
Subject: Draft CLOs—Please review and comment
Date: Wednesday, September 25, 2019 at 10:27:24 PM Mountain Daylight Time
From: Mandy Wright
To: Jeri Pullum, Julie Barnwell, Steven Robinett, Brienne E. Menut, Brad Bechard, Daniel Casmier, Douglas Zander, Todd Reser
Attachments: Draft CLOs copy.docx

Hello!

Attached is the revised draft of the CLOs. I took your feedback into account and cleaned up the document. We have reduced the number down to 3, which feels like a reasonable and manageable number for a two-year campus.

One change to note is the elimination of the Integrative Learning outcome. The more I dug into how that particular outcome is used and assessed at other institutions, I realized that it is not going to work for us in the way we had intended. Integrative learning is typically used more for interdisciplinary coursework and experiences. It is used as a category of coursework or learning experiences, less so as a learning outcome. As I researched ideas for framing language, many of the types of assessments were already included in our other CLOs.

Please take a look at the attached file and let me know your thoughts by Friday morning. I hope to send this out to the campus for comments and feedback by early Friday afternoon.

Thank you!

Mandy

Mandy Wright
English Faculty
Director of Assessment & Faculty Development
Great Falls College MSU
(406) 268-3713
mandy.wright@gfcmsu.edu
2100 16th Avenue South
Great Falls, MT 59405

From: Mandy Wright
Sent: Tuesday, August 27, 2019 1:35:37 PM
To: Jeri Pullum <jpullum@gfcmsu.edu>; Julie Barnwell <julie.barnwell@gfcmsu.edu>; Steven Robinett <steven.robinett@gfcmsu.edu>; Brienne E. Menut <brienne.menut@gfcmsu.edu>; Brad Bechard <bradley.bechard@gfcmsu.edu>; Daniel Casmier <daniel.casmier@gfcmsu.edu>; Douglas Zander GF <douglas.zander@gfcmsu.edu>; Todd Reser <todd.reser@gfcmsu.edu>
Subject: Assessment Club
When: Tuesday, September 17, 2019 2:30 PM-3:30 PM.

Proposed CLO	Proposed Definition & Framing Language
Critical Thinking	<p>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.</p> <p>Learning experiences that assess critical thinking might ask students to:</p> <ul style="list-style-type: none"> • Distinguish between credible and non-credible sources of information, assess for validity and relevancy and document sources appropriately. • Analyze text, data, or issues. • Evaluate contemporary technology use, including the appropriate application of various mediums or platforms. • Solve problems by designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal. • Gather and analyze information using technology while executing ethical principles of computer technology and information acquisition.
Communication	<p>Communication is the effective, active expression and exchange of ideas through listening, speaking, reading, writing, or other modes of non-verbal or artistic expression.</p> <p>Learning experiences that assess professional communication might ask students to:</p> <ul style="list-style-type: none"> • Organize and present ideas and information appropriate to the audience and situation, whether through writing, speaking, signing, or another method appropriate to the situation. • Demonstrate the ability to understand and respond to both verbal and non-verbal messages. • Communicate pertinent information related to the skills being mastered. • Make use of conventions of communication and seek feedback for revision and effectiveness. • Select and use appropriate technology to communicate electronically.

Professionalism	<p>Professionalism is the ability to demonstrate appropriate work-ethic traits through personal conduct and effective teamwork.</p> <p>Learning experiences that demonstrate professionalism might ask students to:</p> <ul style="list-style-type: none">• 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.
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