

# Truman College Assessment Committee

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REPORT ON ACADEMIC YEAR 2015

GEOFF MARTIN (CHAIR)

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# Assessment Committee Information

## Academic Year 2015

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# Members – Fall 2014/Spring 2015

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- Marwan Amarin (Biology)
- Diego Baez (College Success)
- Kate Connor (Child Dev. & Education)
- Mike Davis (Education & Chemistry)
- Akbar Ebrahim (Biology)
- Cari Hennessy (Institutional Research)
- Joshua Jones (Social Science)
- Ana King (Communications)
- Nick Lim (Library)
- Derek Lazarski (Academic Support Services)
- Geoffrey Martin (Communications)
- Leone McDermott (Library)
- Sarah McLaughlin (Communications)
- Sweet Mordi (Nursing)
- Farzana Najam (Biology)
- Harry Sdralis (Biology)
- LaSandra Skinner (Business)
- DeShaunta Stewart (Office of Instruction)
- Helen Valdez (Mathematics)
- Joy Walker (Physical Science)

# Committee Charge

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*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



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**Harry S Truman**

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[WWW.CCC.EDU/TRUMAN](http://WWW.CCC.EDU/TRUMAN)

# Meeting Schedule

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- ❑ FY15 Truman Assessment Committee Meetings (first Thursday of the month):
  - Fall 2014 Meetings: 04/09, 02/10, 06/11, 04/12
  - Spring 2015 Meetings: 05/02, 05/03, 02/04, 07/05
  - All agendas and meeting minutes uploaded to SharePoint (pending approval of final 07/05 meeting minutes)
  
- ❑ Off-Cycle Meetings with District Officers:
  - October 31, 2014: GenEd Assessment meeting with Jonathan Keiser (then Executive Director of Academic Development) & 7 committee members
  - April 29, 2015: Truman College Assessment update with Keith Werosh (Manager, Student Outcomes Assessment), Susan Marcus (Dean of Instruction), & Geoff Martin (Faculty Chair of Assessment)

# Meeting Agenda Items

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## □ Assessment Committee Meeting Agenda Structure:

1. General meeting tasks (approval of previous meeting minutes, electing committee representatives, SharePoint & web updates, Chairs Meeting updates, etc.)
2. Assessing Teaching & Learning in the Classroom (detail slide 8)
3. Administrative Assessment (detail slide 9)
4. Assessment in the Disciplines (detail slides 10-15)
5. General Education assessment (detail slides 16-21)
6. Individual committee member reports/concerns/ideas

# Detail for Agenda Item #2

## Assessing Teaching & Learning in the Classroom

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- Beginning March 2015, each meeting begins with one faculty member sharing an IGNITE presentation (5 slides in 5 minutes, with 5-10 min. group discussion)

### Primary Goals of IGNITE Presentations:

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

### □ Spring 2015 Presentations:

1. IGNITE #1: Diego Báez – “Three Assessments from College Success”
2. IGNITE #2: Naveen Aman – “Ebola: A Study of a Global Health Issue”
3. IGNITE #3: Mike Davis – “Group Testing: More Quizzes, Less Work, Better Assessment”



## Detail for Agenda Item #3

# Administrative Assessment

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- Gives the Office of Instruction, Institutional Research, and Academic Support Services the opportunity to bring assessment data, reports, & processes to the notice of the committee for added discussion, commentary, and information-sharing

### Spring 2015:

- FY 2014 Statistical Digest for TR & CCC (Office of Instruction, Institutional Research)
- OpenBook - faculty needs, requests, & trainings (Institutional Research)
- Adjunct Assessment Rubric & Process (Office of Instruction)

# Detail 1/6 for Agenda Item #4

## Assessment in the Disciplines

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### GOALS:

- 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
- Build to a more coordinated internal reporting structure

# Detail 2/6 for Agenda Item #4

## Assessment in the Disciplines

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### Biology:

- ❑ Tracks pre- and post-testing for BIO 121, 226, and 227
- ❑ Student Assessment of Learning Gains (SALG) data tracked across Biology department and compared to national SALG data

### Child Development:

- ❑ Assessment and curriculum meeting with community stakeholders, April 2015
- ❑ Implemented: 1 required assignment/course (helping onboard new adjuncts)
- ❑ Beginning: research online assessment analysis systems with 4-year partners

Detail 3/6 for Agenda Item #4

# Assessment in the Disciplines

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## Communications:

- Program Assessment of all English students by portfolio evaluations reflections
- Faculty submission of portfolio and grade data, as well as reflection survey
- English 101 – full scale implementation of new portfolio structure
- English 98 & English 100 portfolio rubric edits
- ESLINTG 98 portfolio introduction

# Detail 4/6 for Agenda Item #4

## Assessment in the Disciplines

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### Humanities:

- ❑ Multi-course short writing assignment administered each semester
- ❑ The following multi-section courses participated in the Humanities Assessment Project in Fall 2015 (“GenEd Outcome #2 – “The student demonstrates the ability to gather, interpret, and analyze data”)
- ❑ Hum 201, Hum 212, Art 103, Fine Art 104, and Music 121. (Some sections of Fine Art and Music 121 did not participate)
- ❑ Fall 2014 4-page report submitted to the Assessment Committee by Rudra Dundzilla

### Physical Science & Engineering:

- ❑ End of course assessments in Chemistry 201, 203, 205, and 212 all based on ACS exams.
- ❑ Coordinated exit exams for Chemistry 121 and Physical Science 111.
- ❑ Exam results are analyzed as a department and exams are adjusted based on analysis.

# Detail 5/6 for Agenda Item #4

## Assessment in the Disciplines

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### Social Sciences:

- ❑ Department-level assessment plan for multi-section courses now in progress, with Troche-Rodriguez, Atsbaha, Jones meeting several times in Spring 2015 to begin assessment plans
- ❑ Developing short in-class writing module for Social Science 101 based on umbrella social/environmental justice issue (using Chicago Grassroots Curriculum Taskforce) for Fall 2015
- ❑ Expand to Anthropology, Sociology, History courses for multi-course assessment in Spring 2016/ Fall 2016

# Detail 6/6 for Agenda Item #4

## Assessment in the Disciplines

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### Math:

- ❑ Helen Valdez will update committee in Fall 2015

### Business:

- ❑ LaSandra Skinner will update committee in Fall 2015

### Scantron:

- ❑ New scanner purchased to do increased analysis of Scantron forms, including frequency of wrong answers and difficulty of questions
- ❑ Fall 2015 – train faculty (esp. Math & Sciences) on Remark software and assessment possibilities of the new machine

### Department Reporting:

- ❑ Improve Department reporting and data-posting regarding assessment practices in each discipline

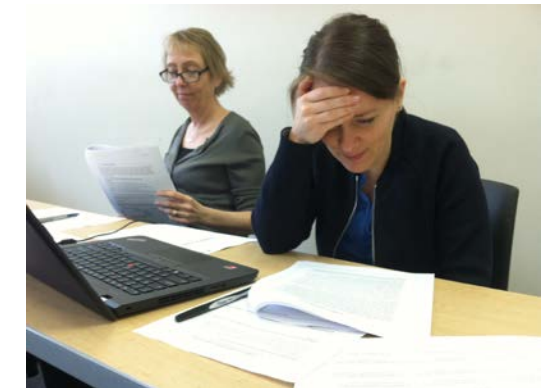
# Detail 1/6 for Agenda Item #5

## General Education Assessment

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### General Education Outcome #1: Study of Written Communication:

- ❑ Edited Truman's rubric for assessing Written Communication (Spring 2014 & Fall 2015)
- ❑ Extensive committee discussion regarding process, sampling, and structure of the study (Fall 2015)
- ❑ Compiled list of courses that "count to graduation" and "contain written component" to generate a structured sample (Dec 2015)
- ❑ Generate structured sample, faculty letters, section rosters, & student ID sticker labels (Jan/Feb 2015)
- ❑ Contacted sampled faculty/courses, collected student artifacts (March-May 2015)
- ❑ Held two-day assessment of student written artifacts (May 13, 14)
- ❑ Analyze data (quantitative & qualitative) and disseminate findings (Fall 2015)





# Detail 2/6 for Agenda Item #5

## Study of Written Communication

### Courses & Sections with a Writing Component



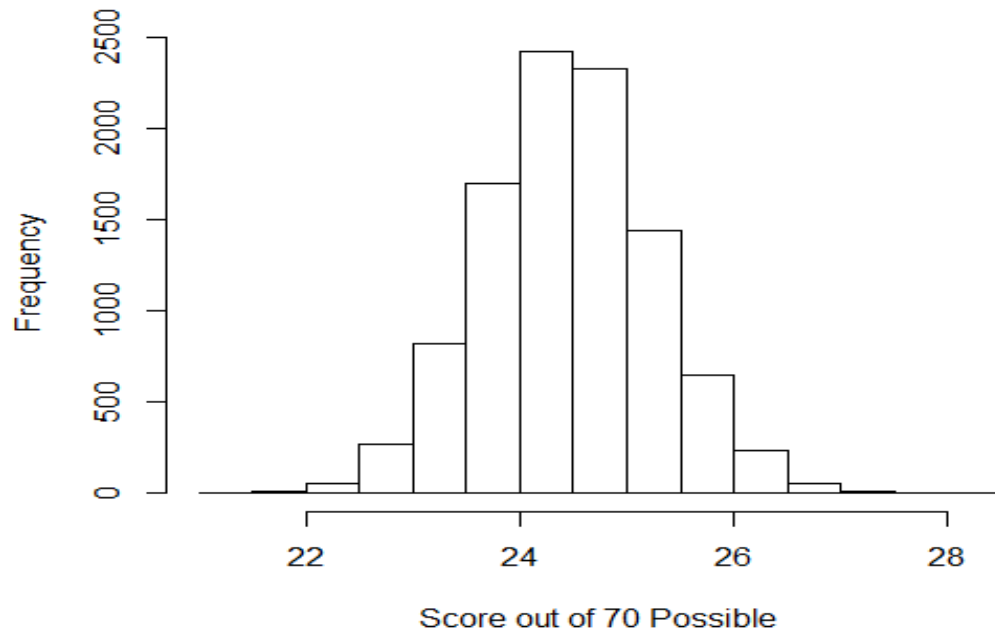
<b>Department</b>	<b>Sections</b>
Automotive Technology	12
Biology	42
Business / CIS	16
Chemistry / Physical Science	20
College Success	13
Communications	67
Education / Child Development	15
Humanities	31
Mathematics	15
Social Science	39
<b>Total</b>	<b>270</b>

# Detail 3/6 for Agenda Item #5

## Study of Written Communication

### 5% Sample: Confidence Interval for Total Score

#### Simulated Distribution for Average Total Score



Note: The Institutional Researcher estimated that sampling 5% of classrooms would allow us to say that there is a 95% chance that the average score for Truman students falls within an interval of about 2.5 points on a 70 point scale.

# Detail 4/6 for Agenda Item #5

## Study of Written Communication

### Sampled Courses & Description of Assignments & Student-Written Artifacts

	Code	Subject	Course #	Session	Roster #s	Submitted	Assignment Description
1	100	AUTOTEC	101	REG	11	10	summary-response, 1pg journal entry-essays
2	200	BIOLOGY	121	REG	33	20	3-5pg. Biology catalese enzyme lab
3	300	BIOLOGY	121	REG	33		no submission
4	400	BUSINES	111	REG	12	8	Capstone business plans (15-20pgs)-overview, strategy, marketing, finances
5	500	CHEM	201	REG	31	21	2-4 pg. final essay analyzing chemistry in pop tv. Show episodes
6	600	CHLD DV	259-1	REG	12	12	Multi-paragraph practicum reflection
7	700	ENGLISH	101	REG	15	11	2-4 pg. 5-paragraph English essay on film & TV stereotypes
8	800	ENGLISH	101	REG	13	13	2-4 pg. 5-paragraph English essay on gender roles
9	900	ENGLISH	102	REG	26	20	5-6 pg. English summary/rehetorical analysis of 4 sources
10	110	FIN ART	104	REG	18	15	1-3 pg. analysis of film "Modern Times"
11	111	INTDSP	101	REG	11	8	1pg. Critical thinking exercise with 4 questions
12	112	MATH	125-1	REG	37	17	short answer explanations of statistcal problems - <i>excluded from study</i>
13	113	PSYCH	211	REG	16	9	Service-Learning reflection essay for Social Psychology
14	114	RELIGN	102	REG	19	8	2 pg exegesis/analysis paper of a biblical passage
15	115	SOC	201	REG	37	29	2pg. 5-question, paragraph response, applying sociolglcal terms
					<b>Total</b>	<b>324</b>	<b>201</b>

# Detail 5/6 for Agenda Item #5

## Study of Written Communication

### Faculty Readers: May 13 & 14<sup>th</sup> 9-12pm

Last Name	First Name	Dept.
Mahoney	Jessica	Communications
Aman	Naveen	Biology
Mathis	Michael	Social Science
Jash	Panchatapa	Physical Science
McLaughlin	Sarah	Communications
Anelli	Roberta	Biology
Baez	Diego	College Success
Johnston	Anthony	Social Science
Nowacki	Patricia	Communications
Pavlik	Melissa	Communications
Martin	Geoff	Communications
Walker	Joy	Physical Science
Tollett	Rachel	Humanities
King	Ana	Communications
Sprewer	Keith	Communications
EL-Maazawi	Mohamed	Physical Science
Marcus	Susan	Dean, Instruction
Benglesdorf	Toby	Writing Center



# Detail 5/6 for Agenda Item #5

## Study of Written Communication

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### Data Collection and Next Steps:

- Online Rubric (quantitative data):  
[https://docs.google.com/forms/d/1DMVMODPjkMAGnD1h6kCxEPa2LHOfunTU3ZP8\\_1kV\\_3w/viewform](https://docs.google.com/forms/d/1DMVMODPjkMAGnD1h6kCxEPa2LHOfunTU3ZP8_1kV_3w/viewform)
- Online Faculty/Admin. Reader Survey (qualitative feedback)  
<https://docs.google.com/forms/d/1gE3rBcJjCV0viwnTcWA57KV-VV9BSX0MR7RSG9Ihtac/viewform>
- Excel file of rubric data submitted to Truman Institutional Research (May 14, 2015)
- Organize survey feedback for easy review & analysis
- Fall 2015, Assessment Committee analysis of data & dissemination of findings

# Committee Delivery College-Wide

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# All-College Assessment Presentations

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- ❑ *'New Era' Learning Communities at Truman:  
Collaborations for First-Year Success*  
08/12/2014, Novar Hall, Geoff Martin
- ❑ *Report on Assessment (All-College Meeting)*  
08/13/2014, Cafeteria, Kate Connor & Geoff Martin
- ❑ *General Education Assessment (Breakout Session #2)*  
08/13/2014, Rm. 3215, Geoff Martin, Joy Walker, & Kate Connor
- ❑ *State of the College Address (All-College Meeting)*  
01/23/2015, Main Lobby, President Reagan Romali, Geoff Martin

# Assessment Goals Academic Year 2016

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# Next Steps: Fall 2015 & Spring 2016

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- ❑ SWOT analysis of Truman assessment initiatives and practices to create long-term plan (early fall 2015)
- ❑ Transfer internal Sharepoint files to webpage for accreditation/assessment public viewing
- ❑ Analyze “Study of *Written* Communication” data & disseminate findings/loopback and initiate actions
- ❑ Continue building IGNITE presentation archive
- ❑ Create and Conduct “Study of *Oral* Communication”
- ❑ Plan for GenEd Outcome #2 Inquiry & Analysis Spring 2016
- ❑ Continue collecting discipline specific assessment practices and data for repository/posting