

2021 Assessment Workshop

August 16, 2021

Who's here?

- Let us know you're here! Visit <https://bit.ly/3yQfbkN> or scan the QR code at your table
- Share your name and department or program.

How to Post

- Click anywhere on the Padlet. If you're on a mobile device, double tap anywhere or select the plus (+) button. A simple text post will appear. Type what you want and then click "Publish."

Today's goals

1. Review assessment and its purpose.
2. Reflect on our current assessment process.
3. Review and evaluate program report structure.
4. Consider alignment between assignments and learning outcomes.
5. Discuss proposed changes to assessment process.
6. Overview of NWCCU revised standards and upcoming site visit.

What is assessment?

- A natural, scholarly act.
 - Think of assessment as a process of inquiry and action.
- 3 ½ Steps
 - Learning Goals: what do we want students to be able to do when they complete a learning experience?
 - Information: how well are students achieving these goals and what influences their learning?
 - Mapping: where in the curriculum are learning goals addressed?
 - Action: how can we use the information to improve student learning?

Why do we assess?

Information-based decision making.

How well are we achieving our goals and what steps can we take to improve?

Classroom assessment: focused on individual instructor and that group of students = changes in pedagogy.

Program assessment: department, program, institution examining student learning broadly and then taking collective action.

“It’s not the assessment itself that leads to improvement, but the action taken” (Walvoord, 2010).

What actions might come from program assessment?

- Changes to curriculum, requirements, programmatic structures, other aspects of a program of study.
- Changes to policy, funding, planning that support learning.
- Faculty development.

How can we be successful in assessment?



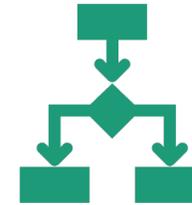
**Assessing for ourselves,
our students, our
institution.**

Not focusing primarily on
compliance with external
demands.



**Gathering the right data
and acting on it.**

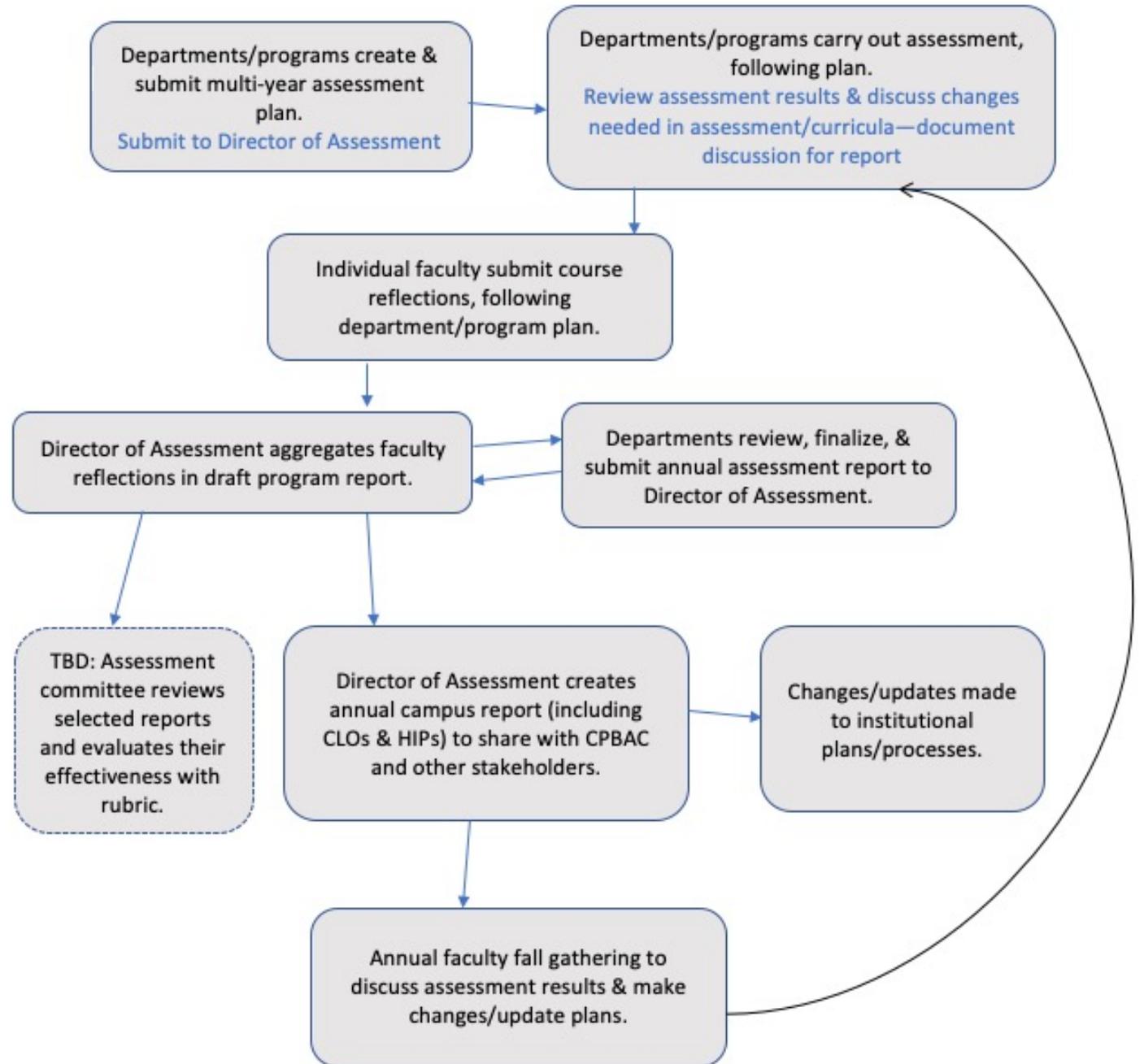
Not gathering data for the sake of
collecting it.



**Creating a simple, useful
process.**

Avoiding over-complication.

Current process



Navigate to the Padlet at <https://bit.ly/3AJXGmL> or scan the QR code at your table.

Answer the following questions under their respective columns:

- What has been helpful or effective in assessing student learning?
- What's working in our current process?
- What's missing in our current process?
- What could be improved?

Assessment Process Check-in

Assessment Process Check-in

MANDY WRIGHT AUG 10, 2021 05:09PM

What has been helpful or effective in assessing student learning?

Creating a departmental assessment schedule.

Clear schedule and reporting deadlines

Curriculum mapping

Phase 4 forms

I found the previous Phase 4 forms to be helpful in assessing student learning from one semester to the next

A better reflection of the effectiveness of assignments and projects.

Templates

Creating the schedule. Sharing that schedule with adjuncts and including clear instructions.

Having a uniform method of assessing how well program instructors meeting course outcomes and program outcomes

A scheduled timeframe of when to assess followed by intervention

Linking each assessment tool used with a CLO

too soon to tell

The opportunity to reflect.

Deadlines

Having a deadline has motivated me to work on assessment.

Aligning test questions with specific learning outcomes. Great measuring tool for identifying topics not well understood.

I like the Faculty Reflections as it makes me actually stop and think back over what I did during the block and assess what worked and what didn't.

I like the former Phase IV forms also. They were very easy to navigate and provided the same information that the new forms include.

Always the feedback from our Clinical sites and scores on Certification Exam.

Really great training and information about assessment.

What's working in our current process?

N/A

Too early to discern at this point

Deadlines require us to complete the process on a regular basis.

Specific data to report

Deadline

Folks seem to be submitting the required/requested reflection documents.

Our class schedule builds on the preceding information of the prior class, continually strengthening skills and knowledge.

A schedule to review courses in a timely manner

Collaboration with other programs

The process is clear and well organized.

Workload

What is asked of me as an individual is reasonable, manageable, and helpful.

lack of communication within the department

Finding where gaps and duplication in meeting standards exist so we can make the corrections as a program

Report process is great for reflecting

I like that we have a committee dedicated to assessment.

What's missing in our current process?

N/A

Too early to discern

Follow up with faculty to make sure it's working

Long-term tracking of data to determine if changes have resulted in increased student success.

And enough time between iterations of the process to be able to tell – ANONYMOUS

seconded – MICHAEL WALKER

The reporting piece, an end product to summarize all the data that is collected.

Meaningful department-level conversation to be able to assess across sections

Getting feedback on if the assessment to make sure it is done the way it is attended to be.

The follow up data about how changes have been completed and/or implemented and the success of those changes.

Continue to close the loop and mapping to the institutional level

Follow through on discussion of program wide improvements needed that are recognized in individual courses.

In light of the feedback from the students last year after their certification exam, many questions concerned the first semester of the program's information. The students wished that information had been later in the semester.

I am never clear how we are doing as an institution.

Follow up

A repository for our data that could access and analyzed in the same place

How non-course student services are impacting student success. Advising, tutoring, placement tests, other studnet services.

Maybe a form or outline to help me keep track of what I need to change moving forward.

What could be improved?

Using programmatic assessments

Simply it even more

Discussion in the department

Streamline more so that reporting isn't as time consuming (if done correctly)

The reflection forms still seem to contain some repetitive information.

Make more streamlined

Still feels like we are collecting data just to have it.

Easier methods/clearer instructions for adnucnt faculty members.

A way to find common paths for improvements from examining the collective data

communication within the department

We need to discuss an added refresher curriculum before the Certification exam or need to redo the entire schedule.

Large Picture

I know that everyone is working on assessment, but I don't see the results. It would be motivating to see campus-wide data.

We look at way too much data. And it is changing all the time. What is our goal?

Sharing gathered data so we can appreciate the “why” behind our efforts

I need to write down the thoughts that I have during the block as to what "worked" and what didn't so I can better make clearly defined changes.

Assessment @ GFC MSU

Where we are, where
we need to go

What we've accomplished so far

- Faculty development related to assessment.
 - Integrating HIPs, Incorporating & Assessing Professionalism, Contract Grading, TILT, Classroom Assessment Strategies, GFC Assessment Process
 - TILT Professional Learning Community
- All programs/departments have assessment plans/curriculum maps.
- Assessment [policy](#) & [procedure](#) approved.
- Assessment committee that meets regularly.
- 2 years of reporting leading to baseline institutional data for CLOs.

Program/Department Reports



Information aggregated from submitted course reflections.



Individual instructor comments are deidentified when possible.

Faculty are encouraged to revisit their reflections as they make changes to their instructional practices, content, etc.



Goal of the report is to look at student achievement holistically in the department/program.

Section 1: Course reports

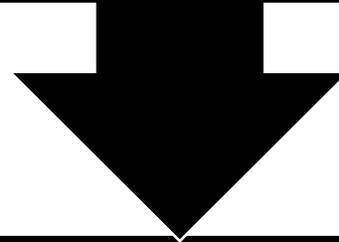
Information based on
assessment plans
submitted last year.

Institutionally, 79% of
courses scheduled
were reported.

Does not include
course reflections
submitted that were
not scheduled.

Section 2: Program Outcomes Assessed

Based on program outcome alignment from dept/program assessment plans.



Many reflections listed course outcomes or something other than program outcomes.

Opportunity for improvement or training?

Section 3: Course Data and Faculty Perceptions

What went well? What might have gone better?

- Purpose of section: opportunity to address “other” issues related to course overall, e.g., student behavior, scheduling, attendance.

Effective Examples:

- Moving many of the assignments to in-class work gave me the opportunity to coach students and answer questions as they came up.
- Student attendance, particularly in the second block, was a problem and that was evident in their grades. More students earned passing grades in Block A than in Block B and I attribute that to attendance.



Section 3: Student Learning



Areas of strength demonstrated in student learning/Opportunities for Improvement.

- Purpose of section: identify areas of strength and areas of concern in student achievement of learning outcomes.
 - Ideally should emphasize specific strengths/weaknesses students demonstrated in their work that was used to assess the learning goals.
- “Opportunities for improvement” = areas of concern in student demonstration of learning.
 - Might lead to planned changes.
 - Many instructors listed actions they wanted to take rather than “weaknesses” in student work.

Strengths/Opportunities re: Learning

Strengths

- Ability to accept feedback and use it to revise a paper.
- Thesis—determining a relevant topic and articulating an effective argument.
- Evaluating expressions.
- Solving linear equations.

Opportunities for Improvement

- Evidence and development—the majority of students scored at the “approaching expectations” level on the argument essay.
- Source integration and documentation—the majority of students scored at the “approaching expectations” level on the argument essay.
- Polynomial division.
- Graphing linear equations.



Section 3: Student Learning, cont.

- Planned changes and measures of success.
 - Actual language from reflections was used.
 - More specificity is better.
- Results of previous planned changes.
 - Information from the “Closing the Loop” section of the course reflection.



Section 5: CLOs



CLOs assessed and tools used.

- Report does not include rationale for faculty rating.
- Tying specific assignments or assessment tools to CLO assessment is most effective.
- Individual faculty rating of student CLO achievement and department average included.

Areas of strength/opportunities for improvement demonstrated in student CLO attainment.

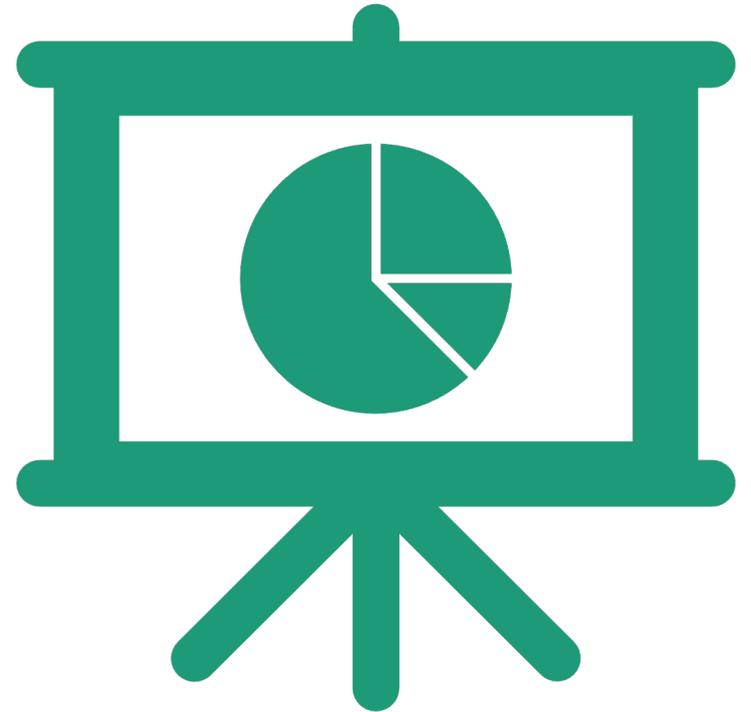
- Should emphasize specific strengths/weaknesses students demonstrated in their work that was used to assess the CLOs.
- Many instructors listed actions they wanted to take rather than “weaknesses” in student work.

Planned changes to CLO assessment and measures of success.

- Should result from observed weaknesses in student work.

Section 6. Effective Teaching Practices

- Information from HIPs chart of reflections.
- Generalized practices identified instead of maintaining HIPs categories.
 - Several instructors copied and pasted the same information for multiple HIPs.
- Current strategic plan is wrapping up—more info to come re: HIPs initiative.
- Good instructional practices should be acknowledged whether they are a HIP or not.





Section 7: Notes/Recommendations

- Any comments, ideas, or suggestions for the department.



Section 8: Dept./Program Reflection & Response

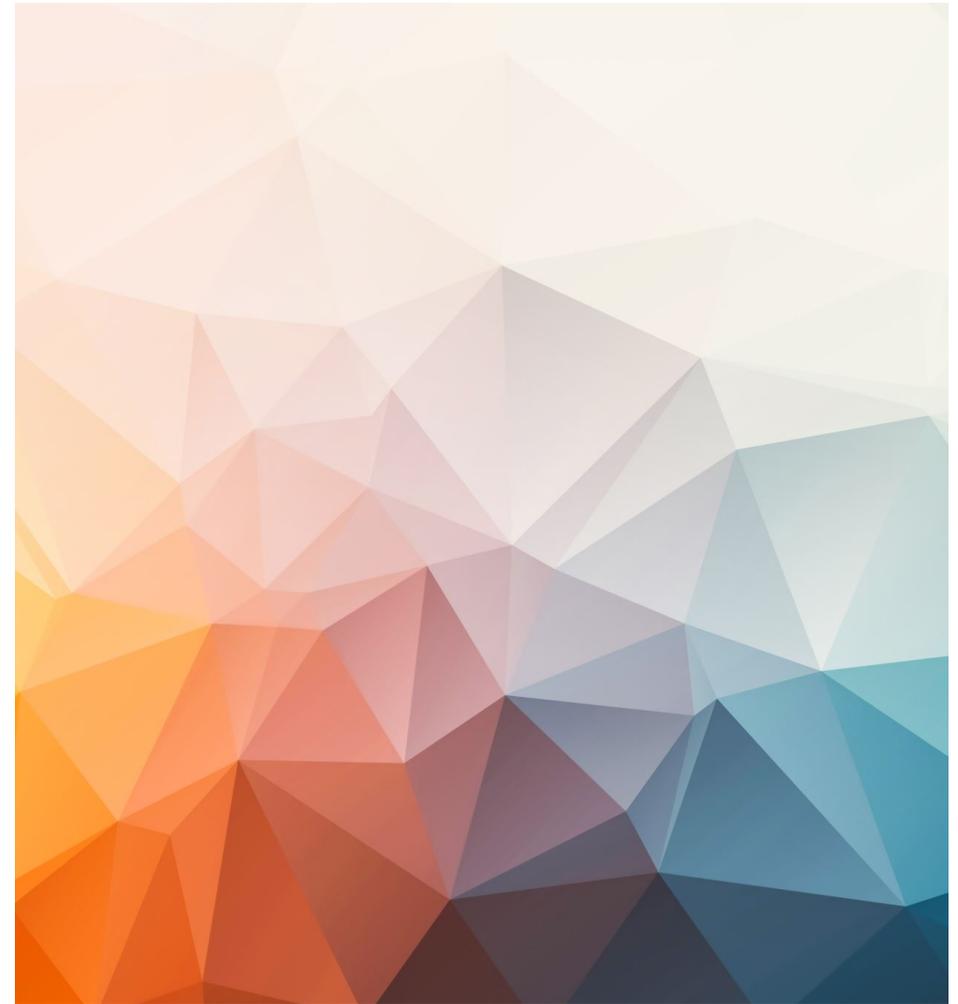
Each department or program should complete this section collaboratively (if possible).

Assessment Planning: Indicate if you will update your curriculum maps.

Response to Assessment: 7 questions

Support Requests: Indicate if your program/department would like support with any of the items listed or something not listed.

After completing, return to Mandy by Sept. 15.



A magnifying glass is positioned over a bar chart. The chart shows two groups of bars, one for Q2 and one for Q3. Each group contains two bars, one blue and one green. The magnifying glass is focused on the Q2 group, making the bars and the label 'Q2' appear larger and clearer. The background is a light blue color.

Appendix: Pass Rate Data

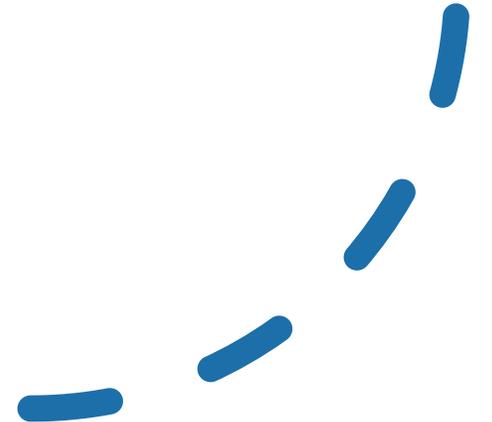
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- Historical pass rates for courses reported this year.
 - Eleazar pulls this data.
 - Intended to be used as additional data concurrently with the reported strengths and areas of concern.
 - Taking both types of data into account, how does this impact the action you might take?
 - Zoom in if the charts are hard to read!

Assessment Report Reflection

Navigate to the Padlet at <https://bit.ly/3IS1fCU> or scan the QR code.

Answer the following questions in their respective columns:

- What information is helpful to you?
- What information is not helpful?
- Where could we dig deeper?



Assessment Report Reflection

Made with a curious mind

MANDY WRIGHT AUG 10, 2021 09:33PM

What information is helpful to you?

Overall description is helpful

Defining the language so asks are more transparent

It will be helpful to see the report to know what information has and has not been reported from my faculty.

What to expect on the report

What went well and what might have gone better.

Pass rates are useful

Aggregated information across the department or course prefix

Curriculum mapping

Good to get feedback on where there were areas reported info that did not correlate with what was asked

Not sure that I have seen the report from last year? Did I miss it?

This information is all helpful, but could be more beneficial closer to actual assessment time. Maybe we could have sessions where Mandy and/or Becky were available and faculty could come complete assessments with them in the room to answer questions and clarify instructions.

What information is not helpful?

Its hard to answer without seeing our own reports.

It would be helpful to know in advance of the report who has and has not reported as requested. Then some encouragement or intervention could happen and perhaps improve the 79% reporting score.

I am having a hard time remembering my Reflection, so feel unable to answer.

Detailed description of expectations for each section might help. Would need to be separate document

Pass rates on their own can be less helpful or misleading for courses taught once per year with fairly low enrollment.

Probably need to have the last report in front of me to give a valuable answer. Same for the dig deeper question.

Where could we dig deeper?

Overall departmental pass rates could be useful, since sample size for individual courses can be smaller than needed to draw meaningful conclusions about trends.

Are you asking about our weaknesses? Lol

Perhaps look at the pass rate along with the attrition rate

Work to develop more consistent institutional standards for individual faculty rating of student achievement of CLOs.

Pass rates with identified DWF would be more helpful

Without seeing the report it's hard to say

Alignment

Connecting learning
goals to assignments



Program mapping helps determine where concepts are covered vs assessed.



Program outcomes—what students should be able to do after completing the program.



Course outcomes—what students should be able to do after completing the course.



Unit/module outcomes—learning goals for the unit or module; may include foundational information & content.



Assignment outcomes—learning goals for the assignment; should tie back to broader outcomes (course/program).

What is
covered vs
assessed?

Syllabus chart

- Purpose is to show clear alignment between course outcomes, program outcomes, CLOs, and the assignments or tools used to assess them.
- When your alignment chart looks like this, how do you know how well students have met the stated outcomes?

<p>Course Outcomes</p> <p>Here's what you should be able to do by the end of the course.</p>	<p>Assessment Tools</p> <p>Here's how your learning will be measured.</p>	<p>General Education Writing Outcomes</p> <p>Here's how this course fits into your program of study at GFC MSU.</p>	<p>College Learning Outcomes Alignment (Critical Thinking, Communication, and/or Professionalism)</p> <p>Here's how this course fits into the big picture of your learning at GFC MSU.</p>
<p>Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience</p>	<p>Essays, quizzes, discussions</p>	<p>Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences</p>	<p>Communication Critical thinking Professionalism</p>
<p>Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument</p>	<p>Essays, quizzes, discussions</p>	<p>Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences</p>	<p>Communication Critical thinking Professionalism</p>

Aligned assignments

<p>Course Outcomes Here's what you should be able to do by the end of the course.</p>	<p>Assessment Tools Here's how your learning will be measured.</p>	<p>General Education Writing Outcomes Here's how this course fits into your program of study at GFC MSU.</p>	<p>College Learning Outcomes Alignment (Critical Thinking, Communication, and/or Professionalism) Here's how this course fits into the big picture of your learning at GFC MSU.</p>
<p>Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience</p>	<p>Mindset essay—thesis section of rubric</p>	<p>Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences</p>	<p>Communication</p> <p>Definition: Communication is the effective, active expression and exchange of ideas through listening, speaking, reading, writing, or other modes of verbal or non-verbal or artistic expression.</p>
<p>Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument</p>	<p>Mindset essay—evidence/development section of rubric</p>		<p>Outcome: Students will communicate effectively, expressing ideas and information in the mode most appropriate to the audience and situation.</p> <p>This outcome will be assessed with the final score on the mindset essay.</p>

Example Aligned Assignment

Growth Mindset Essay

Purpose

The purpose of this assignment is to help you become familiar with the idea that academic writing is a “conversation” between scholars. Most writing in college is an intellectual or critical response to other texts, rather than personal responses to various topics. Much of the writing we do in college is also based on the idea that we must make an argument (take a position on a topic) and support it. This essay will show that you are able to use texts to support your position on a topic.

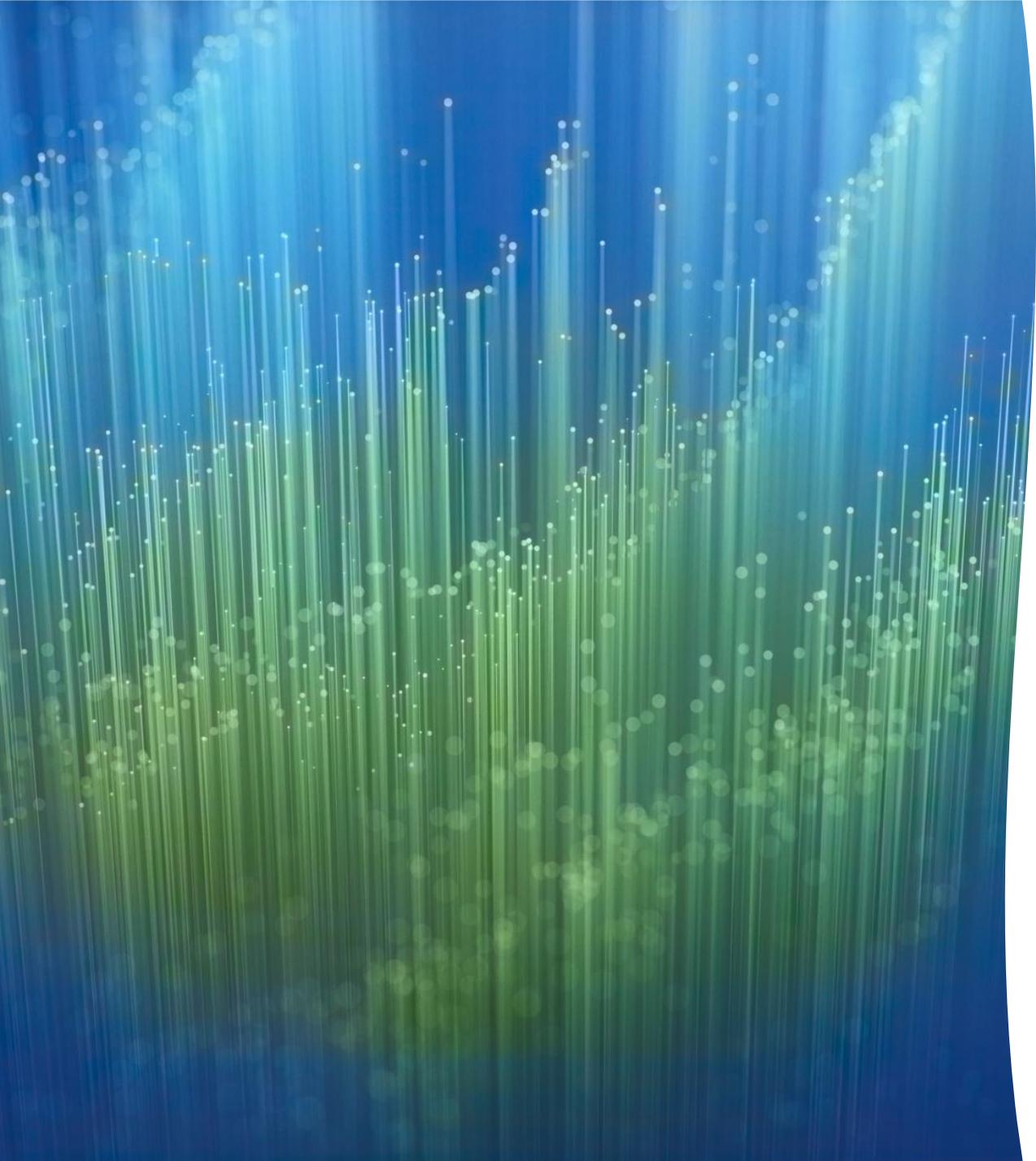
The topic for this essay is to take a position making an argument on one of two questions about growth mindset. You will choose one of the following questions on which to take a position:

1. *Is a growth mindset important to success in life?*
2. *Is the idea of growth mindset the most effective or important way to improve our education system and student success?*

Learning Goals

This assignment will help you meet the following learning goals that are essential to your success in this course and in school.

Learning goals		
Course learning goal	This means you can:	You show this by:
Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	<ul style="list-style-type: none">• Compose a college-level essay as a result of the writing process.	<ul style="list-style-type: none">• Submitting your complete essay on time.
Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience.	<ul style="list-style-type: none">• Write a supportable, argument-based thesis statement.• Support your thesis with specific evidence (reasons, details, facts) from your own experience and from texts/sources.	<ul style="list-style-type: none">• Achieving the “Meets Expectations” criteria on the thesis section of the rubric.
Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument.	<ul style="list-style-type: none">• Respond to a topic with an original argument.• Organize your ideas logically, in order of importance or emphasis.• Expand on your evidence with strong examples and explanations.	<ul style="list-style-type: none">• Achieving the “Meets Expectations” criteria on the development and organization sections of the rubric
Integrate their own ideas with those of others	<ul style="list-style-type: none">• Integrate texts into an essay using summary, paraphrasing, or quoting.• Read and respond to a college-level text.	<ul style="list-style-type: none">• Achieving the “Meets Expectations” criteria on the source integration section of the rubric

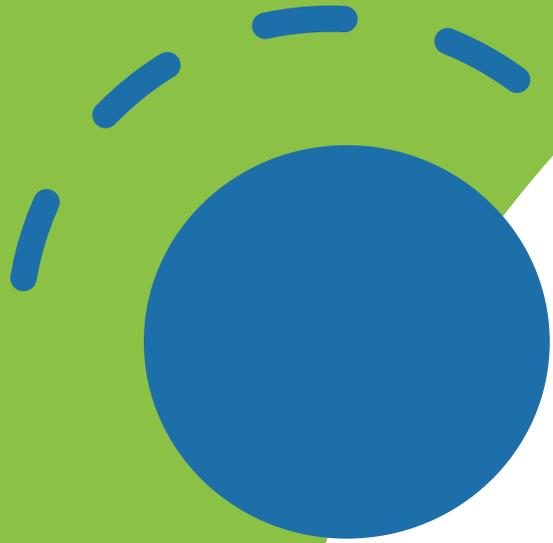


Resources for aligning assignments

Professional Learning Community sessions throughout the year.

TILT book available from Teaching & Learning Center.

Teaching & Learning Center support for assignment redesign.



Alignment & Tracking in the Accounting Program

	A	D	E	F	G	H	I	J
190	ACTG 102, Accounting Procedures II, Summer 2021							
191	Course Objective	Assessment Tool GFC	Assessment Tool DE	Evidence of Change		Objective Met?	Analysis	
192				OL	Total			
193	Account for uncollectible accounts (write-off and reinstatement) using the allowance method.	Exam #1	Chapter 14 Exam	6/7 (86%)	6/7 (86%)	Yes		
194	Account for promissory notes receivable and payable: record issuance and payment of notes, calculate interest, adjust for accrued interest.	Exam #1	Chapter 14 & 15 Exams	6/7 (86%)	6/7 (86%)	Yes		
195	Calculate ending inventory valuation using specific identification, weighted-average-cost, FIFO, and LIFO methods. Describe the influence of the inventory valuation method on net income	Exam #1		6/7 (86%)	6/7 (86%)	Yes		
196	Analyze and record transactions for the acquisition and disposal of plant assets.	Exam #2	Chapter 15 Exam	5/7 (71%)	5/7 (71%)	No	The two students who didn't pass this exam did not complete the assigned formative work. Due to the extremely small class size, this had a significant impact on the overall pass rates but no changes in the teaching approach deemed necessary.	
197	Calculate depreciation and book value of plant assets using straight-line, double-declining, and units-of-production methods.	Exam #2	Chapter 19 Exam	5/7 (71%)	5/7 (71%)	No		
	Account for partnership transactions:	Exam #2	Practice Sets	5/7 (71%)	5/7 (71%)	No		

	A	H	I	J	K	L	M	N	O
		Spring 2018	Summer 2018	Spring 2019	Summer 2019	Spring 2020	Summer 2020	Spring 2021	Summer 2021
1									
2	Course Objective	Objective Met?							
3									
4	Account for uncollectible accounts (write-off and reinstatement) using the allowance method.	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
7	Calculate ending inventory valuation using specific identification, weighted-average-cost, FIFO, and LIFO methods. Describe the influence of the inventory valuation method on net income	Yes	Yes	Yes	No	Yes	Yes	Partial	Yes
8	Analyze and record transactions for the acquisition and disposal of plant assets.	Yes	No						
10	Account for partnership transactions: define partnership concepts, identify partnership accounts and their classifications, analyze and record partnership transactions.	Yes	No						
	Account for corporate transactions: define corporate concepts, identify corporate accounts and their classifications, analyze and record corporate transactions (stock, dividends, retained earnings, bonds, and	No	No	No	No	No	Yes	Yes	No

Proposed changes to assessment process

- Review and revise assessment plans.
 - Focus on program outcomes, maybe 1-2 per year.
- Clearly align program outcomes and CLOs to course assignments/assessment tools.
- Updated reflection document emphasizing program outcomes and CLOs.
 - Submit 1 document per year (see example in packet).
- Re-examine how externally accredited programs are assessing/reporting.
- Develop survey instrument for student self-assessment of learning outcomes.





feedback

NWCCU Standards & Site Visit

What to know and
expect.

NWCCU Revised Standards

- What?
 - NWCCU published their revised accreditation standards in 2020.
 - We addressed Standard Two last year in the Year Six report.
- How do they affect us?
 - There are fewer standards now and Standard One places significant emphasis on student learning assessment and improving institutional effectiveness.

Standard One: Student Success, and Institutional Mission and Effectiveness



1.B.1: The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.



1.C.5: The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.



1.C.6: The institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies.



1.C.7: The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.



Evaluation of Institutional Effectiveness (EIE)—aka Year 7 visit.

- Report drafted and reviewed by mid-fall 2021.
- Final report submitted by March 2022
- Report will be reviewed by peer review team.
- Site visit by peer review team April 20-22, 2022.
- Peer review team makes recommendations to commission's Evaluation of Institutional Effectiveness standing committee.
- Committee makes recommendations to full commission.
- Committee finalizes accreditation and recommendations at June 2022 meeting.

NWCCU Site Visit: What to Expect

- Evaluators will likely be on campus.
- May ask to speak to different faculty groups/individuals.
- Be prepared to speak about institutional and programmatic assessment processes.



More accreditation information



All accreditation reports and feedback can be found on the accreditation page at <http://www.gfcmsu.edu/about/accreditation/>.



NWCCU 2020 Revised Standards
<https://nwccu.org/accreditation/standards-policies/standards/>.



Contact Jeri Pullum (or Mandy) with questions.

Next steps



Complete program reports (section 8) & return to Mandy by September 15. Will be available in Teams by this Friday, 8/20.

Review program maps & make any needed changes to alignment between courses, program outcomes, and CLOs.

Update assessment plan/schedule to address program outcomes.

Assessment Committee will review feedback and finalize updates to assessment process.



Thank you
for your
work!



Great Falls College MSU

Annual Program Assessment Report

Department/Program:

Academic Year Assessed:

1. Course Reports

Courses scheduled to be reported	Course reports received	Courses scheduled to be reported	Course reports received

a) Percentage of scheduled course reports received

2. Program Outcomes Assessed

3. Course Data and Faculty Perceptions

a) What went well?

b) What might have gone better?

4. Student Learning

a) Areas of strength demonstrated in student learning

b) Opportunities to improve student learning

c) Planned changes and measures of success

Course	Planned Change	Reason for Change	Success Measure

d) Results of previous planned changes

Course	Planned Change	Success Measure	Results

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5. College Learning Outcomes Assessed

a) CLOs assessed and tools used

CLOs	Course	Assessment Tools	Rating	Avg Rating
Communication				
Critical Thinking				
Professionalism				

Average assessment of student CLO attainment:

- 4) Exceeded expectations 3) Met expectations
- 2) Approaching expectations 1) Did not meet expectations

b) Areas of strength demonstrated in student CLO attainment

- Communication**
- Critical Thinking**
- Professionalism**

c) Opportunities to improve CLO attainment

- Communication**
- Critical Thinking**
- Professionalism**

d) Planned changes to CLO assessment and measures of success

- Communication**
- Critical Thinking**
- Professionalism**

6. Effective Teaching Practices

Practice	Impact on Student Success	Planned Changes

7. Notes/Recommendations

8. Department/Program Reflection and Response

**This section is to be completed by the program/department.*

a) Assessment planning

The curriculum map (alignment of courses to program outcomes & CLOs)

__ will be updated this year

__ will not be updated this year

b) Response to assessment

1. What departmental or program-level changes within the past two years have led to student learning improvements? What was the result of these changes? Please summarize.

2. If other indirect assessment tools are used to recommend departmental or program changes (such as exit surveys, student self-evaluation, employer satisfaction surveys, etc.) please explain how the responses are driving department or program decisions.

3. Based on the information in this report, what has the program/department learned from this assessment period?

4. What action(s) will the program/department take to address areas of concern regarding student learning? This might include curricular changes, assessment tool changes, etc.

5. When will the change(s) be implemented, and how will you know if they are successful?

6. Does your program/department have a forum to discuss student learning data and identify and follow up on action items? Please describe what you currently do or plan to do.

(An example would be a targeted department meeting where you discuss student learning data, decide on an action to improve student learning, then follow up as scheduled, keeping minutes for documentation).

7. What issues regarding student learning assessment should be addressed at the institutional level?

c) Support Requests

**Does your program/department need support or resources in any of the following?
Mark any that apply.**

Aligning course outcomes to program outcomes

Aligning courses/programs to College Learning Outcomes

Developing unit level objectives in courses

Assignment redesign

Aligning assignments with program outcomes or College Learning Outcomes

Other (please explain)

Please return this completed form to Mandy Wright at mandy.wright@gfcmsu.edu.

Sample Syllabus Chart with Aligned Assignments

Course Outcomes Here's what you should be able to do by the end of the course.	Assessment Tools Here's how your learning will be measured.	General Education Writing Outcomes Here's how this course fits into your program of study at GFC MSU.	College Learning Outcomes Alignment (Critical Thinking, Communication, and/or Professionalism) Here's how this course fits into the big picture of your learning at GFC MSU.
Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	<ul style="list-style-type: none"> Flash drafts +Reflection paragraphs for essays (P) Portfolio reflection (M) 	Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	Communication Definition: Communication is the effective, active expression and exchange of ideas through listening, speaking, reading, writing, or other modes of verbal or non-verbal or artistic expression. Outcome: Students will communicate effectively, expressing ideas and information in the mode most appropriate to the audience and situation. This outcome will be assessed with the final score on the mindset essay.
Develop multiple, flexible strategies for writing, particularly inventing, organizing, drafting, revising, and copyediting	<ul style="list-style-type: none"> Prewriting + working thesis for essays (P) Finding evidence + organizing activities for essays (P) Writing process self-check quiz (P) Revising reflection paragraphs—based on tutor & peer feedback (P) 		
Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience	<ul style="list-style-type: none"> Mindset essay—thesis section of rubric (M) Argument analysis activity for mindset essay (P) 	Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences	
Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument	<ul style="list-style-type: none"> Mindset essay—evidence/development section of rubric (M) 		
Read texts thoughtfully, analytically, and critically in preparation for writing tasks	<ul style="list-style-type: none"> Reading discussion & response posts (M) Pre-reading and CRQ for mindset essay (P) 	Read texts thoughtfully, analytically, and critically in preparation for writing tasks	

Understand how to self-edit and appreciate its importance in crafting a professional document	<ul style="list-style-type: none"> • Tutor feedback + reflection for essays (P) • Peer review (P) 	Give and receive feedback on written texts
Demonstrate an understanding of research as a process of gathering, evaluating, analyzing, and synthesizing appropriate primary and secondary sources	<ul style="list-style-type: none"> • Summary skills quiz (P) • Research log & source analysis (P) 	Use documentation appropriately and demonstrate an understanding of the logic of citation systems
Integrate their own ideas with those of others	<ul style="list-style-type: none"> • Mindset essay—source integration section of rubric (M) 	
Demonstrate proficiency in the use of the conventions of language and forms of discourse, including grammar, syntax, punctuation, spelling, and mechanics	<ul style="list-style-type: none"> • Editing and proofreading section of rubric for essays (M) • Language practice exercises (P) 	
Use conventions of format and structure appropriate to the rhetorical situation and audience	<ul style="list-style-type: none"> • Mindset essay—formatting section of rubric (M) 	

M=major (summative) assignments

P=practice (formative) assignments

Assignments in **bold** are used to assess program outcomes

Example TILT Assignment

Growth Mindset Essay

Purpose

The purpose of this assignment is to help you become familiar with the idea that academic writing is a “conversation” between scholars. Most writing in college is an intellectual or critical response to other texts, rather than personal responses to various topics. Much of the writing we do in college is also based on the idea that we must make an argument (take a position on a topic) and support it. This essay will show that you are able to use texts to support your position on a topic.

The topic for this essay is to take a position making an argument on one of two questions about growth mindset. You will choose one of the following questions on which to take a position:

1. *Is a growth mindset important to success in life?*
2. *Is the idea of growth mindset the most effective or important way to improve our education system and student success?*

Learning Goals

This assignment will help you meet the following learning goals that are essential to your success in this course and in school.

Learning goals		
Course learning goal	This means you can:	You show this by:
Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	<ul style="list-style-type: none">• Compose a college-level essay as a result of the writing process.	<ul style="list-style-type: none">• Submitting your complete essay on time.
Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience.	<ul style="list-style-type: none">• Write a supportable, argument-based thesis statement.• Support your thesis with specific evidence (reasons, details, facts) from your own experience and from texts/sources.	<ul style="list-style-type: none">• Achieving the “Meets Expectations” criteria on the thesis section of the rubric.
Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument.	<ul style="list-style-type: none">• Respond to a topic with an original argument.• Organize your ideas logically, in order of importance or emphasis.• Expand on your evidence with strong examples and explanations.	<ul style="list-style-type: none">• Achieving the “Meets Expectations” criteria on the development and organization sections of the rubric

Integrate their own ideas with those of others	<ul style="list-style-type: none"> Integrate texts into an essay using summary, paraphrasing, or quoting. Read and respond to a college-level text. Use MLA documentation format to cite sources within the paper and on a Works Cited page. 	<ul style="list-style-type: none"> Achieving the “Meets Expectations” criteria on the source integration section of the rubric
Use conventions of format and structure appropriate to the rhetorical situation and audience.	<ul style="list-style-type: none"> Apply MLA formatting guidelines to the paper. Demonstrate the ability to meet assigned length requirements. 	<ul style="list-style-type: none"> Achieving the “Meets Expectations” criteria on the formatting section of the rubric
Understand how to self-edit and appreciate its importance in crafting a professional document	<ul style="list-style-type: none"> Revise the language in your paper so it is clear and precise. Proofread your paper to avoid most common sentence-level errors. 	<ul style="list-style-type: none"> Achieving the “Meets Expectations” criteria on the editing/proofreading section of the rubric
<p>This assignment will also help you meet a College Learning Outcome. The final grade on your essay will show how well you meet the Communication College Learning Outcome: Students will communicate effectively, expressing ideas and information in the mode most appropriate to the audience and situation.</p>		

What You Need to Do

Write an essay of 750-1000 words using information from 2 of the articles we have read on growth mindset to support your ideas. Take a position making an argument in response to **one** of the following questions about growth mindset:

1. Is having a growth mindset important to success in life?
2. Is the idea of growth mindset the most effective or important way to improve our education system and student success?

See the [Sample Growth Mindset Essay](#) for an example of the type of writing expected for this assignment.

To complete this assignment, you should:

- Write a thesis statement that answers one of the above questions by taking a clear, supportable position. The thesis statement should be the last sentence of the introduction paragraph.
- Ensure your paper has a *minimum* of 5 paragraphs, including identifiable introduction, body, opposition, and conclusion paragraphs. Your paper should follow one of the organization patterns on the [Sample Argument Outline](#).
 - At *least* two **body paragraphs** should support the position you took in your thesis.
 - These paragraphs must have solid topic sentences that develop and support the thesis by giving reasons for your answer to the question. Use specific reasons, details, and facts to support the topic sentences and solid examples or explanations to develop the reasons/details/facts. Organize the body paragraphs in order of importance (least-->most important or weakest-->strongest point).
 - You need to acknowledge the opposition in your paper. This can be in one body paragraph or point-by-point (see the [Sample Argument Outline](#)). To acknowledge the opposition, think about what someone

who disagrees with your thesis would say. Explain what their position would be and then point out how their position is a problem (basically, why they are wrong).

- Use specific examples, including personal experience and information from the articles we read, to support the position stated in your thesis.
- Include quotation, paraphrase, and/or summary from at least **two** of the articles we read on growth mindset: available in Week 3 [Readings](#) and listed below.
- Use [good transitions](#) between paragraphs and between ideas within paragraphs.
- Follow [MLA formatting guidelines](#), as outlined in the syllabus.
 - Use in-text citations any time you summarize, paraphrase, or quote one of the articles.
 - Include a Works Cited page with MLA citations for the articles you used in the paper.
- Make sure the final essay is 750-1000 words long.
- Proofread carefully to correct and avoid common spelling, grammar, and punctuation errors. You may use “I” if needed but should avoid using second person “you.”

Criteria for Success

This is a major assignment, so I will evaluate it for quality, as well as on-time submission. Your paper must be submitted by the due date.

Your paper will be evaluated based on the rubric below. I will give you feedback on your essay by selecting the criteria on the rubric and leaving feedback in the comments area of the assignment folder. I will not leave comments on the essay itself.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	REVISE
<p>THESIS</p> <p>HAS A FOCUSED, SUPPORTABLE THESIS STATEMENT</p> <p>THE THESIS STATEMENT IS STRONG, MAKES AN ARGUMENT, TAKES A POSITION, AND PASSES THE “SO WHAT?” TEST</p>	<p>Thesis is particularly interesting or original and is located at the end of the introduction paragraph.</p>	<p>Thesis is supportable and located at the end of the introduction paragraph.</p>	<p>Thesis is present but may not be supportable and/or is difficult to locate. Thesis might make an announcement.</p>
<p>ORGANIZATION</p> <p>HAS LOGICAL ORGANIZATION OF PARAGRAPHS AND THE IDEAS WITHIN THE PARAGRAPHS; FOLLOWS OR EXPANDS ON 5 PARAGRAPH ESSAY FORMAT; FOLLOWS A LOGICAL PATTERN OF DEVELOPMENT, E.G., WEAKEST TO STRONGEST/LEAST IMPORTANT TO MOST</p>	<p>Paper meets or exceeds all requirements for number of paragraphs and organization.</p> <p>Has a clearly identifiable introduction, body section, and conclusion.</p> <p>Body paragraphs have seamless, exceptionally clear topic sentences related to the thesis.</p>	<p>Paper has at least 5 identifiable paragraphs, including an introduction, 3 body paragraphs, and a conclusion.</p> <p>Body paragraphs are organized and follow a pattern of development, but may need further attention to paragraphing and/or sequencing. Transitions exist between paragraphs.</p>	<p>Paper may not meet requirements for number of paragraphs.</p> <p>Attempts to organize body paragraphs but may not be in most logical order. Transitions may be missing or ineffective.</p> <p>Attempts to organize ideas within paragraphs; may lack “flow” because of missing or weak transitions.</p>

<p>IMPORTANT; USES TRANSITIONS EFFECTIVELY; INTEGRATES THE OPPOSITION EFFECTIVELY.</p>	<p>Transition use is particularly effective, creating smooth, engaging reading. The opposition is effectively integrated into the body of the paper, following one of the two recommended patterns.</p>	<p>Ideas within paragraphs are organized in a way that makes sense for the essay's purpose and transitions help connect ideas. The opposition is referenced with a good-faith effort to follow one of the two recommended patterns.</p>	<p>The opposition is not effectively integrated into the paper.</p>
<p>EVIDENCE & DEVELOPMENT</p> <p>DEVELOPS THE THESIS WITHIN THE BODY PARAGRAPHS WITH STRONG TOPIC SENTENCES, SPECIFIC, RELEVANT SUPPORTING DETAILS, AND CLEAR EXAMPLES</p>	<p>The thesis is very well developed in the body paragraphs with thoughtful topic sentences and interesting and insightful supporting details. Examples offer greater depth of understanding. Sources effectively support the writer's ideas. The opposition is acknowledged effectively, clearly indicating the opposition's position, conceding any points, and thoughtfully pointing out the flaws in the argument.</p>	<p>The thesis is supported by the body paragraphs; body paragraphs have good topic sentences and supporting details with specific examples. Sources adequately support the writer's ideas. The opposition is acknowledged, showing general understanding of that position and how it is not effective.</p>	<p>The thesis may sometimes be supported, but topic sentences and/or supporting details may not be sufficient or specific. Examples may be weak or fail to develop the main points. Evidence provided may not be logical, rely too much on sources, or fail to use sources as an effective form of evidence. The opposition is not acknowledged or is only briefly or ineffectively mentioned.</p>
<p>EDITING & PROOFREADING</p> <p>SHOWS EVIDENCE OF A GOOD-FAITH EFFORT TO EDIT AND PROOFREAD</p>	<p>Paper shows evidence of especially clear sentences and careful proofreading resulting in no errors. Avoids point of view shifts ("you").</p>	<p>Overall effective sentence structure. Errors are minor and have no impact on the reader's ability to understand the writing.</p> <p>Few punctuation, spelling, capitalization errors.</p> <p>Few, if any, point of view shifts (avoids "you").</p>	<p>Errors in sentence construction (including fragments, comma splices, fused sentences) may prevent the reader from understanding the writing.</p> <p>Punctuation, spelling, capitalization errors.</p> <p>Point of view may be inconsistent (may shift from "I" to "you").</p>
<p>FORMATTING AND LENGTH REQUIREMENTS</p>	<p>Follows MLA paper formatting guidelines.</p> <p>Meets or exceeds minimum length requirement as listed in</p>	<p>Follows MLA paper formatting guidelines.</p> <p>Meets minimum length requirement as listed in the assignment.</p>	<p>May not follow MLA paper formatting guidelines.</p> <p>AND/OR</p>

	the assignment, without being unnecessarily lengthy or repetitive.		Does not meet minimum word count requirement.
SOURCE INTEGRATION AND DOCUMENTATION	<p>Required number and type of sources are included.</p> <p>Quotation, paraphrase, and summary are balanced.</p> <p>Less than 25% of the paper comes from sources (based on TurnItIn percentage).</p> <p>Source integration is seamless (signal phrase; quotation, paraphrase or summary appropriate to situation; appropriate in-text citation; and discussion to connect source information and the ideas in the paragraph).</p> <p>Works Cited page formatted correctly (margins, spacing, hanging indent, alphabetical citations) and citations formatted correctly in MLA style.</p> <p>In-text citations for quotations, paraphrases, and summaries are formatted correctly in MLA style.</p>	<p>Required number and type of sources are included.</p> <p>Quotation, paraphrase, and summary are generally balanced. Quotation may dominate over paraphrase and summary, or sources may dominate over the writer's analysis of their ideas within paragraphs).</p> <p>Less than 30% of the paper comes from sources (based on TurnItIn percentage).</p> <p>Source integration is generally seamless (signal phrase; quotation, paraphrase or summary appropriate to situation; appropriate in-text citation; and discussion to connect source information and the ideas in the paragraph).</p> <p>Works Cited page is usually formatted correctly (margins, spacing, hanging indent, alphabetical citations) and citations formatted correctly in MLA style.</p> <p>In-text citations for quotations, paraphrases, and summaries are usually formatted correctly in MLA style.</p>	<p>Required number and/or type of sources may not be included.</p> <p>Sources are not integrated effectively (missing signal phrases, long quotations without appropriate context, missing connections between source information and ideas in the paragraph).</p> <p>More than 30% of the paper comes from sources (based on TurnItIn percentage).</p> <p>Documentation does not conform to MLA style.</p>

Student Learning Assessment Faculty Reflection

Instructor Name:

Department/Program Name:

Academic Reporting Year:

1. Faculty Perceptions/General Course Data

Overall, what went well in your course(s)? Explain.

Overall, what might have gone better in your course(s)? Explain.

2. Program outcomes assessment

Please be specific in your response: e.g., “argument essay rubric” instead of “rubric” or “chapter 1 quiz” instead of “quizzes.”

<i>Program Outcome</i>	<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>Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences</i>	<i>WRIT 101</i>	<i>Mindset essay—thesis section of rubric</i>	<ul style="list-style-type: none"> • <i>Specific topic</i> • <i>Clear structure</i> • <i>Identifiable argument</i> 	<ul style="list-style-type: none"> • <i>Use of “I think” or other hedging language</i> • <i>3-prong structure</i> 	<i>12/15</i>

Share any changes you have made or will make to improve student achievement of program outcomes.

<i>Program Outcome</i>	<i>Planned Change or Action Taken</i>	<i>Reason for Change (Be specific, e.g., student success rates on an assessment, student feedback, surveys, course evaluations)</i>	<i>How will you know if the changes are successful?</i>

Recommendations for Improving Program/Department Assessment

What issues or concerns do you have about your program or department’s assessment process? What recommendations for improvement do you have?

3. College Learning Outcomes Assessment

Share any College Learning Outcomes assessed this year. Please add extra rows as needed. **Not all courses will assess a CLO*

<i>CLO</i>	<i>How do you assess this CLO? Include course and assignment.</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>Rationale for Rating</i>	<i>Strengths in student work for this assessment</i>	<i>Areas of concern in student work for this assessment</i>
Communication					
Critical Thinking					

Professionalism					
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Share any changes you have made or will make to improve student achievement of College Learning Outcomes.

<i>CLO</i>	<i>Planned Change or Action Taken</i>	<i>Reason for Change (Be specific, e.g., student success rates on an assessment, student feedback, surveys, course evaluations)</i>	<i>How will you know if the changes are successful?</i>
Communication			
Critical Thinking			
Professionalism			

Recommendations for Improving College Learning Outcomes Assessment

What issues or concerns do you have about the institutional assessment process? What recommendations for improvement do you have?

4. Effective Teaching Practices

Do you integrate any High Impact Practices or other effective teaching practices in your courses? If so, please complete the table below. Briefly explain how the practice was integrated in your course, how it impacted student success, and indicate any planned changes.

<i>Practice</i>	<i>Course</i>	<i>How was the practice integrated into the course?</i>	<i>How did the practice impact student success?</i>	<i>Planned changes?</i>
First-Year Seminars and Experiences				
Common Intellectual Experiences				

Learning Communities				
Writing-Intensive Courses				
Collaborative Assignments and Projects				
Undergraduate Research				
Diversity/Global Learning				
ePortfolios				
Service Learning/Community-Based Learning				
Internships				
Capstone Courses and Projects				
(Other practices)				

5. Closing the Loop

Please share the results of any changes or improvements you have made to program and/or CLO assessment.

Action item/planned change:

Results:

6. Resource Needs

In this section, please share any needs you have for continued support in assessing student learning.

Please send completed forms to Mandy Wright at assessment@gfcmu.edu.