Welcome Back!

Professional Development Day
Truman Assessment Committee
Jan. 7, 2019

CITY COLLEGES of CHICAGO
Harry S Truman

Agenda

I. Quick Updates

II. Curriculum Mapping

III. Department Assessment

IV. Civic Engagement and Human Diversity

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I. Quick Updates

Truman College Assessment Charge:

c. **To create and sustain an institutional culture** in which it is the College's priority to assure and improve the quality of education each academic program promises and offers

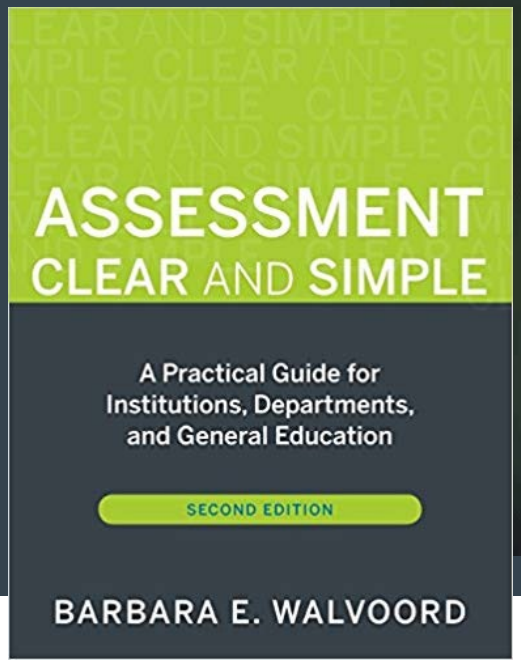
I. Quick Updates

IV. Relationship to the Office of the Chief Academic Officer (CAO)

C. Based on the assessment data, make recommendations to the CAO regarding the improvement of student learning through **pedagogy, curriculum and instructional resources**

I. Quick Updates

2. Assessment Institute @ IUPUI
3. Assessment Fair in Feb. 2018
4. *Assessment: Clear & Simple*



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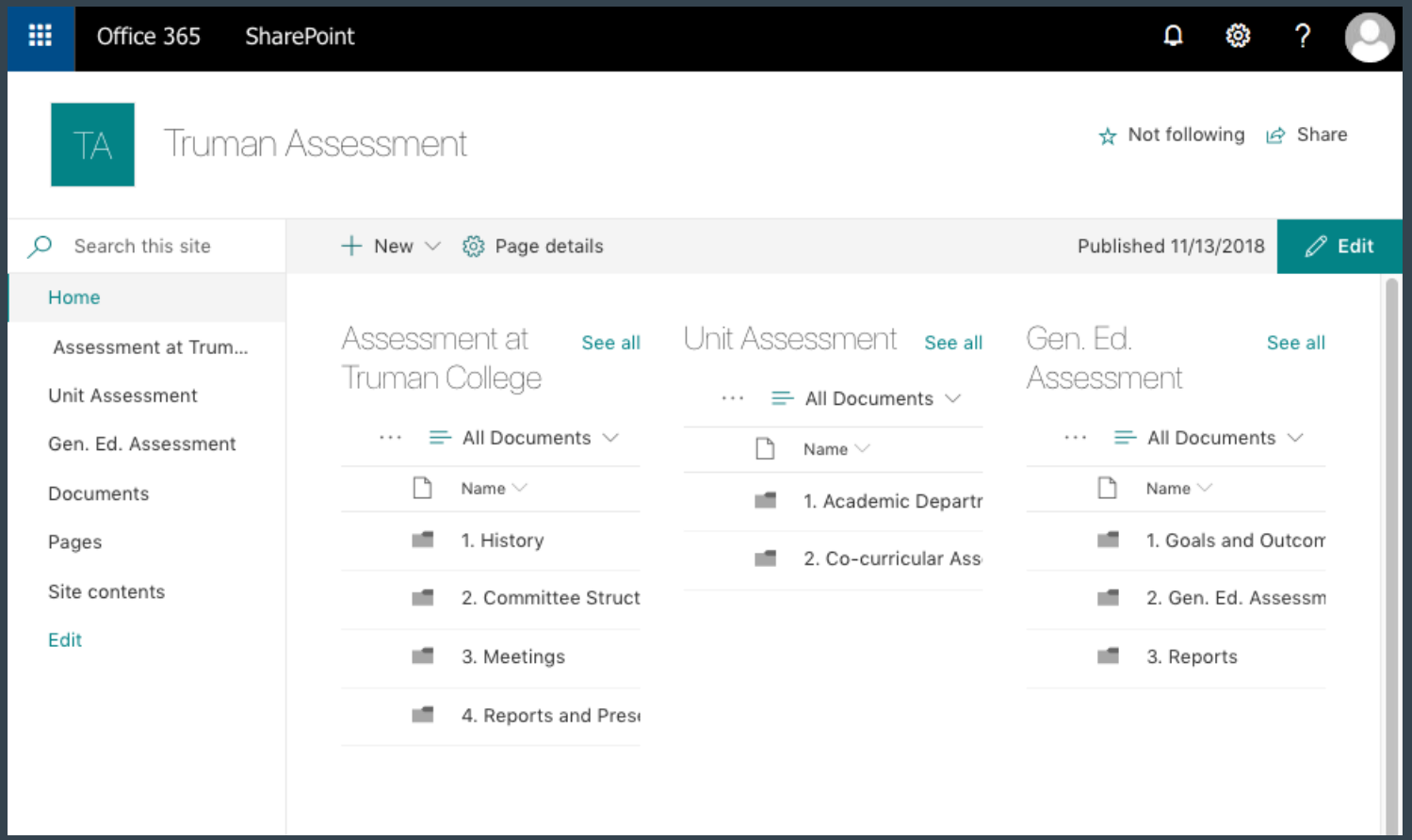
I. Quick Updates



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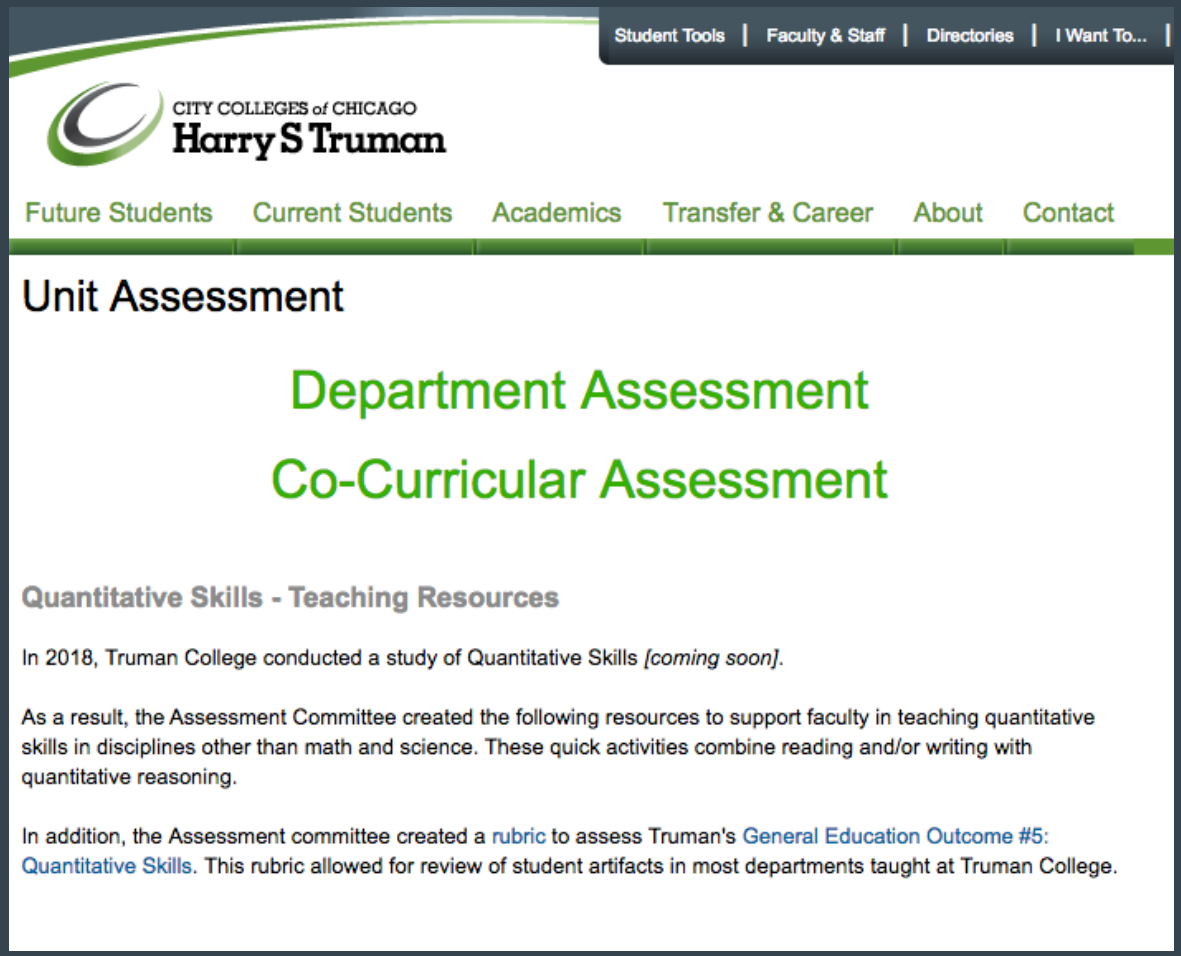
I. Quick Updates



Student Tools | Faculty & Staff | Directories | I Want To...

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Future Students | Current Students | Academics | Transfer & Career | About | Contact

Unit Assessment

Department Assessment

Co-Curricular Assessment

Quantitative Skills - Teaching Resources

In 2018, Truman College conducted a study of Quantitative Skills *[coming soon]*.

As a result, the Assessment Committee created the following resources to support faculty in teaching quantitative skills in disciplines other than math and science. These quick activities combine reading and/or writing with quantitative reasoning.

In addition, the Assessment committee created a rubric to assess Truman's General Education Outcome #5: Quantitative Skills. This rubric allowed for review of student artifacts in most departments taught at Truman College.

I. Quick Updates

Study of Quantitative Skills (SP18 & FA18)

a. Rubric

b. Teaching resource

Quantitative Skills at Truman College

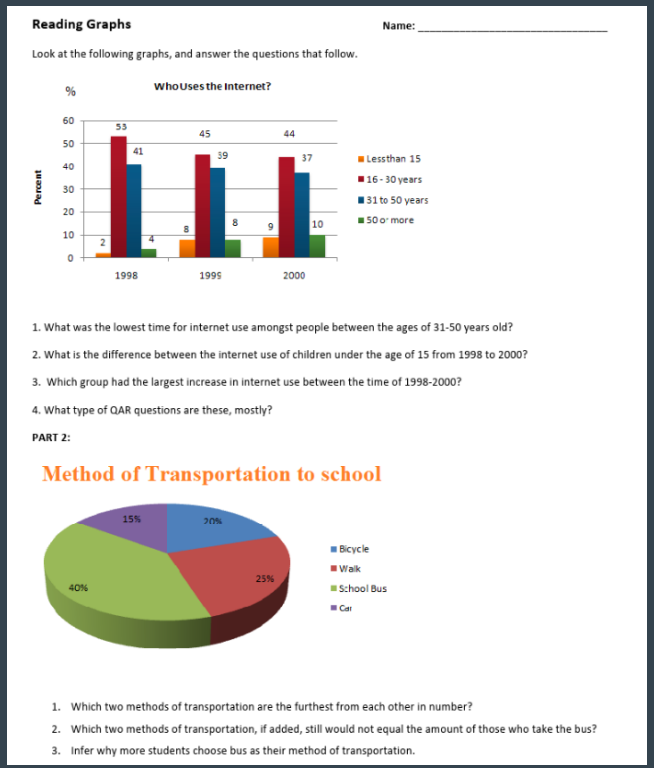
Gen. Ed. Study (2018)

Gen.Ed. Outcome #5: Quantitative skills
Goal: The student considers mathematical models within real-world contexts to make good predictions, judgements, and decisions.

	Completely meets expectations 5	Mostly meets expectations 3	Partially meets expectations 1	Does not meet expectations 0	Not applicable
1. Interpret: Explains quantitative information as having particular meaning or significance	Provides perfectly accurate explanations of information.	Provides mostly accurate explanations of information.	Provides somewhat accurate explanations of information, but occasionally makes minor errors.	Mostly incorrect understanding.	
2. Represent: Converts quantitative information symbolically, visually, numerically, or verbally	Competently converts all relevant information into an appropriate and desired portrayal.	Competently converts most relevant information into an appropriate and desired portrayal.	Resulting portrayal is only partially appropriate or accurate.	Resulting portrayal is inappropriate or inaccurate.	
3. Calculate: Computes or assesses quantities to generate new information	Calculations attempted are all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful OR represent only a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are unsuccessful AND represent only a portion of the calculations required to comprehensively solve the problem.	
4. Analyze: Determine reasonableness of data, evaluate models, recognize limits and draws conclusions	Uses information to correctly draw conclusions; create or defend an argument.	Uses information to draw conclusions; create or defend an argument.	The attempt to draw a conclusion is based on a partially faulty analysis.	Ignores the data.	

What is considered "Quantitative Information" or "Quantitative Skills" will vary by discipline. Some examples:

- Poetry: mathematical imagery, mathematical ideas influencing the structure of the poem (its shape, the lengths of its lines and stanzas, its patterns of rhythm and rhyme)
- Music: Musical notation, counting, rhythm, scales, intervals, patterns, symbols, harmonies, time signatures, overtones, tone, pitch.
- STEM Disciplines: formulas, graphs, tables, schematics



Reading Graphs Name: _____

Look at the following graphs, and answer the questions that follow.

1. What was the lowest time for internet use amongst people between the ages of 31-50 years old?
2. What is the difference between the internet use of children under the age of 15 from 1998 to 2000?
3. Which group had the largest increase in internet use between the time of 1998-2000?
4. What type of QAR questions are these, mostly?

PART 2:

1. Which two methods of transportation are the furthest from each other in number?
2. Which two methods of transportation, if added, still would not equal the amount of those who take the bus?
3. Infer why more students choose bus as their method of transportation.

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Curriculum Mapping

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II. Curriculum Mapping

What is a Curriculum Map?

A method for depicting the alignment within AAS and certificate curriculum, course pre-reqs and co-reqs, and the sequence of courses which prepare students for transfer into a university major

That is, it's a visual representation of what you do in your courses to foster desired knowledge, skills, and values

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Loyola Marymount University

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II. Curriculum Mapping

Applicability at Truman

- General Education
- AAS degrees
- Departments with recommended series of classes leading to transfer (AA and AS)

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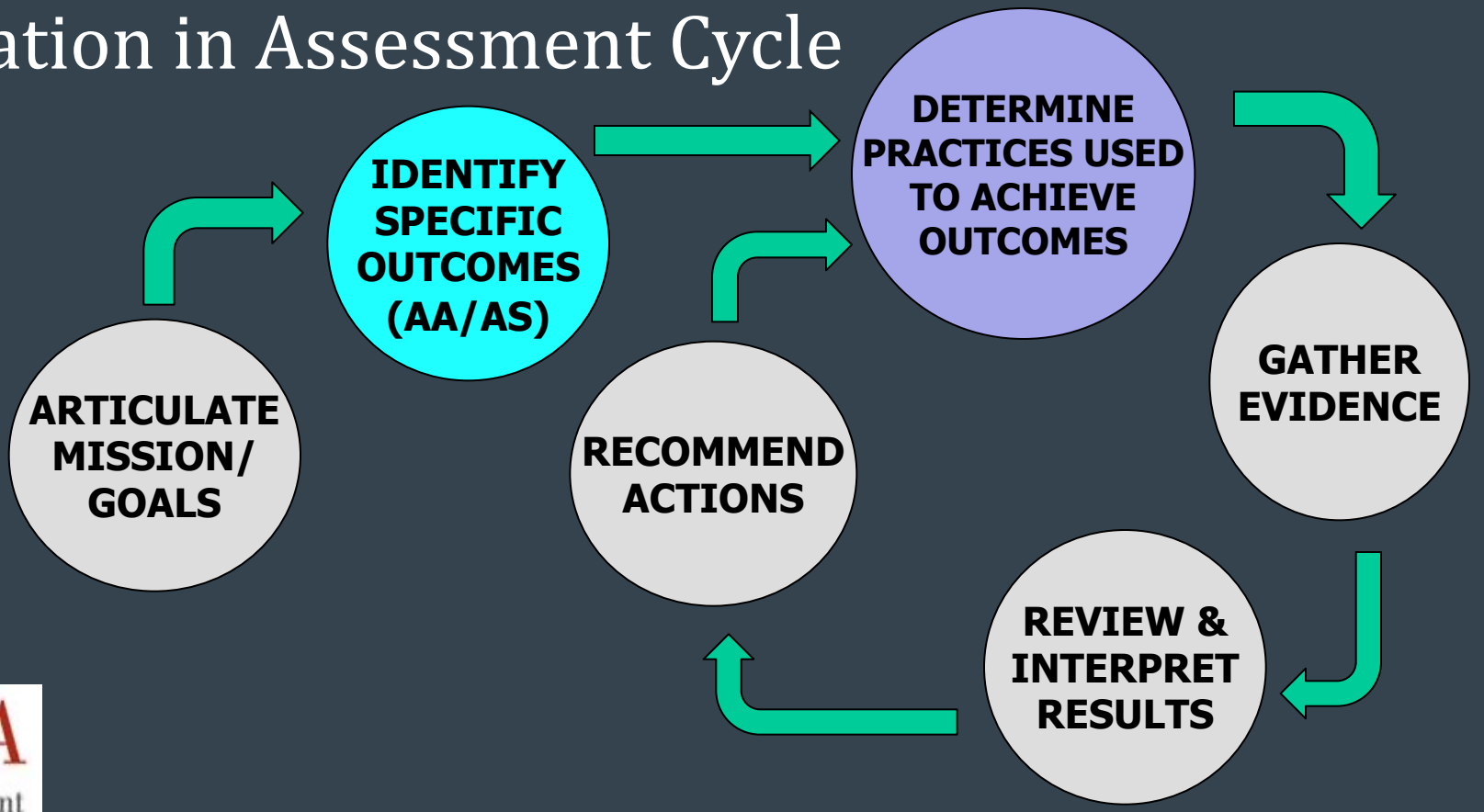
II. Curriculum Mapping

Location in Assessment Cycle



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II. Curriculum Mapping

Creating Maps

- Start with blank table that has learning outcomes along the vertical axis and courses or experiences horizontally across the top

Basic – Is an outcome addressed in a given course?

Intermediate – At what level is an outcome addressed?

Advanced – How is an outcome addressed (e.g., content, pedagogy, assignments)?

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Example: College Success

Outcome	Week 1	Week 2	Week 3	Week 4	/ /	Week 13	Week 14	Week 15	Week 16
1.a) Provide reflection on career/major									
1.b) Explain steps to meet career goals									
1.c) Explain importance of academic advising									
1.d Prepare business communications									

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Example: College Success

Outcome	Week 1	Week 2	Week 3	Week 4	/ /	Week 13	Week 14	Week 15	Week 16
1.a) Provide reflection on career/major	X			X					
1.b) Explain steps to meet career goals						X		X	
1.c) Explain importance of academic advising			X				X		
1.d Prepare business communications	X		X			X			

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Example: College Success

Outcome	Week 1	Week 2	Week 3	Week 4	/ /	Week 13	Week 14	Week 15	Week 16
1.a) Provide reflection on career/major	I			R					
1.b) Explain steps to meet career goals						R		M	
1.c) Explain importance of academic advising			I				I		
1.d Prepare business communications	I, R		I, R			I, R			

I = Introduce R = Reinforce M = "Master"

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Example: INTDSP → ENG

Outcome	INTDSP 101	ENG 101	ENG 102	SPEECH 101
3.b) Analyze and evaluate texts to identify main ideas and supporting elements	I	I, R, M	R, M	
3.e) Communicate orally in an effective and professional manner	I, R	?	?	I, R, M
3.f) Use library and technology resources to gather information	I, R	I, R, M	I, R, M	I, R, M

I = Introduce R = Reinforce M = "Master"

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Example: Biology sequence

Courses and Experiences	Program Learning Outcomes			
	Apply the scientific method	Develop laboratory techniques	Diagram and explain major cellular processes	Awareness of careers and job opportunities in biological sciences
BIOL 101	I	I		I
BIOL 202	R	R	I	
BIOL 303	R	M, A	R	
BIOL 404	M, A		M, A	R
Other: Exit interview				A

R·I·T Rochester Institute of Technology

"I"=Introduced; "R"=reinforced with practice; "M"=mastery at the exit level; "A"=assessment evidence collected

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Child Dev and NAEYC

	NAEYC Standards																					
Course & Assessment	**1a**	**1b**	**1c**	**2a**	**2b**	**2c**	**3a**	**3b**	**3c**	**3d**	**4a**	**4b**	**4c**	**4d**	**5a**	**5b**	**5c**	**6a**	**6b**	**6c**	**6d**	**6e**	**7a**	**7b**
KA 1: Observation CD 101	X	X	X	X				X	X	X													X	X
KA 2: Child Study CD 201	X	X	X	X				X	X	X													X	X
KA 3: Philosophy CD 120 & 258																		X	X	X	X	X		
KA 4: Activity Plan CD 259			X			X	X			X	X	X	X	X	X	X	X						X	X
KA 5: Family/Practitioner Interview CD 262		X	X	X	X	X				X													X	X
Key Element Totals	2	3	4	3	1	2	1	2	2	4	1	1	1	1	1	1	1	1	1	1	1	1	4	4
Standard totals	9			6			9				4				3			5					8	

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II. Curriculum Mapping

Why Map Curriculum?

"Curriculum mapping provides an opportunity for faculty to focus on their program's curriculum and ensure that it is designed to produce their desired educational outcome."

Jill Allison Kern, PhD,

Director of Assessment and Accreditation

Eastern Washington University

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II. Curriculum Mapping

Why Map Curriculum?

"Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses."

"An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project."

Uchiyama, K.P. & Radin, J.L. Innov High Educ (2009) 33: 271. https://doi.org/10.1007/s10755-008-9078-8

II. Curriculum Mapping

10 minute activity!

Convene with your department colleagues to discuss:

1. **What will be the most useful applications of curriculum mapping for your department?**

2. **What course sequences already exist within your department that lend themselves to mapping?**

3. **To what extent has your department already implemented curriculum mapping?**

Unit Assessment: Academic Departments

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III. Dept. Assessment

1. At-a-Glance (completing AY19)

Humanities Department (At a Glance)

Core Assessment Practices:
- Humanities – multi-course assessment project (2014, plans 2016)
- World Languages – Program growth & ACTFL proficiency evaluation
- Fine Arts – review of common assessment measures and SLOs across Art 103

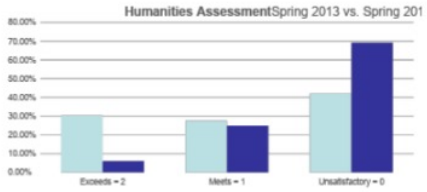
ART 103 Assessment & SLOs Review

Commonalities Across Sections/Faculty: Writing assignments, class activities/participation, quizzes, projects, oral presentations, and exams

- Analyze and write critically about works of art
- Determine the style and historical context of specific works of art studied in the course
- Express themselves using vocabulary and terms necessary in the study of aesthetics
- Identify the elements of art in a work
- Recognize the role of the artist in the society and the use of art for social and political statement and impetus for change

Humanities Multi-Course Assessment Project
- Implemented in 2013-2014
- Norming/Expansion in 2016

Example Question (adapted to fit different texts/terms):
Lorraine Hansberry's Raisin in the Sun *represents the literary/theatrical style of* ***realism****. Describe the historical circumstances out of which this style was born, using the drama as an example.*



- Challenge:
  - difficult to administer each semester across multiple sections
  - Need to norm common rubric with all Humanities faculty
- Plans: implement in Fall 2016, use data to compare current students to Fall 2014 students

1

Child Development (At-a-Glance)

Summary:
- What do we know about Student Learning in our department?
  - Capstone course assessment: Teacher Action Research
  - One standardized assessment per course (implemented in all sections at all colleges)
  - Standardized assessment, course and program outcomes fully aligned to national standards set forth by the National Association for the Education of Young Children, NAEYC.
  - Program is accredited by NAEYC and earned entitlement through Illinois Network of Childcare Resource and Referral Agencies, INCCRRA.
- How do we share it with our community?
  - Standardized rubrics and data reports submitted annually to NAEYC
  - Advisory Council
- What do we do with this information?
  - Inform rubric and curriculum development
  - Seek insight and support regarding student learning data from advisory board. For example: implementation of conflict resolution in CHLD DV 262 and resource sharing to build students' interpretation skills

inccrra — Illinois Network of Child Care Resource & Referral Agencies

Key	
I	Introduced
P	Practiced
M	Met

Program Outcome:	101	107	109	120	143	149	220	1258	259	262
promote child development and learning	I	I	I	I	P	I	P	M	M	P
analyze various strategies for building family and community relationships	I	I	I	I			P	P	M	M
apply various techniques for observing, documenting, and assessing to support young children and families	I			I			M	P	M	P
use a wide array of developmentally appropriate teaching strategies		I	P	I	P	P		M	M	
build meaningful curriculum for young children based on content knowledge			I		P	P		P	M	
demonstrate the use ethical guidelines and other professional standards related to early childhood practice.	I	I		I			P	P	M	P
integrate developmental theory and appropriate practice in field experiences with at least 2 age groups, in a variety of settings that offer early childhood education.	I	I	I	I	P	P	P	P	M	P

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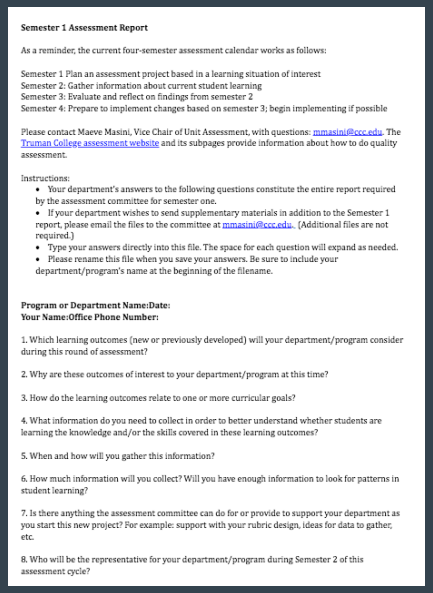
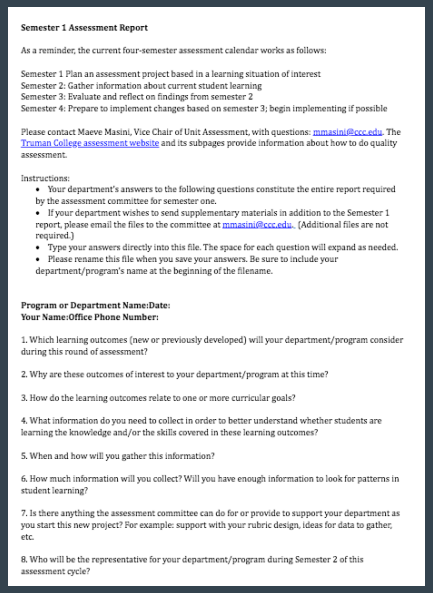
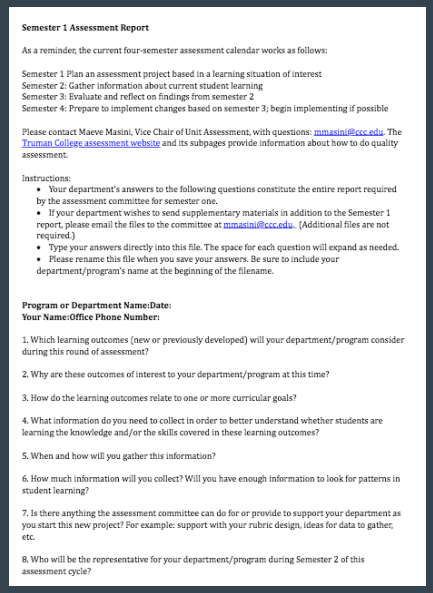
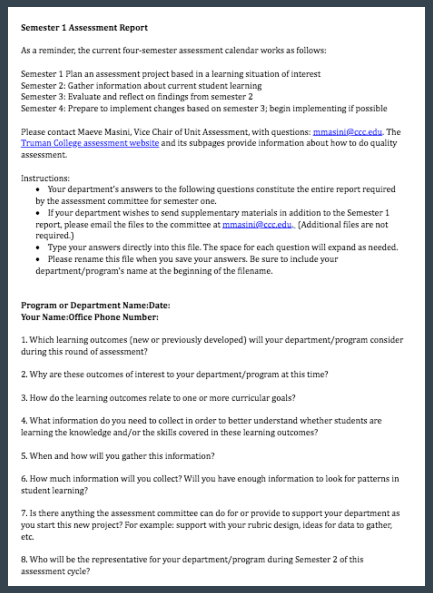
III. Dept. Assessment

2. New 4-Semester Cycle (beginning FA19)

Plan	Gather	Evaluate	Implement
			
FA19	SP20	FA20	SP21

Semester 1 Assessment Report

As a reminder, the current four-semester assessment calendar works as follows:

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

Please contact Maeve Masini, Vice Chair of Unit Assessment, with questions: mmasini@ccc.edu. The Truman College assessment website and its subpages provide information about how to do quality assessment.

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 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.

Program or Department Name:Date:
Your Name:Office Phone Number:

1. Which learning outcomes (new or previously developed) will your department/program consider during this round of assessment?

2. Why are these outcomes of interest to your department/program at this time?

3. How do the learning outcomes relate to one or more curricular goals?

4. What information do you need to collect in order to better understand whether students are learning the knowledge and/or the skills covered in these learning outcomes?

5. When and how will you gather this information?

6. How much information will you collect? Will you have enough information to look for patterns in student learning?

7. Is there anything the assessment committee can do for or provide 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?

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Civic Engagement and Human Diversity

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IV. Civic Engagement + HD

Student Learning Outcomes: (NEW Outcomes as of SP12)

1. **Analyze** contemporary multicultural, global, and international questions in a diverse setting. **Southwest corner →**

2. **Acknowledge** and **respect** that there are various ways of thinking, communicating, and interacting, for example, by working with culturally diverse groups towards a larger goal. **Northwest corner →**

3. **Identify** diverse moral and intellectual perspectives, principles, systems, and structures. **← Northeast corner**

4. **Articulate** the value of cross cultural and community activities and their impact on the lives of others. **← Southeast corner**

How can we improve these outcomes?

1. **Analyze** contemporary multicultural, global, and international questions in a diverse setting. **Southwest corner →**

2. **Acknowledge** and **respect** that there are various ways of thinking, communicating, and interacting, for example, by working with culturally diverse groups towards a larger goal. **Northwest corner →**

3. **Identify** diverse moral and intellectual perspectives, principles, systems, and structures. **← Northeast corner**

4. **Articulate** the value of cross cultural and community activities and their impact on the lives of others. **← Southeast corner**

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