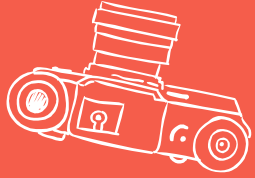


CHAIR-HARRY S TRUMAN ASSESSMENT COMMITTEE

DEVELOPING A TAILOR-MADE ASSESSMENT TOOL

OCTOBER 30, 2023





GENERAL EDUCATION GOALS AND ASSOCIATED SLOS

	College Goals- As a result of completing a degree at HST, the student....	2. Inquiry & Analysis (approved, 2018)
1. Communication- Written & Oral (approved April, 2022)	communicates effectively in both written and oral formats.	<p>The student gathers, interprets and analyzes data.</p> <ol style="list-style-type: none"> 1. Use appropriate research methodologies 2. Collect, organize, and analyze information 3. Identify patterns and relationships 4. Draw appropriate conclusions from the data 5. Execute discipline-specific research projects (AA,AAS) Or 5. Design and execute studies using scientific reasoning (AS)
2. Inquiry & Analysis (approved, 2018)	gathers, interprets and analyzes data.	
3. Critical Thinking (approved, 2017)	demonstrates the ability to think critically, abstractly, and logically.	
4. Cultural Responsiveness (approved 2020)	exhibits social and ethical responsibility and is aware of global communities.	
5. Quantitative Skills (approved 2017)	considers mathematical models within real-world contexts to make good predictions, judgments, and decisions.	





CONSIDERATIONS - PAST

1. Historical college practice
 2. Last iteration of assessment
 3. Time and commitment
 4. Cross-disciplinary input
 5. Canned assessment
- 
- 




CONSIDERATIONS - FUTURE

1. Where to begin?
 2. What makes Truman special?
 3. How to develop content that is both meaningful and engaging to students?
 4. How do we assess what we believe we are assessing?
- 
- 



CASE STUDIES



Where should the case studies take place?

1. Chicago
 2. College Campus
 3. College Classroom
 4. Local Neighborhood
- 
- 
- 

What should the case studies be about?


1. Issues students care about
2. Issues that Chicagoans care about
3. Issues that young people care about

Who should “star” in the case studies?

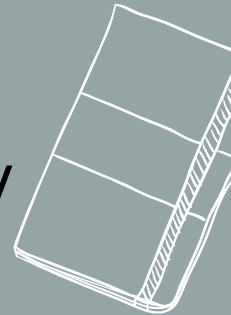



1. Students
 2. Chicagoans
 3. Faculty
 4. Local residents
- 
- 
- 



Example 1:



In Media Studies 101, students have been studying the effects of social media on their own study habits, particularly the frequency with which they stop or delay studying to look at social media. Their professor has asked that as a class, they design a research study to look at the usage of three social media platforms. One group will investigate the effects of Twitter, another the effects of Instagram, and the third group will study the effects of TikTok.

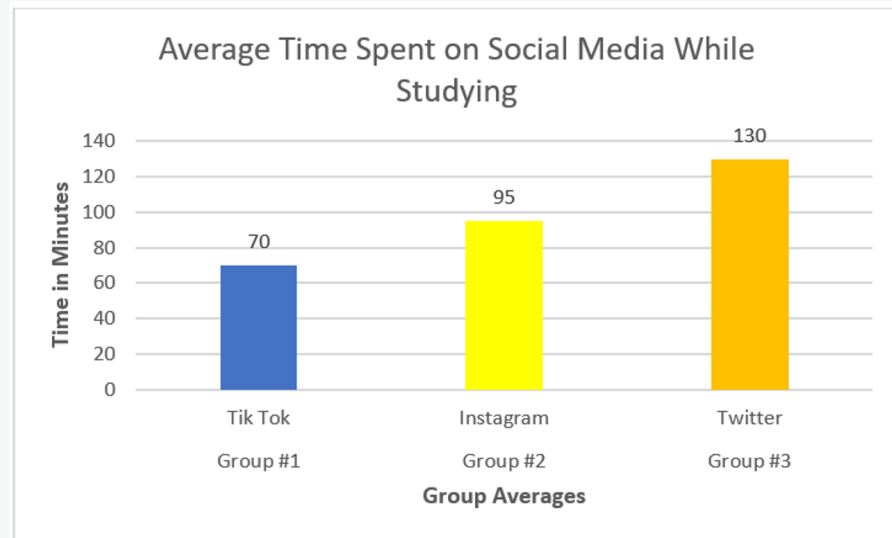


ALIGN ASSESSMENT QUESTIONS TO SLOS

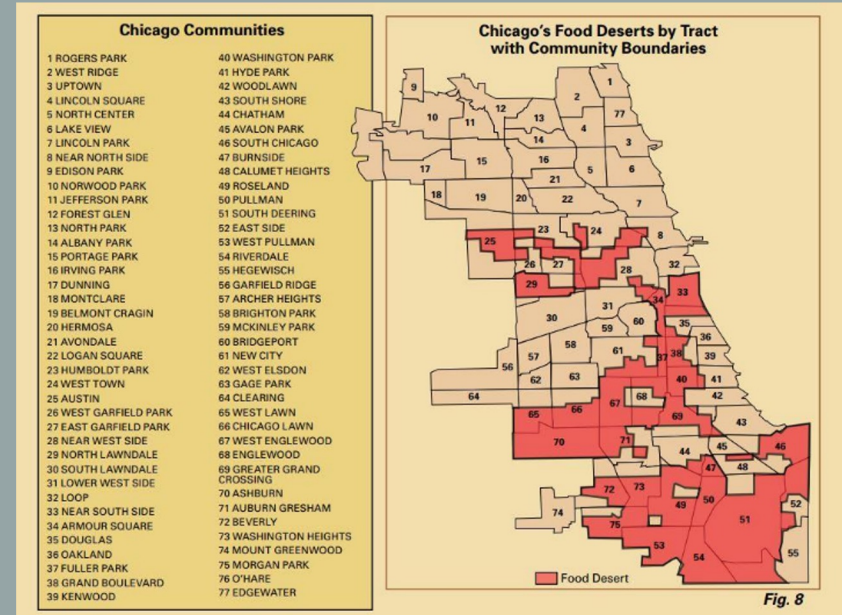
SLO #3 - Identify patterns and relationships

Which statement correctly describes the data contained in the graph?

1. On average, students from this class spend at least one-third of their time on social media when they are supposed to be studying.
2. Students are more likely to spend time on Instagram than they are on Twitter while they are supposed to be studying.
3. The six students who recorded their time on Tik Tok, spent, on average, 25 minutes less time than the six students who recorded their time on Instagram.
4. Social media is a major distraction for students.



Example 2: The following is a map of Chicagoland area communities identifying food deserts from 2021. A food desert is described as an area that has limited access to affordable and nutritious food.





ALIGN ASSESSMENT QUESTIONS TO SLOS

SLO #3 - Identify patterns and relationships

Choose the statement that *best* describes the relationship between food deserts and Chicago neighborhoods.

1. Food deserts can be found primarily on the northside of Chicago.
2. The further south you travel in Chicago, the more likely you will be in a food desert.
3. There is no relationship between food deserts and the city of Chicago.
4. Food deserts are evenly spread throughout the city.



WHAT ELSE?

1. Vetting and editing
2. Weighing
3. System for administration
4. Pilot
5. Making adjustments after the pilot
6. Engaging faculty

QUESTIONS

