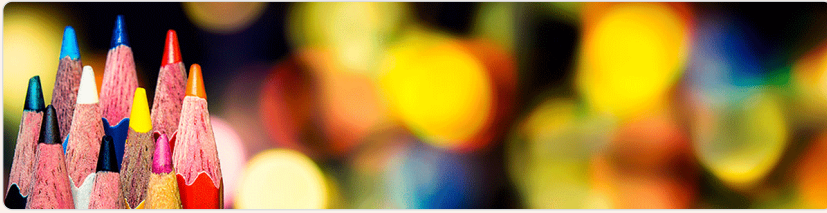Assessment Club
Agenda
October 1, 2019

1. CLO feedback survey
2. Feedback on draft process & reporting
3. What happens next to our club?
   a. Becoming a standing committee
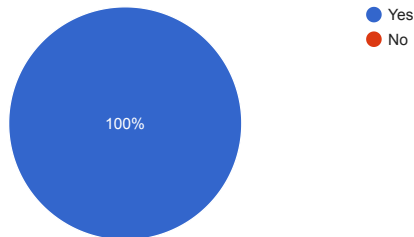   b. Membership
   c. Scheduling next meeting

2019 CLO Revision

14 responses

Publish analytics

Proposed CLO: Critical Thinking

Should this be a College Learning Outcome?

14 responses

- Yes
- No

100%

Proposed definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

14 responses

- This definition meets our needs as a campus
- This definition does not meet our needs as a campus

100%
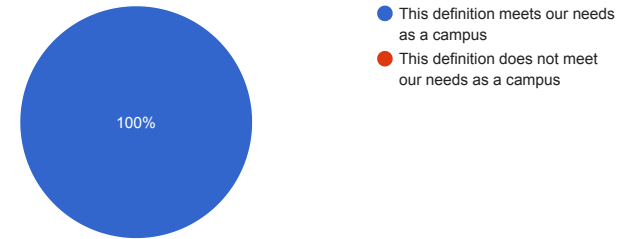
Please share any additional feedback on the definition for Critical Thinking.

3 responses

I think opinion should be removed and left with conclusion. A conclusion can be an opinion and what a conclusion should be could be defined by the course level objectives.
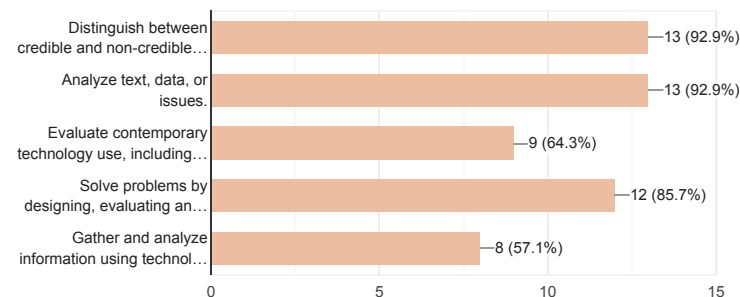
I would like to add "data" in as one of the things we also explore

What is "artifacts"?

Framing Language--please indicate which, if any, of the following assessment examples support the proposed definition of Critical Thinking. Learning experiences that demonstrate Critical Thinking might ask students to:

14 responses

Please share any additional feedback on the framing language proposed for Critical Thinking.

4 responses

The last three seem that they could be too specific.

The 3rd and 5th assessment examples involve technology. How are they different? I would add something about - "Using cumulative knowledge to make a new or complicated decision".

Removing "using technology" and "computer technology and information acquisition" from the last bullet expands the definition to fit the sciences.
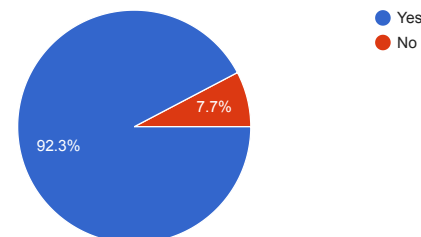
not all information gathering utilizes tech. in Healthcare we use our assessment skills, sometimes with or without tech, and then via critical thinking diagnose and treat.
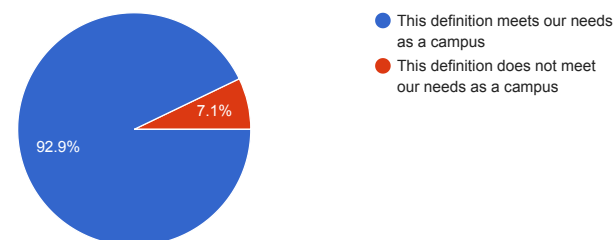
Proposed CLO: Communication

Should this be a College Learning Outcome?

13 responses

- Yes
- No

92.3%   7.7%

Proposed definition: Communication is the effective, active expression and exchange of ideas through listening, speaking, reading, writing, or other modes of non-verbal or artistic expression.

14 responses

- This definition meets our needs as a campus
- This definition does not meet our needs as a campus

92.9%   7.1%

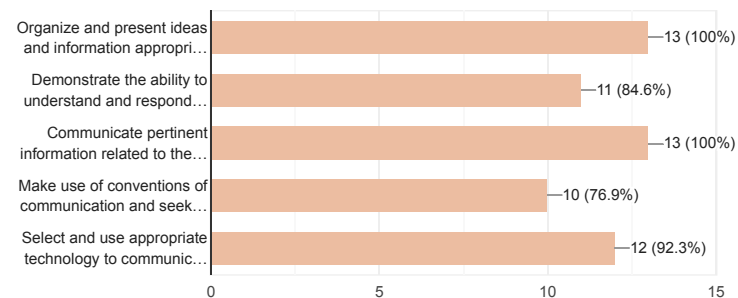Please share any additional feedback on the definition for Communication.

1 response

other modes of ....verbal......or non-verbal or artistic expression.

Framing Language--please indicate which, if any, of the following assessment examples support the proposed definition of Communication. Learning experiences that demonstrate Communication might ask students to:

13 responses

Organize and present ideas and information appropri…	13 (100%)
Demonstrate the ability to understand and respond…	11 (84.6%)
Communicate pertinent information related to the…	13 (100%)
Make use of conventions of communication and seek…	10 (76.9%)
Select and use appropriate technology to communic…	12 (92.3%)

Please share any additional feedback on the framing language proposed for Communication.

6 responses

For the communicate electronically I would suggest changing to communicate effectively. Not all classes/courses use electronic communication. For example, a student could do a presentation using technology that is effective but that is not necessarily communicating electronically.

While I like the framing ideas of using communication to seek feedback and selecting appropriate technology, I'm not sure if any of the courses on campus that are most likely to be designated communication courses would align to this language as something that is actually assessed.

In regard to the 4th example, what is conventions?

The second and fourth bullets seem more like course outcomes than broader college outcomes.

Communication is a "two way" street - it involves "listening skills" as well as "presentation skills". One cannot "communicate if all they are doing is presenting ideas. One has to know how to listen and engage in conversation to be able to "communicate"!
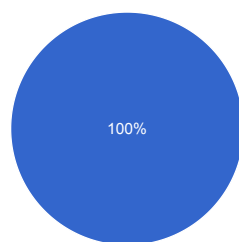
Proposed CLO: Professionalism

Should this be a College Learning Outcome?

14 responses

- Yes
- No

100%
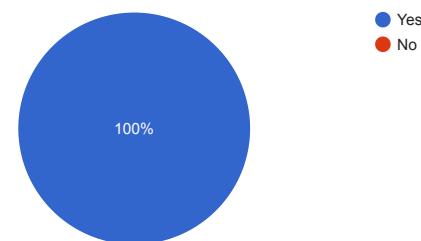
Proposed definition: Professionalism is the ability to demonstrate appropriate work-ethic traits through personal conduct and effective teamwork.

13 responses

● This definition meets our needs as a campus
● This definition does not meet our needs as a campus

100%

Please share any additional feedback on the definition for Professionalism.

4 responses

Well done with this outcome in particular. I feel that this is the kind of shift that needed to occur--it combines work-readiness and citizenship in a satisfactory way.

the wording "work-ethic traits" seems a little strange, but I don't have any better suggestions
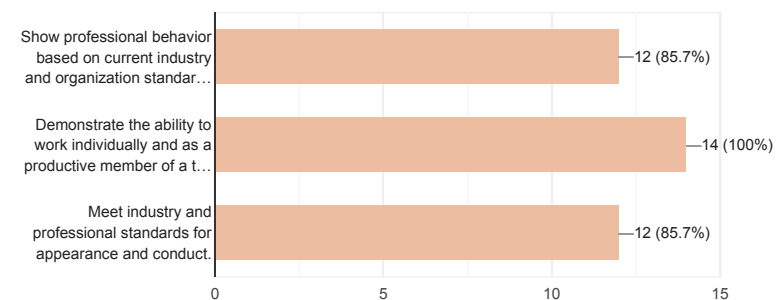
I like this definition as it can clearly be applied both to students in workforce programs as well as those in transfer (AA/AS) programs.

who is defining ethical standards? why is it "right" to be ethical? who gets to determine that being ethical (whose ethics) should be forced upon other people who have different ethics?

Framing Language--please indicate which, if any, of the following assessment examples support the proposed definition of Professionalism. Learning experiences that demonstrate Professionalism might ask students to:

14 responses

Show professional behavior based on current industry and organization standar… — 12 (85.7%)

Demonstrate the ability to work individually and as a productive member of a t… — 14 (100%)

Meet industry and professional standards for appearance and conduct. — 12 (85.7%)

0   5   10   15

Please share any additional feedback on the framing language proposed for Professionalism.

6 responses

I think it needs to be stated somewhere who professional behavior is expected towards, and should include faculty, staff, other students, and community partners. This could be on its own or added to one of the items already stated.

The framing language appears to address soft skills which, I agree are important, but I'm not sure if instructors are formally assessing these things as separate items. For example, my students must meet deadlines, but I don't have anything specifically designed to assess their ability to meet deadlines.

The definition and the 3rd example use the word "conduct", however, the 1st example uses the word "behavior". Wondering the difference between the two?

The third bullet seems to repeat the first bullet. Appearance and conduct would be part of the first bullet's "professional behavior based on current industry and organization standards."

again, this is all good if those industry standards agree with my standards, but once they don't you are forcing your ideas upon someone else and gauging their success as a student at GFC based on your opinon of what is ethical unless you first can answer the

Additional Feedback

Please share any additional thoughts or suggestions regarding the proposed College Learning Outcomes.

7 responses

Really admirable work, especially on the framing language. This is all incredibly clear to me.

It has previously been stated that not all classes were expected to meet all the CLO's. Based on the three presented that seems to have changed and all CLO's should be achievable in all classes now. If that is true then matching the CLO's to individual class objectives seems that it will likely be redundant and not useful. Particularly in the mapping process, I looked at the course objectives from the MUS system for the classes I teach and they could all be tied to all three of these which is great if its the goal but not ideal if there needs to be differentiation of each CLO at the program/course level.

The three proposed CLOs are very workforce oriented. If we as a college value the importance of students becoming citizens of the community, then it would be good to have a CLO that reflects that — perhaps one related to "Service" or "Community," something like, "Recognize how an individual contributes to a community and plays a role in society."

College Learning Outcomes should be things that we all practice not just teach or preach. If we as a whole (includes staff, faculty, and administration) practice what we

Google Forms

Draft Assessment Process

1. Programs/departments create assessment plan for whole assessment cycle
    i. Plans will be posted to website for transparency
    b. Program outcomes & curriculum map (noting any updates or corrections)
    c. Assessment schedule (of program outcomes)
        i. At least one program outcome assessed per year
        ii. 5 year rotation, or less—should be based on number of program outcomes and realistic goals for assessing them
        iii. Alternative cycle for externally accredited programs (if needed)
    d. How the program outcomes will be assessed
        i. In what courses the outcomes will be assessed
        ii. Learning activities used and type of evidence to be collected—can be broad or specific
        iii. Performance thresholds (exceeded/met/not met; benchmarks)
    e. Program outcome alignment with CLOs and how they will be assessed
        i. Should we have institutional rubrics used to assess CLOs? How would that work?
    f. Expected process for discussing, reporting, and using the data
2. Departments/programs carry out assessments **following assessment plan**
    a. Projects or assignments are collected from identified courses.
        i. Samples submitted with report?
    b. The department/program reviews the assessment results and decides how to respond.
3. Annually, departments/programs submit assessment report
    a. Dept/program faculty meet to discuss and share assessment results. Report is a summary of the year's assessment activities and faculty decisions.
    b. Report includes:
    c. what was done (assessed)
    d. what evidence/data was collected
    e. what was learned
        i. response to evidence—what will change moving forward
        ii. Reflection on planned change from previous assessments—how did it go?
    f. One person from the dept/program completes and submits assessment report to Director of Assessment.
        i. Director reviews all reports, aggregates relevant data (CLOs)
        ii. Assessment committee peer reviews a sample or rotation of dept/program reports to "assess the assessment"
        iii. Finalized reports will be posted to website; information deidentified when needed
4. Annual gathering in August to discuss assessment results, ideas, challenges, improvements
    a. Discuss previous year's assessment results
        i. Overview of CLO data (Director of Assessment)

     ii. Departments paired to discuss their own results
  b. Share kudos, challenges, improvements, ideas
  c. Opportunity to close the loop
     i. Proposed changes to outcomes, process, assignments, etc.
     ii. Set new benchmarks for CLOs
  d. Document everything!

Questions for consideration:

- ✓ Who will "assess the assessment"? E.g., quality control, follow up on changes made to assessment
  - o Need a faculty-led assessment committee/body
- ✓ What role should an assessment committee play in this process?
  - o Peer review
- ✓ What role, if any, does peer review realistically have in this process? See item 3.b.
  - o Assessment committee would review a sample of assessment reports annually (could create a rotation of programs)
- ✓ Where are there holes in this process?
- ✓ Where are there redundancies, or unnecessary steps in this process?
- ✓ Is there an easier/better way to submit plans and reports, or are Word documents good enough to start with?
- ✓ How and where does CLO assessment fit in? Is it enough to align CLOs with program outcomes and use the program outcome assessment to also demonstrate CLO attainment?

Subject: Assessment Club follow up from Oct. 1 meeting
Date: Tuesday, October 1, 2019 at 4:14:29 PM Mountain Daylight Time
From: Mandy Wright
Attachments: Draft process_revised.docx, image001.png

Hi all,

Thank you for coming to today's meeting and for your willingness to participate in this important work. I have scheduled two meetings for October—one is next Tuesday, the 8th and the other is on the 31st. I didn't want to leave a gap between our meeting today and the one on the 31st because I was afraid that would stall our progress.

Before our meeting next week (10/8), I have two requests:

1. Please reply to this email and let me know if you want to continue participating on the committee as we transition to a standing committee. If you are not interested in serving on the standing committee, I completely understand. Please let me know either way.
2. Please review the draft assessment process (attached and handed out in the meeting today). I would like to discuss at the meeting your thoughts, concerns, feedback, and suggestions for improving and implementing this process.

In the meantime, I will work on creating some mock documents following the draft process so that we can talk about them at the meeting too. We can also discuss next steps for the CLOs and this draft process.

Thank you all—I appreciate you!

Mandy

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