

CLOAT Meeting Agenda

Monday, March 21, 2016

- I. CLOAT Restructure & New Membership
- II. New Goals & Timeline for Operational Definitions (Let's start from the Beginning)
 - a. Example: Workmanship: Need to change to focus on Basic Workforce Readiness Skills (e.g. Professionalism, Leadership) Operational Definitions have to be done by May 2.
- III. The Road Ahead: Dealing with NWCCU Recommendations:
 - a. The evaluation recommends that the college rewrite the Eight Abilities in assessable language and then specifically assess them using both direct and indirect measures of student learning. Moreover, the results of those assessments should be used to demonstrate continuous improvement.
 - b. The evaluation committee recommends that the college review the formative measures it uses to assess core themes, strategic priorities, Common ground and the Eight Abilities and develop a summative assessment framework that could be effectively used as evidence to assess mission fulfillment.
- IV. Other

CLOAT Charge

In an effort to ensure compliance with educational policy and all accreditation standards, the College Learning Outcomes Assessment Team facilitates the development and implementation of the assessment of student learning at GFC MSU. The team facilitates the creation of learning assessment materials and reports that directly assess course, program and institutional student learning outcomes. Major functions of the committee include but will not be limited to:

- Facilitate the campus' student learning outcomes assessment protocol.
- Assist with the development and maintenance of an electronic website documenting the attainment of student learning at GFC MSU.
- Support the development of campus-wide training on student learning outcomes assessment.
- Provide the College Planning Budgeting and Assessment Committee (the CPBAC) and Faculty Senate an annual summary report.
- Collaborate with the CPBAC and campus leadership to ensure institutional planning and budgetary decisions support and reflect the success of student learning.

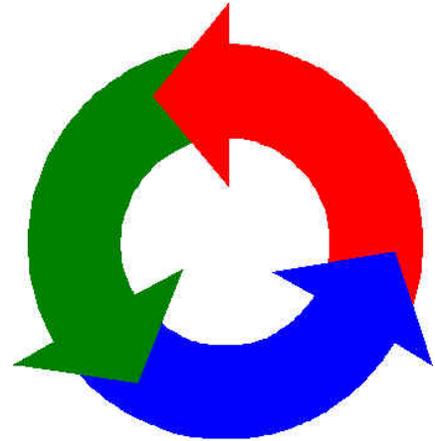
As a starting point, please review the following information and offer feedback, questions, suggestions, etc. We will then meet in person to discuss the group's comments and create a plan to move forward.

Points for consideration (in no particular order):

- The big question: Why are we engaging in outcomes assessment? The purpose for our process determines the types of outcomes we create and the general tone of our assessment criteria.
 - Student learning and development outcomes depict cognitive abilities and affective dimensions
- Are our CLOs measureable, meaningful, and manageable?
- Curriculum mapping: design backward (macro/institutional outcomes to micro/lesson outcomes), deliver forward (lesson outcomes forward to institutional outcomes)
- If we retain different levels for each College Learning Outcome (i.e., introductory, reinforce, emphasis), how do we ensure all students progress through all levels? And, how do we assess student completion of each level?
- If we continue to break CLOs down into varied levels, each level should clearly build on the previous one in a meaningful way.
 - Most gen-ed courses should likely address the beginning and intermediate levels
 - Program-specific courses (areas of specialization) should likely address the advanced levels
- How do we know when a student has reached mastery of the College Learning Outcome?
- We have been assessing outcomes at the course level, but have not assessed them campus-wide in a way that shows completion/mastery. What is the best way to show that a student has met all CLOs upon completion of their program/degree?
- When considering assessment methods, remember that:
 - Direct measures of student learning: papers, projects, etc.
 - Indirect measures of student learning: focus on reflection rather than demonstration of learning, i.e., focus groups and surveys.
 - Student services and co-curricular areas can use indirect measures
 - Formative assessment: gives students feedback on their progress toward knowledge development
 - Summative assessment: measures competencies, skills, or abilities, such as a final exam

Fundamental questions in the outcomes assessment process:

- What are we doing and why?
- What are we supposed to accomplish?
- How well are we doing it?
- How do we know?
- What do we do with the information from our assessments (celebrations or changes)?
- If we make improvements, do they work?



COLLEGE LEARNING OUTCOMES (Current)

All graduates will engage in learning activities that enhance their professional and personal lives as well as their communities. During their academic careers at Great Falls College Montana State University students will engage in learning activities that demonstrate:

Why is there no outcome for quantitative literacy?

- **Effective Communication:** Being able to successfully “transmi[t] or exchange [. . .] information, knowledge, or ideas, by means of speech, writing, mechanical or electronic media” (Communication IIb, 2014).

From the 8 Abilities: The ability to utilize oral, written and listening skills to effectively interact with others.

- **Technical Literacy:** “Technology literacy is the ability of an individual, working independently and with others, to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create and communicate information” (MTLC, 2009).

From the 8 Abilities: The ability to use technology and understand its value and purpose in the workplace.

- **Critical Thinking Skills:** “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on

universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness” (Scriven & Paul, 1987).

From the 8 Abilities: The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.

- **Workmanship:** the quality of the work that is done by someone; something effected, made, or produced; the art or skill of a **workman**; *also* : the quality imparted to a thing in the process of making <a vase of exquisite *workmanship*>
- **Engaged Citizenship:** “Engagement in the duties and responsibilities of a member of society,” (Citizenship 2, 2014) which may include but is not limited to public scholarship, Community development, advocacy, and community service (Washington State University, 2014).

From the 8 Abilities: The ability to commit to standards of personal and professional integrity, honesty and fairness.

Table of Criteria for College Learning Outcomes

Effective Communication:

- A. Develop critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts.**
- B. Organize and present ideas and information visually, orally and in writing according to standard usage.**
- C. Understand and use the elements of effective communication in interpersonal, small group, and mass settings.**

<i>Criteria</i>	<i>Introductory</i>	<i>Reinforce</i>	<i>Emphasis</i>
Speak	Speaks in front of an audience.	Delivers an oral presentation that has an identifiable introduction, body, and conclusion and that is presented without major distractions in delivery.	Delivers an oral presentation that uses: <ul style="list-style-type: none"> - the most appropriate pattern of organization for the topic and purpose; -appropriate connectives; -visual aid(s) that emphasize the verbal message; with: <ul style="list-style-type: none"> - few distractions in delivery; -strong eye contact;

			-appropriate volume and good vocal variety.
Listen	Looks directly at speaker and avoids preoccupation with other activities; follows oral instruction.	Shows attentiveness by giving appropriate verbal and nonverbal feedback to the speaker.	Goes beyond the behaviors of the previous level by paraphrasing the speaker's message.
Write	Constructs a sentence with appropriate structure, spelling, and punctuation as well as with appropriate word choices. Follows written instructions.	Uses a variety of sentence structures and appropriate word choices in expressing ideas. Organizes and connects major ideas with effective transitions. Understands program-specific vocabulary.	Uses relevant, adequate support, which includes details, examples, reasons, logical arguments, facts and/or statistics. Applies program-specific vocabulary.

Technical Literacy:

- A. Use contemporary technology to effectively complete college-level assignments and navigate student systems.**
- B. Gather and analyze information using technology, library resources, and other modalities.**
- C. Understand and act upon ethical and security principles with respect to computer technology and to information acquisition and distribution.**
- D. Distinguish between credible and non-credible sources of information, and use the former in their work in an appropriately documented fashion.**

<i>Criteria</i>	<i>Introductory</i>	<i>Reinforce</i>	<i>Emphasis</i>
Personal computer technology	Recognizes and uses personal computer hardware.	Identifies essential/comm on computer terminology.	Uses common application software and Internet resources.
Technical literacy	Recognizes the importance of technology in the workplace.	Identifies technologies common to a chosen career.	Uses technologies common to a chosen career.

Critical Thinking:

- A. Reason effectively using available evidence, and are aware that knowledge is dynamic and builds on new evidence and alternative perspectives.**
- B. Demonstrate effective problem solving.**

- C. Engage in creative thinking, expression, and application.**
- D. Engage in reflective thinking and expression.**
- E. Demonstrate higher-order skills such as analysis, synthesis, and evaluation.**
- F. Make connections across disciplines, departments or services.**
- G. Apply scientific methods to the inquiry process.**

<i>Criteria</i>	<i>Introductory</i>	<i>Reinforce</i>	<i>Emphasis</i>
Problems or questions	Lists the problem or questions with guidance.	Summarizes problems or questions.	Identifies problems or questions; sees alternatives; recognizes relationships to other problems or questions.
Supporting data and analysis	Organizes ideas to guide thinking; thinks accurately and reasonably within the ideas that define the content.	Recognizes personal verses outside observations and data.	Distinguishes between observation and interpretation; questions the completeness, accuracy and precision of data; observes cause and effect.
Patterns, explanations, and solutions	Describes data; recognizes alternative perspectives, explanations, and solutions.	Uses data to solve a problem.	Explains the solution to the problem; provides a valid interpretation of the solution in terms of the problem.
Conclusions, implications, and consequences	Identifies key conclusions and uses logic to analyze information.	Explains implications of key conclusions.	Identifies and discusses conclusions; proposes implications and consequences.

Engaged Citizenship:

- A. Understand the natural, political, historical, social and economic underpinnings of the local, national, and global communities to which they belong.**
- B. Integrate campus and community-based experiential learning.**
- C. Identify and articulate the assets, needs, and complexities of social issues faced by local, national, and global communities.**
- D. Evaluate personal strengths, challenges, and responsibility for effecting positive social change in local, national, and global communities.**

- E. Draw upon campus and community-based learning to develop professional skills and socially responsible civic behaviors.**
- F. Engage in service-learning for community building and an enhanced academic experience.**

<i>Criteria</i>	<i>Introductory</i>	<i>Reinforce</i>	<i>Emphasis</i>
Personal engagement	Recognizes the benefit of personal engagement.	Identifies opportunities for personal engagement within a broad social context.	Demonstrates personal engagement within a broad social context.
Personal accountability and compliance with policies	Recognizes the importance of personal accountability and compliance with policies.	Identifies the impact of personal accountability and compliance with policies in various life situations.	Demonstrates accountability and compliance with policies for one's own actions in various life situations.

Workmanship (Workforce Readiness):

- A. Engage with a diverse set of others to produce professional work.**
- B. Interact competently across cultures.**
- C. Understand and appreciate human differences.**
- D. Understand and act on standards of professionalism and civility, including the requirements of the Student Code.**

<i>Criteria</i>	<i>Introductory</i>	<i>Reinforce</i>	<i>Emphasis</i>
Individual workmanship	Completes work that meets the basic requirements of a rubric.	Completes work that meets the exceptional requirements of a rubric.	Completes work and through self-assessment can demonstrate that the work meets the exceptional requirements of the rubric.
Team Work and Collaboration	Contributes to a group project.	Demonstrates the ability to be a leader and follower.	Provides motivation to the team that results in improved quality of team work.

Here is some additional information that Susan shared, from Salt Lake Community College:

Salt Lake Community College was mentioned as a role model by Northwest when they visited. This link is to their College Learning Outcomes.

http://www.slcc.edu/assessment/docs/GenEd_Unified_Learning_Outcomes_Spring2014.pdf

The next site includes information on student portfolios.

<http://www.slcc.edu/gened/eportfolio/index.aspx>

This following site looks at documentation at an institutional level.

<https://www.slcc.edu/assessment/overview.aspx>

Finally, this last site was actually viewed by Senate. They did like it. We had discussed potentially adopting a similar model. No actual decisions were made. It was simply a discussion.

This site is Salt Lake's institutional assessment documentation table. Note that you can click onto the checks and view the program documentation. Thus, the site functions as a repository for documentation. One difference to this table that was introduced by Mike was to add a page that listed each of the 5 CLOs. It would also list the percent of graduates from the most recent year that met the criteria for each of the 5 CLOs. In summary, it would be a clean, quick snapshot of the how the institution was doing whereas the documentation page would provide the details. I hope these links are helpful.

<http://www.slcc.edu/assessment/AssessmentTable/index.htm>

3/23/16 (Mandy)

After talking more with Heidi today, I propose that we approach our work on this group in the following way:

Once we have established the final outcomes, definitions, and criteria for each outcome, we will need to determine an assessment process. It doesn't have to be the same process or forms that we currently use. After the assessment process is established, members of the CLOAT group should pilot the assessment process during fall 2016.

Other faculty and staff should use the revised learning outcomes on their syllabi and in daily work, but won't be held accountable for assessing them in the fall. Instead, they should be encouraged to spend time thinking about what tools they might use to assess the outcomes.

During the fall 2016 semester, CLOAT members can reflect on the assessment process, make recommendations for changes or improvements, and solidify best practices for institutional assessment. Campus training for the assessment process will likely need to take place during this semester as well.

Ideally, beginning in spring 2017, faculty and staff from across campus can volunteer to begin using the assessment process. This would allow more time for reflection and improvements.

Beginning fall 2017, the assessment process should be in place campus-wide.

Here's a tentative timeline:

Spring 2016- revise and solidify outcomes, definitions, and assessment criteria. Seek general feedback from campus.

Fall 2016- CLOAT members pilot assessment process; other faculty and staff use the CLOs on syllabi and think about potential assessment tools. CLOAT provides campus training on assessment process.

Spring 2017- more faculty and staff volunteer to use assessment process

Fall 2017- assessment process is implemented campus-wide

Institutional Mapping:

Mission: The mission of Great Falls College MSU is to **educate** and **inspire** you.



Vision: The vision of GFC MSU is to strengthen communities through excellence, innovation, and collaboration.



Values:

•Accountability•Integrity•Positivity•Respect•Responsiveness•Transparency



Core Themes:

- **Workforce Development:** Prepare students to meet current and emerging workforce needs.
- **Transfer Preparation:** Prepare students to transfer to an institution of higher education.
- **Academic Preparation:** Prepare students for success in developmental education and college-level courses.
- **Community Development:** Cultivate productive relationships through Lifelong Learning and community engagement.



Objectives for Core Themes: TBA



Core Indicators (how core theme objectives are measured):
TBA





College Learning Outcomes:

- Effective Communication
- Technical Literacy
- Critical Thinking Skills
- Workmanship (Workforce Readiness)
- Engaged Citizenship



Subject: RE: Your Feedback Needed--College Learning Outcomes
Date: Monday, April 11, 2016 at 8:38:38 AM Mountain Daylight Time
From: [REDACTED]
To: Mandy Wright
CC: [REDACTED]

Attachments: April 2016 draft College Learning Outcomes.docx, image001.jpg, image004.jpg, image005.jpg

Hi Mandy,

I hope this is not too late. Thank you for your leadership with this work. I made my suggested edits in red. For the Workforce Readiness changes, our Trades students now have the option of earning a one-semester credential, the CTE and we encourage to continue to earn their CAS, building to an AAS, and to their career or to a baccalaureate degree.

The other change in citizenship, I was thinking we wanted to be more inclusive. [REDACTED]

Thank you for your consideration of these suggestions.

[REDACTED]
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Great Falls, MT 59405

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Where it all begins.

The mission of Great Falls College MSU is to educate and inspire you.

From: Mandy Wright
Sent: Monday, April 4, 2016 7:43 AM
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Subject: Your Feedback Needed--College Learning Outcomes

Importance: High

Hello!

The College Learning Outcomes Assessment Team has been working hard to revise the

5 new College Learning Outcomes and we would like your feedback. These learning outcomes are intended to be used across campus, not just in the academic disciplines, so we want to hear from everyone.

The proposed outcomes, their definitions, and their assessment criteria are listed below. **After reviewing the outcomes, please respond to this email with any feedback by Thursday, April 7, 5:30 p.m.** We are particularly interested in your thoughts on the phrasing of the outcomes, their definitions, and their criteria. Are the outcomes listed below measurable, meaningful, and manageable?

At this point, assessment tools and requirements are **not** part of this discussion. Also, note that we have removed the different levels of assessment (introductory, reinforce, emphasis). These different levels will likely not be part of the assessment process.

After we receive feedback from the campus, the CLOAT group will make any necessary revisions and then move into our next planning phase to begin exploring the assessment process.

Outcome	Definition	Assessment Criteria
Effective Communication	The active expression and exchange of ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.	<ul style="list-style-type: none"> A. Organize and present information appropriate to the situation, whether speaking, signing, or appropriate to the situation. B. Interpret and respond verbally and/or nonverbally. C. Make use of conventional communication and seek feedback for effectiveness.
Technical Literacy	The ability to form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and technology.	<ul style="list-style-type: none"> A. Use and apply content. B. Gather and analyze technology and library resources, executing ethical principles of technology and information. C. Distinguish between credible sources of information and irrelevant sources.

<p>Critical Thinking and Quantitative Reasoning</p>	<p>The ability to effectively analyze arguments, assumptions, and problems and draw conclusions.</p>	<ul style="list-style-type: none"> A. Identify problems, gather evidence, integrate information appropriate to specific problems. B. Select and use theoretical quantitative and qualitative information sources, C. Engage in reflective expression, and apply
<p>Workforce Readiness</p>	<p>The knowledge and skills to successfully move to a baccalaureate education or selected vocation.</p>	<ul style="list-style-type: none"> A. Show professional behavior industry standards B. Demonstrate the ability to be a productive member of a team, meet deadlines, complete assignments, solve problems, integrate with team members. C. Use campus and/or community resources to develop professional skills
<p>Citizenship</p>	<p>The knowledge, skills and values individuals need to be effective, active local and global citizens.</p>	<ul style="list-style-type: none"> A. Analyze and interact with diverse cultural perspectives B. Take part in the campus and community civic life. C. Evaluate personal strengths and responsibility for social change to strengthen

Thank you!

Mandy

Mandy Wright
 English Instructor/Department Chair
 General Education & Transfer Division
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Faculty Senate Agenda Request Form

Date Submitted:

Submitted by:

Form must be submitted one week before the items will be discussed at a Faculty Senate (FS) Meeting. Failure to submit by the deadline will result in non-placement on the FS meeting agenda.

Items must have a Faculty Senate Sponsor to be accepted as an agenda item.

This item:

- Informational Requires Action Discussion Other -(please explain)

Specifically what is the issue?

What channels has this issue been through?

What is your suggestion/request regarding this issue?

What is your rationale for this suggestion/request?

Please attach any supporting documents.

Who will be impacted by the recommended Changes?

What costs will be incurred by these changes (if any)?

Action taken by the Faculty Senate- (to be completed by FS officer)

Faculty Senate Chair Signature

Date:

Faculty Senate Sponsor:

Type Name

Date:

Signature

Submitter(s):

Type Name

Date:

Signature

COLLEGE LEARNING OUTCOMES

All graduates will engage in learning activities that enhance their professional and personal lives, as well as their communities. During their academic careers at Great Falls College Montana State University, students will engage in learning activities that demonstrate:

Outcome	Definition	Assessment Criteria
Effective Communication	The active expression and exchange of ideas through listening, speaking, reading, writing or other modes of non-verbal or artistic expression.	<ul style="list-style-type: none"> A. Organize and present ideas and information appropriate to the audience and situation, whether through writing, speaking, signing, or another method appropriate to the situation. B. Demonstrate the ability to understand and respond to both verbal and non-verbal messages. C. Make use of conventions of communication and seek feedback for revision and effectiveness.
Technical Literacy	The ability to form strategies to locate, evaluate, and apply information, and know the ethical issues surrounding information and technology.	<ul style="list-style-type: none"> A. Use and apply contemporary technologies. B. Gather and analyze information using technology while executing ethical principles of computer technology and information acquisition. C. Distinguish between credible and non-credible sources of information, assess for validity and relevancy and document sources appropriately.
Critical Thinking and Quantitative Reasoning	The ability to analyze data, arguments, assumptions, and problems in order to draw conclusions.	<ul style="list-style-type: none"> A. Identify problems, formulate hypotheses, gather evidence, interpret and evaluate information appropriate to program-specific problems. B. Select and use theoretical models, quantitative techniques, information sources, and technology tools. C. Engage in reflection, creative thinking, and expression.
Workforce Readiness	The ability to exercise the skills, competencies and behaviors necessary	<ul style="list-style-type: none"> A. Show professional behavior based on current industry and organization standards.

2016 Final College Learning Outcomes (revised from 8 Abilities)

	to succeed in the workplace or at a transfer institution.	<ul style="list-style-type: none">B. Demonstrate the ability to work individually and as a productive member of a team--meeting deadlines, completing assigned tasks, solving problems, and interacting with diverse populations.C. Use campus and community resources to develop professional and academic skills.
Citizenship	The ability to apply the knowledge, skills and values individuals utilize to be effective, active citizens.	<ul style="list-style-type: none">A. Analyze and interact with different races, ethnicities, and social and cultural perspectives.B. Engage in the campus and/or local community.C. Evaluate personal strengths, challenges, and responsibility for effecting positive social change to strengthen communities.