





Truman College Assessment Committee AY 2017-2018 Report

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.

The Assessment of
Student Learning
at Truman



CITY COLLEGES of CHICAGO
Harry S Truman
Education that Works

773.907.4000
1145 W. Wilson Ave., Chicago, IL 60640
WWW.CCC.EDU/TRUMAN

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.

General Education Outcomes Programs (Degrees and Certificates)

- Written and Oral Communication
- Inquiry and Analysis
- Critical Thinking
- Civic Engagement and Human Diversity
- Quantitative Skills

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Outcomes of Goals & Deliverables AY 2017-2018

Goal	Notes
Fill Vice Chair of Unit Assessment position	✓
Plan and conduct GenEd study of Inquiry & Analysis (#2) and Critical Thinking (#3)	✓
Schedule Dept. At-a-Glance discussion sessions for AY 2017-2018	The Vice Chair of Unit Assessment will continue to collaborate with department representatives to define, revise, and strengthen departmental assessment goals and outcomes (see AY18 goals)
Complete Study of Critical Thinking and Inquiry & Analysis: Evaluate artifacts and compile evaluator feedback (FA17), generate and share report on key findings (SP18)	✓
Plan Study of Quantitative Skills	✓
Access HLC Assurance System to begin preparing Evidence File and Assurance Report	✓
Organize Assessment internal files and public webpage for college/accreditors/wider public	The Archivist will continue to update internal and external Assessment documents (see AY18 goals)
Continue building IGNITE! presentation archive	✓

Upcoming Goals and Deliverables for AY 2018-2019

Goal: Increase Assessment Committee Knowledge & Activities

- Update deliverables for Assessment Committee department representatives
- Create new member orientation and on-campus PD
- Increase frequency of assessment committee meetings to twice monthly
- Learn Brightspace Assessment tools
- Executive Committee attend assessment Institute conference at IUPUI/ presents to faculty at January All faculty Assessment Meeting
- Poster session at FDW 19
- Executive Committee meets once / per month for planning and evaluation of project progress

Goal: Increase Assessment Knowledge and Activity within Departments/ Disciplines

- Gather information and record assessment practices at the multi-section and cross-course disciplinary level.
- Establish a record of ongoing assessment practices at the disciplinary level
- Model different assessment efforts to other department representatives on the Assessment Committee
- Promote quality assessment practices across Truman College
- Provide instruction on Brightspace Assessment tools
- Find more opportunities for continuous improvement based on results of recent Gen Ed Studies

Upcoming Goals and Deliverables for AY 2018-2019 (continued)

Goal: Complete Study of Gen Ed: Quantitative Skills

- Evaluate artifacts and compile evaluator feedback (FA18)
- Generate and share report on key findings (SP19)
- Present findings at January All-Faculty Assessment PD
- Plan for closing the loop for improvement based on findings

Goal: Plan Study of Gen Ed: Civic Engagement and Human Diversity

- Review outcomes and process from previous Study of Civic Engagement and Human Diversity (FA18)
- Design appropriate study parameters using input from faculty, staff, and admin (FA18)
- Update rubric and conduct course sample (SP19)
- Collect student work samples for FDW19 evaluation (SP19)

Goal: Organize Assessment Committee internal files and public webpage for college/accreditors/wider public

- Contribute to the creation of HLC Assurance Argument and Evidence Files, especially criteria 4
- SharePoint files indexed and easily searchable
- Web page built and populated with current information
- Complete AAS student learning outcome goals collection and post

General Education Assessment AY 2017-2018 Study Timelines, Data and Outcomes



General Education Assessments Timetable

Study of Critical Thinking and of Inquiry & Analysis - Completed AY17

- Departmental evaluation of sampled student work (Aug. 2017)
- Compile and analyze quantitative and qualitative evaluator feedback (Sep.-Oct. 2017)
- Revise outcomes and rubrics based on study findings (Nov. 2018)
- Report and share study findings with faculty and staff (Jan. 2018)

Quantitative skills - Begun AY17

- Explore assessment options for Quant. skills (Oct.-Dec. 2017)
- Conduct all-faculty workshop on Quant. skills, led by Math faculty (Jan. 2018)
- Create rubric for assessing Quant. skills (Feb.-Mar 2018)
- Generate structured sample, faculty letters, section rosters (Mar.-Apr. 2018)
- Collect student work samples (artifacts) (May 2018)
- See AY19 goals for completion timeline



Critical Thinking Inquiry and Analysis

Research Goal: During Spring and Fall 2017, the Assessment Committee sought to evaluate students' skills in inquiry & analysis and critical thinking, and to gather faculty perspectives on the challenges and opportunities of assessing these skills.

Study Process & Timeline Initiated Spring 2017

- Jan** Study launch during all-faculty ProDev day
- Feb – Mar** Course sampling: 10 classes in 8 different disciplines
- Apr – May** Collection of student artifacts, anonymizing, and printing
- Aug** Assessment Day
 - **Evaluators:** All full-time faculty gathered for a morning of artifact evaluation within their departments
 - **Quantitative Data:** Evaluators scored each artifact from 1-3 (3 – Exceeds expectations, 2 – Meets Expectations, 1 – Does not meet expectations)
 - **Qualitative Data:** 5-question evaluator survey to collect feedback, concerns, and suggestions

Subject	Course Num.	# of Artifacts
Biology	121	16
Microbio	233	12
Chemistry	121	10
English	101	10
English	102	4
Speech	101	6
History	112	12
Psych	213	5
Math	125	5
Math	207	5
Total: 85 artifacts		

Notes on the Study's Parameters, Challenges and Results

- This Gen.Ed. Study sought to gain a better understanding of **broad trends in students' ability to perform inquiry & analysis and to demonstrate critical thinking skills** (student strengths / weaknesses & faculty perspectives)
- **Student IDs *not* collected** due to small sample size (1 section) for several disciplines.
 - (This limited any student demographic analysis.)
- **Conducting two studies simultaneously proved challenging**
 - Locating assignments that produce student work samples demonstrating both sets of skills **restricted courses eligible for sampling**
 - Inconsistencies during collection of student work samples led to **fewer usable artifacts**
- Definitions of “inquiry & analysis” and “critical thinking” **vary widely across disciplines**
 - Challenge of using a **common Gen.Ed. rubric** for student work samples with different assignment expectations
 - Challenge of **forgoing a group norming session** with all faculty, due to departmentally-specific student work samples

- This study ***does not*** offer comment on individual student's abilities
- This study ***does not*** offer comment on individual faculty members

As a result of this study, the Assessment Committee will take the following actions for future studies:

- **Provide** a draft rubric to faculty participants to ensure quality student work samples
- **Collect** assignment instructions, plus answer key(s), when necessary.

Rubric Data: Inquiry & Analysis

Criterion	Bio 121	Micro 233	Chem 121	Math 125	Math 207	Eng 101	Eng 102	Speech 101	History 112	Psych 213	Mean with zeros (NA) eliminated
1. Use appropriate research methodologies	2.6	2.39	1.79	0	1.3	0.95	1.75	1.43	1.37	1.91	2.04
2. Collect, record, and organize data	2.52	2.33	1.9	0	1.25	1.86	1.94	1.79	1.71	2.27	2.01
3. Identify patterns and relationships	2.44	2.28	1.4	0	1.2	1.76	1.94	1.86	1.71	2.27	1.89
4. Draw conclusions from the data	2.17	2.31	1.5	1.45	1.5	1.71	1.94	1.5	1.66	2.18	1.81
5. Design and execute discipline-specific research projects or studies using scientific reasoning	0	0	0.1	0	1.25	0	1	0.36	0.66	1.09	1.5

Mean scores

Evaluator scores for criteria #1 and #2 indicate **students meet expectations with introductory skills**.

Scores are slightly below meeting expectations with intermediate skills (criteria #3 and #4). See slide 11 for analysis of criteria #5.

Bio 121 and Microbio 233

Faculty evaluators indicated that **Biology students meet or exceed expectations** for all criteria.

One observation is that these Gen.Ed. outcomes, especially the processes of inquiry and analysis, align with learning outcomes in Biology courses.

Rubric Data: Inquiry & Analysis

Criterion	Bio 121	Micro 233	Chem 121	Math 125	Math 207	Eng 101	Eng 102	Speech 101	History 112	Psych 213	Mean with zeros (NA) eliminated
1. Use appropriate research methodologies	2.6	2.39	1.79	0	1.3	0.95	1.75	1.43	1.37	1.91	2.04
2. Collect, record, and organize data	2.52	2.33	1.9	0	1.25	1.86	1.94	1.79	1.71	2.27	2.01
3. Identify patterns and relationships	2.44	2.28	1.4	0	1.2	1.76	1.94	1.86	1.71	2.27	1.89
4. Draw conclusions from the data	2.17	2.31	1.5	1.45	1.5	1.71	1.94	1.5	1.66	2.18	1.81
5. Design and execute discipline-specific research projects or studies using scientific reasoning	0	0	0.1	0	1.25	0	1	0.36	0.66	1.09	1.5

Criterion 5: Zeroes and ones

As a result of this Gen.Ed. study, the Committee **voted to remove “design”** from criterion 5.

Students in 100- and 200-level courses are expected to “execute discipline-specific research,” but not to design the projects themselves.

Math 125

The assignment provided didn’t match the study outcomes, resulting in zeroes. For the next Gen.Ed. Study, the ‘Not Applicable’ category will not be weighted, so zeroes won’t artificially suppress scores. Likewise, Math faculty will vet the artifacts submitted for evaluation.

Rubric Data: Critical Thinking

Criterion	Bio 121	Micro 233	Chem 121	Math 125	Math 207	Eng 101	Eng 102	Speech 101	History 112	Psych 213	Mean with zeros (NA) eliminated
1. Formulate a hypothesis/thesis	2.13	2.17	0.39	1.7	1.2	2	1.81	2	1.86	1.45	1.95
2. Establish criteria for evaluation and select or construct a method for testing the hypothesis	2.29	2.22	1.77	1.8	1	0.29	0.44	1.36	1	1.55	1.88
3. Reason from sound premises to a valid conclusion	2.27	2.24	1.46	1.4	1.3	1.81	1.69	1.79	1.69	2.09	1.8
4. Apply knowledge to new situations	2.17	2.31	1.58	1.45	1.2	1.86	1.5	1.79	1.06	1.91	1.83
5. Synthesize knowledge	0	0	0.76	0.05	1.25	1.38	1.94	1	1.54	2	1.56

Bio 121 and Microbio 233

Scores in Biology 121 and Microbio 233 indicate that students **exceed expectations in every criteria**, except “Synthesize knowledge.” This indicates close alignment between Biology course outcomes and Gen.Ed. outcome #3 (CT).

English 101 > English 102 ?

Scores seem to indicate lower performance for students in English 102, than in English 101.

Prof. Farrell helpfully explained that **lower 102 scores are not statistically significant**, and perhaps not cause for alarm. (IGNITE! #12)

Case Study: Assessment in the Humanities

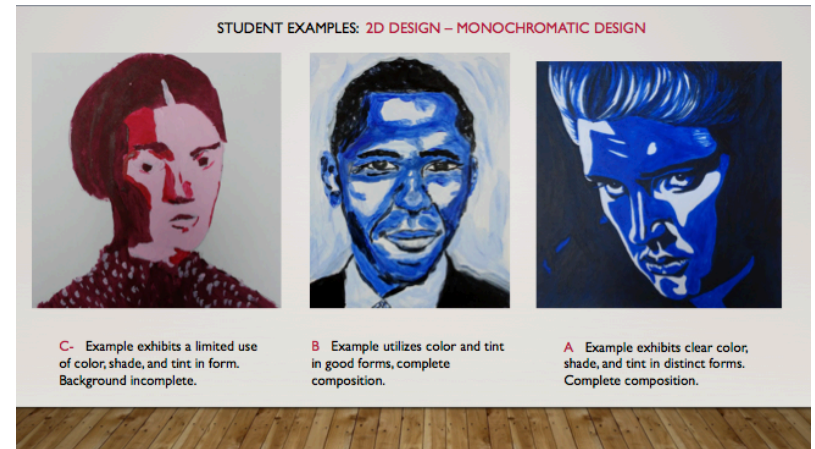


Assessment in the Humanities

Challenge during evaluation day (FDW17)

- Written samples of student work **did not fully represent** achievement of learning outcomes in Humanities
 - student work is often **performative** and not easily documented
 - student work is **creative**, often intuitive, and does not always adhere to strictly logical progression
 - it is also often **interpretive**, cultivating informed preferences and opinions

In Humanities courses, students learn to work collaboratively and individually to perform, create, and interpret, some of **the most advanced skills in Bloom's taxonomy**.



Student work in visual arts courses is evaluated on variety, proficiency, and extent of techniques demonstrated (slide courtesy Prof. Stephanie Roberts)

Humanities Assessment Showcase and Workshop

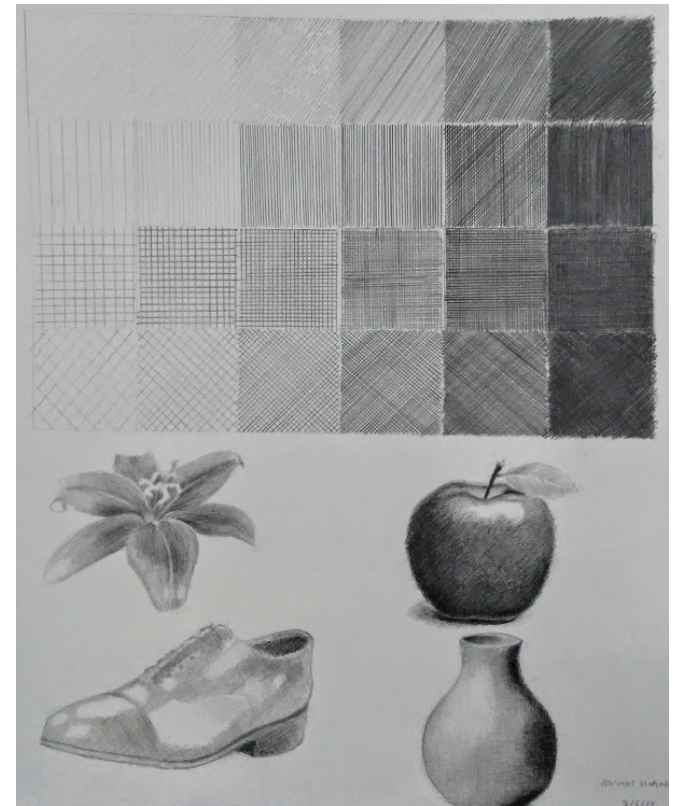
Nov. 16 2017: Humanities faculty convened to discuss assessment methods

Numerous disciplines represented, including **Spanish, French, Music, Visual Arts, Religion, and Philosophy**

Assessment methods emphasize multimodal practice, feedback processing,

Potential Opportunity to assess skills and knowledge endemic to Humanities across all departments; for example:

- Critical and creative thinking
- Self-authorship and storytelling
- Metaphorical reasoning
- Embodiment and sensory exploration
- Artistic production
- Interpretive listening



Assessment of General Education Outcome

Quantitative Skills
AY 2017-2018
(in progress)

Assessing Gen Ed Outcome Quantitative Skills

Data Collection and Next Steps

- Online Rubric (quantitative data):
<https://docs.google.com/forms/d/1u8VsQxWqNEla1uRIPADfF539SFKT4UxoWgr3SRM8k9U/edit>
- Online Evaluator Survey (qualitative feedback)
<https://docs.google.com/forms/d/1u1NhKvzLHyGiPrF9kCNYuGvK22NORoVc0nC5RcVFI5M/edit>
- Aug. 2018: Departmental evaluation of student work samples
- Sep.-Dec. 2018: Evaluate data and generate report
- Jan. 2019: Share study results with faculty and staff





Other Ongoing Initiatives

At-a-Glance Initiative

- **Goal:** Document the wide array of assessment practices conducted across Truman's Academic Department, helping faculty in each department to highlight core assessment efforts and to consider ways of enhancing those efforts in the next academic year
- **Structure:** Departments meet with Assessment Committee representatives to discuss ongoing challenges, opportunities, and ideas for improvement during AY2018.
- *The At-a-Glance project is not evaluative nor a public-facing report. It is a committee-based project aimed at collegial sharing of assessment practices and cooperative improvement for the benefit of teaching, learning, and assessment at Truman.*

IGNITE! Presentation Initiative

Since March 2015, Assessment Committee meetings begin with an IGNITE! Presentation : 5 slides in 5 minutes, with 5-10 min. group discussion

Primary Goals:

- Develop interest, excitement, curiosity, & access into teaching & learning assessment practices
- Showcase innovative teaching practices, tenure-track projects, in-class LC assessment, etc.
- Build an archive of Faculty Development Week-ready mini-presentations

AY 17-18 Presentations:

IGNITE! #13: Diego Baez – “Testimonios from College Success”

IGNITE! #14: Ana King and Derek Lazarski– “Reading to Write (RTW) Placement Test Prep”

IGNITE! #15: Maggie Ayala– “Improving Learning Environments: Examining Culture and Climate”

IGNITE! #16: Joe Farrell – “Statistical Significance in Data Sets”

IGNITE! #17: DeShaunta Stewart – “Using Adjunct Faculty Evaluations to Build Professional Development

Presentations



Internal

- **“Update on Assessment Update and Evaluation of Artifacts for GenEd Study (Outcomes #3 + 4)”**
Diego Baez and Dept. Assessment representatives, FDW 2017 (all-faculty session), 17 Aug 2017
- **“Quantitative Skills in Every Discipline”**
Rachel Johnson, Faculty PD Keynote, Jan. 8 2018
- **“Assessment Update and GenEd Study Preview (Outcome #5)”**
Rachel Johnson, Faculty PD Keynote, Jan. 9 2018

External

- **“An Ambitious Undertaking: Assessing Inquiry & Analysis and Critical Thinking”**
Diego Baez and Maeve Masini, IL Assessment Fair at Joliet Junior College, Feb. 23 2018
- **“An Ambitious Undertaking: Assessing Inquiry & Analysis and Critical Thinking”**
Diego Baez and Maeve Masini, CCC Impact Summit, Apr. 13 2018

Assessment Committee General Information



Committee Members

- Maggie Ayala (Social Sciences)
- Angela Cotromanes (Child Development)
- David Conda (Cosmetology)
- Diego Báez (College Success)
- Akbar Ebrahim (Biology)
- Joseph Farrell (Physical Science & Engineering)
- Rachel Johnson (Mathematics)
- Richard Keitel (Humanities)
- Ana King (Communications)
- Sarah Ladino (Communications)
- Derek Lazarski (Office of Instruction)
- Susan Marcus (Office of Instruction)
- Maeve Masini (Mathematics)
- Leone McDermott (Library)
- Farzana Najam (Biology)
- Maureen Pylman (Institutional Research)
- Elion Seitllari (Automotive Technology)
- Dianne Torres (Humanities)
- Helen Valdez (Mathematics)

Assessment Executive Committee Positions

Executive Committee AY 2017-2018

- Chair – Diego Baez
- Vice Chair of Unit Assessment – Maeve Masini (SP18)
- Archivist – Maggie Ayala

Executive Committee AY 2018-2019

- Faculty Chair – Diego Baez
- Faculty Vice Chair of General Education Assessment – *Currently open*
- Faculty Vice Chair of Unit Assessment – Maeve Masini
- Faculty Archivist – Maggie Ayala
- Administrative – Dr. Susan Marcus

Committee Meeting Dates Minutes Available

- **AY 2017-2018 Truman Assessment Committee Meetings (1st Thursdays)**
 - Meetings: Sep. 7, Oct. 5, Nov. 2, Dec. 7, Feb.1, Mar. 1, Apr. 5, May 3
 - All meeting summaries available on TR Assessment webpage

- **AY 2017-2018 All-faculty Assessment Workshops**
 - Aug. 17 and Jan. 9

- **District Assessment Team:**
 - Meetings: Feb. 28, Apr. 4, May 9

Committee Meeting Agenda

Recurring Items

1. Housekeeping (attendees, minutes, agenda, announcements)
2. IGNITE Presentation: Assessing Teaching & Learning in the Classroom
3. General Education assessment
4. Assessment in the Disciplines
5. Individual committee member reports/concerns/ideas