

Student Learning Assessment



Departments align Gen Ed Core/program outcomes & CLOs to courses.

Documented on program curriculum maps.

Gen Ed faculty report on outcomes via identified assessments from all aligned courses.

Complete one document for all reported outcomes. Based on Gen Ed reporting schedule.

Program faculty follow their area's plan and process.

Depts. review & finalize dept./program report.

Review & discuss data, determine action items to address student learning concerns.

Dept/program reports aggregated into institutional report.

Shared with CPBAC and other campus stakeholders and on the campus assessment website.

Faculty identify assessment tools in courses to assess program outcomes & CLOs.

Documented on syllabus chart.

Individual faculty reports aggregated into draft dept./program report

Combine responses, identify themes.

Assessment committee offers feedback and recommendations for action.

Process still in development.

Annual fall gathering to review and assess our assessment results.

Discuss results, review plans, make improvements, set goals.

FOR MORE DETAILS, VISIT
<https://www.gfcmsu.edu/about/assessment/>

Subject: Program assessment follow-up

Date: Thursday, November 4, 2021 at 11:37:37 AM Mountain Daylight Time

From: Mandy Wright

To: Kerry Dolan, Steven Robinett, Robin Williams, Julie Barnwell, Joel Henderson, Tina Gambhir, Kristine Sher, Brad Bechard, Joel Sims, Daisy Gibson, Melissa Wells

Priority: High

Hello Program Directors!

I wanted to follow up on our conversations about program assessment and let you know that all relevant forms are available in Teams. I will also be updating the [Assessment Plans](#) website soon.

Most of you are submitting annual reports this year. Visit the Program Assessment Team and in your channel there will be a folder labeled 2021-2022. Your reporting document will be called 2021-2022 Program Summary (I have linked to them in the bullet points below). Remember that you can edit the document in Teams and it will automatically save. There's no need to email it to me, unless you have saved it locally to your computer.

Here is a summary of what each program agreed to do for assessment reporting this year:

- **Accounting:** complete sections 1-4 on [summary document](#) and attach your assessment spreadsheet. Submit report in May.
- **Computer Technology:** focus on one program per year (Cyber Security for 2021-2022). Use [program summary document](#) and gather information from faculty. Submit report in May.
- **Dental Assisting:** assess all program outcomes annually. Use [program summary document](#). Submit report by beginning of August.
- **Dental Hygiene:** assess competencies annually and gather necessary information from faculty. Use [program summary document](#). Submit report in May.
- **EMS:** assess competencies annually. Use [program summary document](#). Submit report in July after summer classes end.
- **HIC/HIT:** complete report jointly, assessing program outcomes as indicated on [program assessment plan](#). Use [program summary document](#). Submit report in May.
- **PTA:** faculty will independently complete LOAF for courses (not submitted to Mandy); director will complete [program summary document](#). Submit report in May.
- **Surg Tech:** Review and revise program outcomes this year; submit annual report beginning in May 2023.
- **Respiratory:** Review program outcomes and curriculum this year; submit annual report beginning in May 2023.
- **Welding:** faculty will individually complete [assessment reflection forms](#) and submit to Mandy based on [schedule](#); Mandy will aggregate information and draft program summary report.

Please let me know if you have any questions or if I can help you. Thanks for your work on this!

Mandy

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Program	Assessment Schedule	Reporting Mechanism
Accounting	Program director will submit annual reports in May	program summary document and assessment spreadsheet
Dental Assisting	Robin will report all program outcomes annually in July/August, before non-instructional days.	program summary report
Dental Hygiene	Julie will assess all competencies annually; submit report in May.	modified program summary form
EMS	Joel will assess the 3 program outcomes annually; submitted at the end of July (program ends mid-July).	modified program summary form
HIC-HIT	Kris & Tina will report jointly on their programs, based on modified course rotation. Submit in May.	program summary report
IDT		
Nursing		
PTA	Brad will assess all program outcomes annually. Submit in May.	program summary report
RT	Will write summary of changes, improvements, success impact for AY 22. Submit first program report May 2023.	
Surg Tech	Submit first program report May 2023.	
CIT	Cybersecurity: Program director will review curriculum map AY 21-22 and gather assessment data from faculty. Annual report submitted May 2022.	
	Computer Programming: Program Assessment Plan: Curriculum map and plan will be reviewed AY 22-23. Annual report will be submitted in May 2023.	
	CIT- Information Systems Support: Program Assessment Plan: Curriculum map and plan will be reviewed AY 23-24. Annual report will be submitted in May 2024.	
	CIT- Network Support and Security Program Assessment Plan: Curriculum map and plan will be reviewed AY 24-25. Annual report will be submitted in May 2025.	
Welding	faculty will individually complete assessment reflection forms and submit to Mandy based on schedule; Mandy will aggregate information and draft program summary report.	

Student Learning Outcomes Assessment Annual Program Summary Report

Program:

Academic Reporting Year:

Completed By:

1. Data Discussion and Planning

Please describe the program's process for reviewing assessment data and how it is used for making decisions about improving student learning at the program level.

Example: Meet annually at the beginning of the academic year to review prior year's assessment data. Agree on one action to take and assign responsibility. Maintain meeting minutes for documentation and follow-up.

2. Program Outcomes and CLO Assessment

Indicate each program outcome assessed and how. Use one row per program outcome. Add additional rows as needed.

<i>Program Outcome</i>	<i>Course(s) Where Outcome is Assessed</i>	<i>Assessment Tool Used (e.g., assignments, placement exams, surveys)</i>	<i>Strengths in student work for this assessment</i>	<i>Areas of concern in student work for this assessment</i>	<i>Assessment Results (# of students who met the outcome out of # participating)</i>	<i>Use of assessment information (How information is used in program decision-making)</i>	<i>Does this also assess a CLO? If so, indicate which one.</i> <i>Communication</i> <i>Critical Thinking</i> <i>Professionalism</i>	<i>How well did students meet the outcome for this CLO?</i> <i>4) Exceeded expectations</i> <i>3) Met expectations</i> <i>2) Approaching expectations</i> <i>1) Did not meet expectations</i>

3. Actions to Improve Student Learning

Describe any actions the program will take to improve student achievement of program outcomes and/or College Learning Outcomes. Under “Results” indicate what happened after taking the action. Use one row per outcome. Add extra rows as needed. This should be treated as a living document—come back and update after the action or intervention has been completed.

<i>Date</i>	<i>Planned Action to Improve Student Learning (Indicate specific courses if relevant)</i>	<i>Reason for Action (Be specific, e.g., student success rates on an assessment, student feedback, surveys, course evaluations)</i>	<i>Program Outcome or CLO (if relevant)</i>	<i>How will you know if the action is successful?</i>	<i>Results</i>

	<i>Develop targeted lesson and practice assignment on effective argument thesis statements.</i>	<i>Students continue to struggle with formulating strong assertions and taking a clear position.</i>	<i>WC2: Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences</i>	<i>90% of students completing the mindset essay will earn a "Meets" score on the thesis section of the rubric.</i>	
	<i>Targeted lesson and assignment on finding sources.</i>	<i>Students gravitate toward popular sources, despite requirement to use scholarly sources.</i>	<i>Communication</i>	<i>90% of students completing the mindset essay will use no more than 1 popular source in their paper.</i>	

Alternative

Date	Curriculum Concern	Curriculum Solution	Who will Implement	Result of Solution	Meeting Minutes	Outcome
5/18	How will we assess our curriculum without college phase IV?	Create a review process for our program	J. Barnwell	Curriculum Management Plan created. Presented at Curriculum In-service workshop 8/18	8/22/18	Faculty will complete new course review form and submit to office manager

4. Recommendations for Improving Assessment

Please share ideas for improving your program's assessment process and/or suggestions for improving CLO assessment as an institution.

- How might the program's assessment process be improved?
- How might CLO assessment be improved, within the program or institutionally?

5. Effective Teaching Practices

Please share any effective or innovative teaching practices being used in the department. Briefly explain the practices used and how they impact student success.

6. Resource Needs

Share any needs the program has for continued support in assessing student learning.

Please upload completed forms to your program's channel in the Program Assessment Team.

Program Assessment Plan

Department/Program:

Contact Person:

Date Plan Submitted:

1. Program Maps

In the table below, indicate how courses align to program or General Education outcomes. Add additional rows/columns as needed. Replace "PLO #" with the actual program outcome language or provide a list of program outcomes below the table.

Curriculum Map

Courses	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6

B= student ability to demonstrate the learning outcome is considered basic

I = student ability to demonstrate the learning outcome is considered introductory

R = student ability to demonstrate the learning outcome is reinforced, based on previous learning experiences

P= student ability to demonstrate the learning outcome is considered proficient

In the table below, indicate how courses align to the College Learning Outcomes. Add rows as needed.

CLO alignment

Course	CLOs		
	Critical Thinking Outcome: Students will think critically by evaluating information analytically, using ideas and data in creative and innovative ways.	Communication Outcome: Students will communicate effectively, expressing ideas and information in the mode most appropriate to the audience and situation.	Professionalism Outcome: Students will demonstrate professionalism in and out of the classroom, meeting current organizational or industry standards for conduct, appearance, and teamwork.

CLOs: Critical Thinking Communication Professionalism

2. Assessment Plan and Schedule

Please provide a multi-year schedule indicating when program outcome assessment will be reported and what courses will be used to assess program outcomes. The assessment cycle should be 5 years or less.

*Programs with external accreditation should follow the assessment timeline and requirements of their accrediting body. Please share your assessment schedule (if applicable) below. Otherwise, please give a detailed response to item 3.

Program Outcomes	Course(s) Used to Assess Outcome	Year Reported

3. Assessment Process

Individual faculty will be asked to follow the assessment plan and schedule as indicated above. Faculty will be expected to complete reflections for the courses indicated. If this does not apply to your program, please explain your alternative program reporting schedule here.

4. College Learning Outcomes Assessment

Please indicate here if CLOs will be assessed using any departmental/programmatic assessments or if they will be assessed by individual faculty using a tool of their choice. If different assessment methods will be used for each CLO, please specify which CLO(s) will be assessed departmentally or through individual faculty assessments.

Department/Program Assessment_____

What is the tool or assessment?

Individual Faculty Assessment _____

5. Opportunities for Change

Please indicate here any opportunities for change on which your department/program plans to work during the assessment cycle and how those changes will be assessed. Examples might include improving pass rates in a course, creating departmental assessments, etc.

Please return this completed form to Mandy Wright.

Program Outcomes	Courses Aligned to Outcomes	Assessment Tools Used (if known)	Academic Reporting Year (e.g., 2021-2022)
CD 1: Demonstrate an awareness of the centrality of cultural diversity to their own and other human societies	ANTY 101		21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	ANTY 101		21-22
OC 1: Use oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the oral communications process	COMX 111		21-22
OC 1: Use oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the oral communications process	COMX 115		21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	SOCI 101		21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 171		21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 172		21-22
CD 1: Demonstrate an awareness of the centrality of cultural diversity to their own and other human societies	NASX 105		21-22
CD 1: Demonstrate an awareness of the centrality of cultural diversity to their own and other human societies	SIGN 101		21-22
CD 1: Demonstrate an awareness of the centrality of cultural diversity to their own and other human societies	SIGN 201		21-22
CD 1: Demonstrate an awareness of the centrality of cultural diversity to their own and other human societies	SPNS 102		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	ARTZ 101		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	ARTZ 105		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 101		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 103		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 105		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 106		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 112		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 135		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 136		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 140		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 141		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 195		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 203		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 205		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 206		21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 207		21-22

FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 240	21-22
FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works	MUSI 241	21-22
HIST 1: Analyze historical phenomena in appropriate context	HSTA 101	21-22
HIST 1: Analyze historical phenomena in appropriate context	HSTA 102	21-22
HIST 1: Analyze historical phenomena in appropriate context	HSTA 255	21-22
HIST 2: Weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence	HSTA 101	21-22
HIST 2: Weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence	HSTA 102	21-22
HIST 2: Weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence	HSTA 255	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	ARTH 160	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	HSTR 101	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	HSTR 102	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	HSTR 160	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	LSH 201	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	PHL 101	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	PHL 110	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	PHL 221	21-22
HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	WGSS 242	21-22
M4: Understand the quantitative aspects of current events.	M 105	21-22
M4: Understand the quantitative aspects of current events.	STAT 216	21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 105	21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 120	21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 140	21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 151	21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 273	21-22
M5: Make informed decisions that involve interpreting quantitative information.	M 274	21-22
M5: Make informed decisions that involve interpreting quantitative information.	STAT 216	21-22
NS1: identify and solve problems using methods of the discipline;	BIOB 101	21-22
NS1: identify and solve problems using methods of the discipline;	BIOH 104	21-22
NS1: identify and solve problems using methods of the discipline;	BIOH 108	21-22
NS1: identify and solve problems using methods of the discipline;	CHMY 101	21-22
NS1: identify and solve problems using methods of the discipline;	CHMY 121	21-22

NS1: identify and solve problems using methods of the discipline;	CHMY 123	21-22
NS1: identify and solve problems using methods of the discipline;	CHMY 141	21-22
NS1: identify and solve problems using methods of the discipline;	PHSX 220	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	CJUS 121	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	CJUS 125	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	EDU 200	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	PSCI 210	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	PSYX 100	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	PSYX 230	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	PSYX 240	21-22
SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	PSYX 260	21-22
WC1: use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process;	WRIT 101	21-22
WC1: use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process;	WRIT 201	21-22
WC2: formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences;	WRIT 101	21-22
WC2: formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences;	WRIT 201	21-22
CD 2: demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination	NASX 105	22-23
CD 2: demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination	NASX 204	22-23
CD 2: demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination	SIGN 101	22-23
CD 2: demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination	SIGN 201	22-23
FA 2: Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them	ARTH 160	22-23
FA 2: Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them	ARTZ 101	22-23
FA 2: Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them	ARTZ 105	22-23

FA 2: Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them	MUSI 101	22-23
FA 2: Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them	MUSI 103	22-23
FA 2: Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them	MUSI 112	22-23
FA 2: Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them	MUSI 207	22-23
HIST 3: Recognize the distinction between primary and secondary sources, and understand how each are used to make historical claims	HSTA 101	22-23
HIST 3: Recognize the distinction between primary and secondary sources, and understand how each are used to make historical claims	HSTA 102	22-23
HIST 3: Recognize the distinction between primary and secondary sources, and understand how each are used to make historical claims	HSTA 255	22-23
HIST 4: Recognize and interpret multiple forms of evidence (visual, oral, statistical and material, and print)	HSTA 101	22-23
HIST 4: Recognize and interpret multiple forms of evidence (visual, oral, statistical and material, and print)	HSTA 102	22-23
HIST 4: Recognize and interpret multiple forms of evidence (visual, oral, statistical and material, and print)	HSTA 255	22-23
HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	HSTR 101	22-23
HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	HSTR 102	22-23
HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	HSTR 160	22-23
HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	LSH 201	22-23
HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	PHL 101	22-23
HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	PHL 221	22-23
HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	WGSS 242	22-23
M1: Apply the acquired skills to other courses	M 120	22-23
M1: Apply the acquired skills to other courses	M 135	22-23
M1: Apply the acquired skills to other courses	M 136	22-23
M1: Apply the acquired skills to other courses	M 140	22-23
M1: Apply the acquired skills to other courses	M 191B	22-23
M6: Make informed decisions about their personal and professional lives.	M 120	22-23
M6: Make informed decisions about their personal and professional lives.	M 135	22-23
M6: Make informed decisions about their personal and professional lives.	M 136	22-23
M6: Make informed decisions about their personal and professional lives.	M 140	22-23
NS2: use logical skills to make judgments;	BIOB 101	22-23
NS2: use logical skills to make judgments;	BIOH 104	22-23
NS2: use logical skills to make judgments;	BIOH 108	22-23
NS2: use logical skills to make judgments;	CHMY 121	22-23
NS2: use logical skills to make judgments;	CHMY 143	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	BIOB 101	22-23

NS3: demonstrate thinking, comprehension, and expression of subject matter;	BIOH 104	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	BIOH 108	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	CHMY 101	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	CHMY 121	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	CHMY 123	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	CHMY 141	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	CHMY 143	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	GEO 101	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	PHSX 105	22-23
NS3: demonstrate thinking, comprehension, and expression of subject matter;	PHSX 205	22-23
OC 2: Demonstrate multiple flexible strategies for inventing, drafting, and editing oral presentations	COMX 111	22-23
OC 3: Deliver thoughtful oral presentations with clarity, accuracy, and fluency	COMX 111	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	CJUS 121	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	ECNS 201	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	ECNS 202	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	EDU 200	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	PSCI 210	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	PSYX 100	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	PSYX 230	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	PSYX 240	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	PSYX 260	22-23
SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	SOCI 101	22-23
WC3: use documentation appropriately and demonstrate an understanding of the logic of citation systems;	WRIT 101	22-23
WC3: use documentation appropriately and demonstrate an understanding of the logic of citation systems;	WRIT 201	22-23
WC4: give and receive feedback on written texts;	CRWR 240	22-23
WC4: give and receive feedback on written texts;	WRIT 101	22-23
AA/AS: Value the distinct and unique heritage of American Indians	NASX 240	23-24
CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	EDU 200	23-24
CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	EDU 211	23-24
CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	NASX 105	23-24

CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	NASX 204	23-24
CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	SIGN 101	23-24
CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	SIGN 201	23-24
CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	SPNS 101	23-24
CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	SPNS 102	23-24
FA 3: Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures	ARTH 160	23-24
FA 3: Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures	ARTZ 101	23-24
FA 3: Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures	MUSI 101	23-24
FA 3: Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures	MUSI 103	23-24
FA 3: Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures	MUSI 112	23-24
FA 3: Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures	MUSI 195	23-24
FA 3: Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures	MUSI 207	23-24
HIST 5: Understand the historical construction of differences and similarities among peoples within and across groups, regions, and nations	HSTA 101	23-24
HIST 5: Understand the historical construction of differences and similarities among peoples within and across groups, regions, and nations	HSTA 102	23-24
HIST 5: Understand the historical construction of differences and similarities among peoples within and across groups, regions, and nations	HSTA 255	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	HSTR 101	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	HSTR 102	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	HSTR 160	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	LSH 201	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	PHL 101	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	PHL 110	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	PHL 221	23-24
HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	WGSS 242	23-24
HUM 4: Construct and articulate a set of beliefs and values	HSTR 101	23-24
HUM 4: Construct and articulate a set of beliefs and values	HSTR 102	23-24
HUM 4: Construct and articulate a set of beliefs and values	HSTR 160	23-24
HUM 4: Construct and articulate a set of beliefs and values	LSH 201	23-24
HUM 4: Construct and articulate a set of beliefs and values	PHL 101	23-24
HUM 4: Construct and articulate a set of beliefs and values	PHL 221	23-24
M2: Reason analytically and quantitatively.	M 065	23-24

M2: Reason analytically and quantitatively.	M 090	23-24
M2: Reason analytically and quantitatively.	M 095	23-24
M2: Reason analytically and quantitatively.	M 105	23-24
M2: Reason analytically and quantitatively.	M 120	23-24
M2: Reason analytically and quantitatively.	M 121	23-24
M2: Reason analytically and quantitatively.	M 135	23-24
M2: Reason analytically and quantitatively.	M 136	23-24
M2: Reason analytically and quantitatively.	M 140	23-24
M2: Reason analytically and quantitatively.	M 151	23-24
M2: Reason analytically and quantitatively.	M 171	23-24
M2: Reason analytically and quantitatively.	M 172	23-24
M2: Reason analytically and quantitatively.	M 191B	23-24
M2: Reason analytically and quantitatively.	M 273	23-24
M2: Reason analytically and quantitatively.	M 274	23-24
M2: Reason analytically and quantitatively.	STAT 216	23-24
NS4: communicate effectively using scientific terminology;	BIOB 101	23-24
NS4: communicate effectively using scientific terminology;	BIOH 104	23-24
NS4: communicate effectively using scientific terminology;	BIOH 108	23-24
NS4: communicate effectively using scientific terminology;	CHMY 101	23-24
NS4: communicate effectively using scientific terminology;	CHMY 121	23-24
NS4: communicate effectively using scientific terminology;	GEO 101	23-24
NS5: Use quantitative skills to solve problems	CHMY 101	23-24
NS5: Use quantitative skills to solve problems	CHMY 121	23-24
NS5: Use quantitative skills to solve problems	CHMY 123	23-24
NS5: Use quantitative skills to solve problems	CHMY 141	23-24
NS5: Use quantitative skills to solve problems	CHMY 143	23-24
NS5: Use quantitative skills to solve problems	PHSX 105	23-24
NS5: Use quantitative skills to solve problems	PHSX 205	23-24
NS5: Use quantitative skills to solve problems	PHSX 220	23-24
OC 4: Listen actively in a variety of situations and speak effectively about their ideas	COMX 111	23-24
OC 4: Listen actively in a variety of situations and speak effectively about their ideas	COMX 115	23-24
SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	ANTY 101	23-24
SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	CJUS 125	23-24
SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	PSYX 100	23-24
SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	PSYX 230	23-24
SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	PSYX 240	23-24
SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	PSYX 260	23-24
SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	SOCI 101	23-24
WC5: read texts thoughtfully, analytically, and critically in preparation for writing tasks	LIT 110	23-24
WC5: read texts thoughtfully, analytically, and critically in preparation for writing tasks	LIT 270	23-24
WC5: read texts thoughtfully, analytically, and critically in preparation for writing tasks	LIT 291	23-24
WC5: read texts thoughtfully, analytically, and critically in preparation for writing tasks	NASX 240	23-24
WC5: read texts thoughtfully, analytically, and critically in preparation for writing tasks	RD 101	23-24
WC5: read texts thoughtfully, analytically, and critically in preparation for writing tasks	WRIT 101	23-24
ACTG: Communicate professionally, both orally and in writing.	WRIT 121	24-25
ACTG: Communicate professionally, both orally and in writing.	WRIT 220	24-25

CD 4: demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues	NASX 105	24-25
CD 4: demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues	SIGN 101	24-25
CD 4: demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues	SIGN 201	24-25
FA 4: Connect periods and expressions of art to changes in societies and cultures	MUSI 101	24-25
FA 4: Connect periods and expressions of art to changes in societies and cultures	MUSI 112	24-25
HIST 6: Interpret other societies in comparative context and one's own society in the context of other societies	HSTA 101	24-25
HIST 6: Interpret other societies in comparative context and one's own society in the context of other societies	HSTA 102	24-25
HIST 6: Interpret other societies in comparative context and one's own society in the context of other societies	HSTA 255	24-25
HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	HSTR 101	24-25
HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	HSTR 102	24-25
HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	HSTR 160	24-25
HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	LSH 201	24-25
HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	PHL 101	24-25
HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	PHL 110	24-25
HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	PHL 221	24-25
HUM 6: Incorporate humanities perspectives in other areas of study	HSTR 101	24-25
HUM 6: Incorporate humanities perspectives in other areas of study	HSTR 102	24-25
HUM 6: Incorporate humanities perspectives in other areas of study	HSTR 160	24-25
HUM 6: Incorporate humanities perspectives in other areas of study	LSH 201	24-25
HUM 6: Incorporate humanities perspectives in other areas of study	PHL 221	24-25
HUM 6: Incorporate humanities perspectives in other areas of study	WGSS 242	24-25
M3: Think critically and independently about mathematical situations.	M 105	24-25
M3: Think critically and independently about mathematical situations.	M 121	24-25
M3: Think critically and independently about mathematical situations.	M 135	24-25
M3: Think critically and independently about mathematical situations.	M 136	24-25
M3: Think critically and independently about mathematical situations.	M 140	24-25
M3: Think critically and independently about mathematical situations.	M 151	24-25
M3: Think critically and independently about mathematical situations.	M 171	24-25
M3: Think critically and independently about mathematical situations.	M 172	24-25

M3: Think critically and independently about mathematical situations.	M 273	24-25
M3: Think critically and independently about mathematical situations.	M 274	24-25
M3: Think critically and independently about mathematical situations.	STAT 216	24-25
M3: Think critically and independently about mathematical situations.		24-25
NS6: integrate through analysis;	BIOB 101	24-25
NS6: integrate through analysis;	BIOH 104	24-25
NS6: integrate through analysis;	BIOH 108	24-25
NS6: integrate through analysis;	CHMY 101	24-25
NS7: Demonstrate the relationship between actions and consequences	CHMY 101	24-25
NS7: Demonstrate the relationship between actions and consequences	CHMY 121	24-25
NS7: Demonstrate the relationship between actions and consequences	PHSX 205	24-25
NS8: Discuss the role of science in the development of modern technological civilization	CHMY 101	24-25
OC 5: Adapt content and mode of presentation to fit a given audience and medium	COMX 111	24-25
OC 6: Give and receive feedback on oral presentations	COMX 111	24-25
OC 6: Give and receive feedback on oral presentations	COMX 115	24-25
SS 4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place	ANTY 101	24-25
SS 4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place		24-25
SS 4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place	CJUS 121	24-25
SS 4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place	PSYX 240	24-25
SS 4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place	PSYX 260	24-25
SS 4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place		24-25
SS 4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place	SOCI 101	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	ANTY 101	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	CJUS 121	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	CJUS 125	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	ECNS 201	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	ECNS 202	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	PSYX 100	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	PSYX 230	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	PSYX 240	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	PSYX 260	24-25
SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology	SOCI 101	24-25
Welding PO1: Demonstrate effective oral and written communication skills appropriate to the welding industry.	WRIT 104/COMX 102	24-25

Welding PO1: Demonstrate effective oral and written communication skills appropriate to the welding industry.	WRIT 121	24-25
AA/AS 3: Apply the Arts, Humanities and Social Sciences in today's world	EDU 221	
	ARTZ 106	
	ARTZ 224	
	PHOT 154	

Student Learning Assessment
Gen Ed Outcome Reflection

Instructor Name: Your Name Here

Department:

Academic Reporting Year: Semester 2021-2022

NOTE: The purpose of this form is to document student progress toward meeting program-level or General Education outcomes. We measure learning at the program level through alignment between courses and program outcomes, with course-level assignments and assessment tools serving as evidence of student learning. Faculty are responsible for assessing student learning at the course level; however, course-level outcomes reporting is not required.

1. Program Outcomes and CLO Assessment

In the table below, complete the information for each course you taught that is aligned to the designated program outcomes. Please be specific in your response: e.g., “argument essay rubric” instead of “rubric” or “chapter 1 quiz” instead of “quizzes.” In the last column, describe any actions you will take to improve student achievement of program outcomes and/or College Learning Outcomes.

<i>Course</i>	<i>Assignment or Assessment Tool Used</i>	<i>Strengths in student work for this assessment</i>	<i>Areas of concern in student work for this assessment</i>	<i>Assessment Results (# of students who met the outcome out of # participating)</i>	<i>Does this also assess a CLO? If so, indicate which one. Communication Critical Thinking Professionalism</i>	<i>How well did students meet the outcome for this CLO? 4) Exceeded expectations 3) Met expectations 2) Approaching expectations 1) Did not meet expectations</i>	<i>Planned Action to improve student learning (include desired results)</i>
Program Outcome—							
Program Outcome—							

**Student Learning Assessment
Gen Ed Outcome Reflection**

<i>Course</i>	<i>Assignment or Assessment Tool Used</i>	<i>Strengths in student work for this assessment</i>	<i>Areas of concern in student work for this assessment</i>	<i>Assessment Results (# of students who met the outcome out of # participating)</i>	<i>Does this also assess a CLO? If so, indicate which one. Communication Critical Thinking Professionalism</i>	<i>How well did students meet the outcome for this CLO? 4) Exceeded expectations 3) Met expectations 2) Approaching expectations 1) Did not meet expectations</i>	<i>Planned Action to improve student learning (include desired results)</i>

2. Closing the Loop: Impact of Previous Action Taken to Improve Student Learning

Describe any actions you **have taken** to improve student learning, based on program and/or CLO assessment data, and share the results of that action. This can be for **any** program outcome or CLO, not just those indicated in section 1. Refer to previous reflections as relevant. Use one row per outcome/course. Add extra rows as needed.

<i>Program Outcome or CLO</i>	<i>Course</i>	<i>Action Taken</i>	<i>Reason for Action (Be specific, e.g., student success rates on an assessment, student feedback, surveys, course evaluations)</i>	<i>What was the goal?</i>	<i>Impact of Action on Student Learning</i>

3. Recommendations for Improving Assessment

Please share ideas for improving your program's assessment process and/or suggestions for improving CLO assessment as an institution.

- How might the department's assessment process be improved? (e.g., improving departmental communication)
 - Type text here

Student Learning Assessment Gen Ed Outcome Reflection

- How might CLO assessment be improved, within the department or institutionally?
 - Type text here

4. Effective Teaching Practices

Please share any effective or innovative teaching practices you have used. Briefly explain the practices used and how they impact student success.

Type text here

5. Resource Needs

Share any needs you have for continued support in assessing student learning.

Type text here

6. General comments

Please share any other comments or concerns about student learning that have not already been addressed.

Type text here

Please upload completed forms to your department's channel in the [Program Assessment Team](#) or email to Mandy Wright mandy.wright@gfcmsu.edu. Forms must be submitted no later than three days after grades are due at the end of the fall and spring semesters. Summer reflections should be submitted by the day after grades are due for the summer term.