Dear faculty,

I am writing to follow up on our assessment workshops from August 19-20 and to share some updates with you. Department Chairs and Program Directors—please share this information with faculty in your area who may not have received this email.

FAQ

There is a new FAQ page on the assessment website, which can be found at http://www.gfcmsu.edu/about/assessment/FAQ.html. This should answer many of the questions people have had about our assessment process, program maps, common course outlines, etc.

Mapping Timeline

I also want to clarify the expected timeline regarding program maps, assessment plans, and the common course outlines. Ideally, I would like to have completed program maps from all departments/programs by the end of this fall semester. If you feel like you are able to complete the program assessment plan this semester, that would be great, with the understanding that an assessment process is still being established. I would like to have completed/updated common course outlines for all courses by the end of the academic year (May 2020). You may want to wait to create/update these documents until the CLOs have been finalized. Links to download all of these templates can be found at http://www.gfcmsu.edu/about/assessment/resources.html.

By the end of September, I will follow up with each program/department to discuss any concerns or requests for support indicated on the check-in forms from the workshops.

Assessment “Club”

The response to my request for volunteers to join an ad hoc assessment “club” was overwhelming and I want to thank everyone who offered to serve on this group. To keep the group size manageable, I narrowed the number of participants to two members from each academic division. After our initial work is completed, we will determine what should happen next for that group. We had our first meeting to begin reviewing the CLOs and feedback from the workshops. We are working on draft language and will send our recommendations out to the campus for comments soon. We will also begin working on establishing a revised assessment process at our next meeting.

I will keep you updated as progress continues.

Thanks,
Dear colleagues,

The ad hoc assessment committee has compiled the College Learning Outcomes feedback received during the August 2019 faculty assessment workshops. Attached are the proposed revisions to the College Learning Outcomes (CLOs), including definitions and framing language.

As you can see, we have condensed the CLOs from 5 to 3, with the intention of streamlining our assessment and reporting process. We believe the proposed CLOs can be addressed by all academic programs on campus.

Your feedback will help us finalize the proposed CLOs. Once we have finalized them, we will seek approval from the appropriate governing bodies on campus.

Please provide feedback on the proposed CLOs via this survey: https://forms.gle/5bT9VcFuhTyF61QY9. We would appreciate your feedback no later than Thursday, October 3 at 5:00 p.m.

Mandy

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<table>
<thead>
<tr>
<th>Proposed CLO</th>
<th>Proposed Definition &amp; Framing Language</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</td>
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<tr>
<td></td>
<td><strong>Learning experiences that assess critical thinking might ask students to:</strong></td>
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<tr>
<td></td>
<td>• Distinguish between credible and non-credible sources of information, assess for validity and relevancy and document sources appropriately.</td>
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<tr>
<td></td>
<td>• Analyze text, data, or issues.</td>
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<td></td>
<td>• Evaluate contemporary technology use, including the appropriate application of various mediums or platforms.</td>
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<td></td>
<td>• Solve problems by designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.</td>
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<td></td>
<td>• Gather and analyze information using technology while executing ethical principles of computer technology and information acquisition.</td>
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<tr>
<td>Communication</td>
<td>Communication is the effective, active expression and exchange of ideas through listening, speaking, reading, writing, or other modes of non-verbal or artistic expression.</td>
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<td></td>
<td><strong>Learning experiences that assess professional communication might ask students to:</strong></td>
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<tr>
<td></td>
<td>• Organize and present ideas and information appropriate to the audience and situation, whether through writing, speaking, signing, or another method appropriate to the situation.</td>
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<td></td>
<td>• Demonstrate the ability to understand and respond to both verbal and non-verbal messages.</td>
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<td>• Communicate pertinent information related to the skills being mastered.</td>
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<td></td>
<td>• Make use of conventions of communication and seek feedback for revision and effectiveness.</td>
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<tr>
<td></td>
<td>• Select and use appropriate technology to communicate electronically.</td>
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| Professionalism | Professionalism is the ability to demonstrate appropriate work-ethic traits through personal conduct and effective teamwork.

**Learning experiences that demonstrate professionalism might ask students to:**
- Show professional behavior based on current industry and organization standards.
- Demonstrate the ability to work individually and as a productive member of a team, whether in a classroom or professional setting. This includes punctuality, meeting deadlines, completing assigned tasks, solving problems, and interacting with diverse populations.
- Meet industry and professional standards for appearance and conduct. |
Proposed definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

14 responses

- 100% agreed

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

- 3 responses

- I think opinion should be removed and left with conclusion. A conclusion can be an opinion and what a conclusion should be could be defined by the course level objectives.
- I would like to add "data" in as one of the things we also explore
- What is "artifacts"?
Framing Language--please indicate which, if any, of the following assessment examples support the proposed definition of Critical Thinking. Learning experiences that demonstrate Critical Thinking might ask students to:

14 responses

- Distinguish between credible and non-credible...
- Analyze text, data, or issues...
- Evaluate contemporary technology use, including...
- Solve problems by designing, evaluating an...
- Gather and analyze information using technol...

The last three seem that they could be too specific.

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

Removing "using technology" and "computer technology and information acquisition" from the last bullet expands the definition to fit the sciences.

not all information gathering utilizes tech. in Healthcare we use our assessment skills, sometimes with or without tech, and then via critical thinking diagnose and treat.

Proposed CLO: Communication

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

4 responses

The last three seem that they could be too specific.

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Proposed CLO: Communication

Should this be a College Learning Outcome?

13 responses

- Yes
- No

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

92.3%
7.7%

92.9%
7.1%

Please share any additional feedback on the definition for Communication.

1 response

other modes of ....oral......or non-verbal or artistic expression.
Framing Language—please indicate which, if any, of the following assessment examples support the proposed definition of Communication. Learning experiences that demonstrate Communication might ask students to:

1. Organize and present ideas and information appropriately.
2. Demonstrate the ability to understand and respond effectively.
3. Communicate pertinent information related to the topic.
4. Make use of conventions of communication and seek feedback.
5. Select and use appropriate technology to communicate effectively.

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

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

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

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

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

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

Proposed CLO: Professionalism

Should this be a College Learning Outcome?

14 responses

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

13 responses

Please share any additional feedback on the definition for Professionalism.

4 responses

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

The wording “work-ethic traits” seems a little strange, but I don’t have any better suggestions.

I like this definition as it can clearly be applied both to students in workforce programs as well as those in transfer (AA/AS) programs.

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

Framing Language--please indicate which, if any, of the following assessment examples support the proposed definition of Professionalism.

Learning experiences that demonstrate Professionalism might ask students to:

14 responses

Show professional behavior based on current industry and organization standards.

Demonstrate the ability to work individually and as a productive member of a team.

Meet industry and professional standards for appearance and conduct.

This definition meets our needs as a campus

This definition meets our needs as a campus

This definition does not meet our needs as a campus

100%
Please share any additional feedback on the framing language proposed for Professionalism.

6 responses

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

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

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

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

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

Additional Feedback

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

7 responses

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

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

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

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