experience and growth that on-campus learning offers.
- Student responses indicate that they are not influenced by their experiences at Truman in learning about their own cultures.
- The data indicate that there is significant growth over time at Truman in students' interpersonal skills, metacognition and awareness of others in terms of cultural responsiveness.

Recommendations for Future Use of the Survey

- Resolve the "Truman experience" into classroom and extracurricular components.
- Students are far less likely to report having gotten more involved in community activities than they are to report having improved their awareness of community issues. Certainly, it may be easier always to change a student's perceptions than to change a student's behavior. It is important to note that, at the time this survey was conducted, students (indeed all the world's population) were not engaging in any activities due to COVID. This may have affected the data.
- Questions 9 – 11 indicate that students taking classes remotely may not be experiencing the cultural wealth of the student population as the on-campus student experience. In the future, questions about remote learning should be adapted to the current teaching modalities.
- A direct assessment of the student learning outcomes associated with the General Education Goal of Cultural Responsiveness in conjunction with this survey may reveal more detailed data.

Inquiry and Analysis – Spring 2023, Fall 2024

College Goal: The student gathers, interprets and analyzes information.

SLO#1: Use appropriate research methodologies

SLO#2: Collect, organize, and analyze information

SLO#3: Identify patterns and relationships

SLO#4: Draw appropriate conclusions from the data

SLO#5: Design and execute studies using discipline-specific research projects/scientific reasoning

- Last assessed in 2010-2011
- Assessed in conjunction with Critical Thinking
- Last report indicated that it was difficult to find artifacts specific to the outcomes

WHAT IF.....

We design our own assessment, specific to this goal, these outcomes, and our students?

For Example: What do you think?

Use appropriate research methodologies

Jay, a sophomore at Rockwell Community College has been assigned a "Community Needs Assessment" in his social sciences class. Specifically, they are expected to identify the strengths and challenges of their communities as to determine what their community needs. Which of the following is the most appropriate way to research his community?

Students have been studying the effects of social media on their study habits, in particular the frequency with which they stop or delay studying to look at social media. One group is studying the effects of Twitter, another is studying the effects of Instagram, and the third group is studying the effects of TikTok. To get the most reliable data, the groups should:

Refugees have been placed in a nearby college dorm while they await more permanent housing. A local agency wants to find out what kinds of clothing or personal items they need while staying in the dorms. What is the best way for the agency to find out the answers to their questions?

How can you help?

For more information, contact:

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Or speak directly to your
department/unit-level liaison

- Participate in department meetings and support your Departmental/Unit-Level Assessment Liaison.
- Stay on top of the Assessment work going on at Truman. Read the Assessment Committee's communiqués.
- Come to the Assessment Meetings (2nd and 4th Thursday of each month – f2f and remote).
- Respond to committee requests when called upon.
- Volunteer to read Effective Writing Artifacts tomorrow (Tue.) with the committee.
- Help us design the Inquiry and Analysis Assessment - We need your expertise.