



# ASSESSMENT COMMITTEE

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Faculty Development Week Presentation #1  
Monday, January 11, 2021

10:00am - 11:00am

Presented by: Rachel Johnson

# UPDATES

- Charge & Bylaws
- Committee Members
- TRC Assessment Newsletter
- Gen Ed Study

## Plans for Spring 2021

## The Four-Semester Study



# UPDATES

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What we accomplished Fall 2020

# Committee Charge & Bylaws Updated



## THE CHARGE

The Assessment Committee at Truman College is an interdisciplinary group composed of faculty, administrators, and staff. The committee collects, reviews, analyzes, and disseminates data to create equitable and high standards for learning quality, and ultimately, to improve learning for all students.

### ***To improve student learning outcomes, the assessment committee:***

- Designs, gathers, analyzes, and disseminates data for general education assessment.
- Supports departmental and co-curricular assessment.
- Provides assessment-focused professional development.

# Committee Members

## Executive Committee

Chair: Rachel Johnson (Mathematics)

Vice Chair of Unit Assessment: Maeve Masini (Mathematics)

Chair of Gen Ed Assessment: Jen Asimow (Education & Human Development and Family Studies)

Secretary / Archivist: Katie Ediger (Library)

Dean of Instruction: Susan Marcus (OIE)

Chair of Co-Curricular Assessment: Allison Zures (Student Services)

## Additional Working Members

Communication Arts and Skills: Brandon Bumstead

Office of Instruction: Gail Gordon-Allen, Laura Cheatham, Sean Hudson

## Academic Department Liaisons

Art, Humanities, Music, and World Languages: Ritch Keitel

Automotive Technology: Elion Seitllari

Biology: Akbar Ebrahim

Business / CIS: LaSandra Skinner

Communication Arts and Skills: Ana King

Cosmetology: David Conda

Education & Human Development and Family Studies: Sabrina Mendez-Escobar

Library: Katie Ediger

Mathematics: Maeve Masini

Physical Science and Engineering: Joseph Farrell

Social and Behavioral Sciences: Maggie Ayala

# TRC Assessment News Letter

The first newsletter is out!!!

2 newsletters this semester!

Interested in writing an article or make a video???

**SUBMIT NOW!**  
Submit your title and you could win naming rights and an Emerald City giftcard!!!

NOVEMBER 2020 | ISSUE #1

**[YOUR TITLE HERE!]**

HARRY S TRUMAN COLLEGE ASSESSMENT NEWSLETTER

What's inside this issue:

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COMMITTEE MEMBERS AND INFORMATION

Click the image to play the videos!

Readings and thoughts in Maver Movers on Zoom

IGNITE Assessment Presentations

Ignite Assessment Presentations

Want to submit one of your courses for the study?? Click HERE!

**ASSESS**

**LEZ**

**FORMER CHAIR**

...at completed the tenure track and ...re of our dear friend and former ...lessly to strengthen the Gen. Ed. ...ademic disciplines, and broaden the ...y discussions and initiatives. I was

...ia past Spring's HLC visit really ...perceptions are engrained in the ...sly packed! Standing room only at ...and many others were like this, and ...decennial milestone.

...g the way we evaluate learning

...o online courses this Fall. Students ...laborative process that prioritizes ...oints against a grading scale. It's ...cience changes with regular and ...ing environment, although that may

**READINGS AND RESOURCES**  
BY RATTIE ERIGER

**ARTICLES**

CHRONICLE OF HIGHER EDUCATION:  
[7 WAYS TO ASSESS STUDENTS ONLINE AND MINIMIZE CHEATING](#)

INSIDE HIGHER ED:  
[USING ONLINE QUIZZING BETTER](#)

**EBOOKS**

[ASSESSMENT STRATEGIES FOR ONLINE LEARNING: ENGAGEMENT AND AUTHENTICITY](#)  
-DIANNE CONRAD AND JASON OPENO

[TEACHING IN BLENDED LEARNING ENVIRONMENTS: CREATING AND SUSTAINING COMMUNITIES OF INQUIRY](#)  
-NORMAN D. VAUGHAN MARTHA CLEVELAND-INNES AND D. RANDY GARRISON

Join

COMES  
NSIVENESS

WANT TO SUBMIT ONE OF YOUR COURSES FOR THE STUDY??  
Click HERE!

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# Cultural Responsiveness - Highlights from AY 2020

Committee discussion and debate has included the following topics:

- Extent to which “cultural responsiveness” is an extra-curricular student experience.
- Scope of the charge of the Assessment Committee.
- Extent of institutionalized cultural bias at Truman.
- Need for additional data collection methods accurately to assess cultural responsiveness.



Task	Status at end of Fall 2021 Term
Identify potential courses and artifacts	Survey sent, 40 responses
Develop rubric	Draft written and reviewed by numerous faculty
Rubric normed	First round of norming completed
Collect and code student work samples	Planned for Spring 2021
Evaluate student work samples	Planned for Spring 2021
Compile and analyze results	Planned for Spring 2021
Share results with Truman Community	Planned for Fall 2021
Draft action items with Committee	Planned for Fall 2021
Create and submit report	Planned for Fall 2021
Close the loop with next steps	Planned for Fall 2021

## BACKGROUND AND CONTEXT

General Education Outcome of Cultural Responsiveness (formerly *Cultural Competence*)

Updated Cultural Responsiveness SLOs (approved Spring, 2019)

- 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

Updated Assessment Rubric (approved Fall, 2020)

SLO #1	SLO #2	SLO #3	SLO #4
Identifies two or more moral and/or intellectual perspectives, principles, systems, and structures.	Articulates the impact of cross-cultural and community activities on the lives of others.	Demonstrates an 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 belief and practices.	Analyzes multicultural and International questions (historical and/or contemporary) from two or more perspectives.



# BEFORE ASSESSING STUDENT LEARNING...

The committee wanted to know the answers to the following questions:

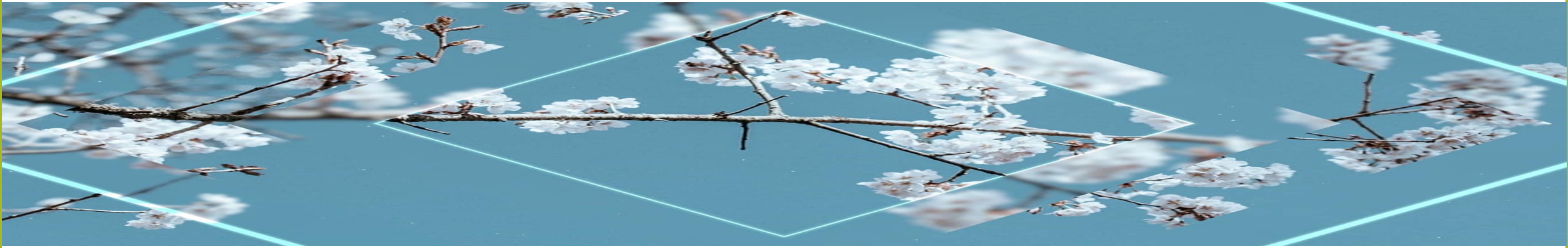
1. Where is Cultural Responsiveness taught, practiced and assessed throughout the college?  
and
2. Can we access student artifacts in order to assess them using the Assessment Committee's Rubric?

During Fall, 2020 we:

1. Developed a faculty survey
2. Collected feedback from faculty
3. Examined HD designated Master Course Syllabi, HD-designated Instructor Syllabi (volunteered), Non-HD-designated Instructor Syllabi (volunteered) and associated Master Course Syllabi
4. Analyzed the feedback

## RESULTS AND RECOMMENDATIONS

- 1. Broaden Human Diversity courses offered at Truman College.
- 2. Review instructor syllabi for alignment to the master syllabi.
- 3. Develop course-level assessments aligned with course-level SLOs aligned with the CR SLOs.
- 4. Design rubrics with clear connections to the expected SLOs.
- 5. Ensure the CR SLOs are being introduced, practiced and mastered throughout the college and, *at the very least*, in the HD courses
- 6. 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. \*
  
- (\*These recommendations have *not* been approved by the Assessment Committee as of January 11, 2021)



# SPRING 2021

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Our Plan

# Spring 2021

## General

- 2 new newsletters!
- Gen Ed study of Cultural Responsiveness
- Gen Ed study of Written & Oral Communication
- Expansion of co-curricular assessment

## Unit Assessment

- 4 semester study – Semesters 2&3



# FOUR SEMESTER STUDY

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Breakout Conversations – Finishing Semester 2

# The Calendar

## New plan as of 4/22/20 (remote learning)

**Semester 1** materials due Sept 10, 2020

**Semester 2** materials due beginning of Spring 2021

**Semester 3** materials due end of Spring 2021

**Semester 4** materials due end of Fall 2021

## Current four-semester assessment calendar :

**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

# Semester 2 Assessment Report

## Instructions

- Your department's answers to the following questions constitute the entire report required by the assessment committee for semester two.
- 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](mailto:mmasini@ccc.edu). (Additional files are not required.)
- Type your answers directly into this word 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.

## Questions

1. So that the committee can read this document independently of the last report, please tell us what learning outcome(s) you are assessing.
2. Did your assessment project change in any way from what you intended? If yes, how did it change?
3. How exactly did you gather the information? What kind of assignment, rubrics, or other assessment tools did you use?
4. Please upload all the assignments, rubrics, and other assessment tools to the appropriate discipline folder [HERE](#).
5. Did you gather enough information and/or artifacts to confidently evaluate the desired student learning outcomes for Semester 3? If not, how do you plan to supplement the information you have?
6. Who will be the assessment representative for your program or department during Semester 3 of the assessment cycle?
7. Would anyone else in your department like to serve on the Assessment Committee? If so, please let us know.

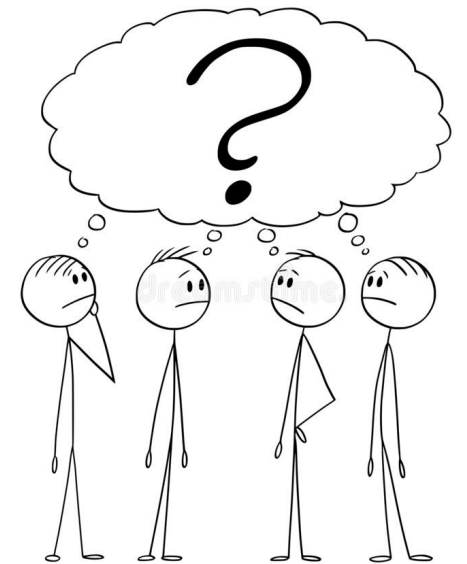
# Food for thought during breakout...

The purpose of the discussion is for you to look at the documents that you've created, and the upcoming documents that are due, so you can make a plan and get on the same page.

Are there any adjustments we should make to our 4-semester study based on the results from Fall 2020?

How will data be collected and analyzed? What is the goal?

Organizing next-steps for completion of Semester 3 materials





# DUE DATE REMINDER

## **If Spring 2021 is semester 2**

- The semester 2 report is due Fri May 14, 2021

## **If Spring 2021 is semester 3**

- The semester 2 report is due Fri January 15, 2021
- The Semester 3 report is due Friday May 14, 2021



# THANK YOU!

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For general questions or more information please email [rjohnson390@ccc.edu](mailto:rjohnson390@ccc.edu)  
For questions regarding the four-semester study please email [mmasini@ccc.edu](mailto:mmasini@ccc.edu)