

# General Studies Division Meeting Minutes

May 1, 2020, 1:00-3:00 pm, via WebEx

*The General Studies Division provides high-quality instruction to enable students to achieve personal and career goals, and to complete the Montana University System Core, certificate programs, associate degrees, and applied associate degrees.*

I. **Welcome:** Leanne Frost

II. **Service Learning:** Joshua Archey

- Reflecting on service. Using service learning brings light to the classroom. Think about ways to incorporate service learning in your classrooms. Josh will come back to join us at the August meeting to discuss further.

III. **Update:** Darryl Stevens – Regents’ Teaching Grant

- If you have to do something different now that all Block B classes for Spring went online, say what you are creating to do differently either in the Summer or Fall. If you are participating, please send Darryl your documentation (planning to do, what you’ve done, assessment tool, how it worked, would you do it again) by May 14. Trying to create community feel in the classroom.

**Faculty Senate Update:** Jana Parsons, Mark Plante

- New syllabus template should be out soon and will need to be used for Fall. Hopefully a less confusing document to help us track objectives better and meet the needs of our students better. Becky and Mandy will put new template on a fillable PDF.
- Beginning of this block, started discussing a pass/no pass option--figured that would be a student-centered thing to do. There will be new communication going out regarding the pass/no pass option as there was some confusion. The pass/no pass option will be a conversation with the advisors to make sure they are making the correct decision. The faculty do not need to be part of this process. Students must receive a C or above to consider the pass option.
- Placement exam will be up for vote next meeting. Placement policy also updated to be relevant and useful with the 8-week block system.

IV. **Curriculum Committee Update:** Elfie Neber, Lindsay Wiard, Mike Walker

Lots of new courses and updates.

- M 130 and 131 for Elementary Teachers will replace M 135 and M 136
- Deleted M 191A, WRIT 098, WRIT 122, ITS 220, CSCI 214, and ITS 294
- Added ITS 212, ARTZ 106, and ARTZ 224, HSTR 160
- Microcomputer Support is now Information Systems Support

V. **Tenure and Promotion Committee Update:** Mandy Wright

- Communication on policy and procedure-regarding best way to support faculty with professional development plans. The CAO signature line will be removed. We are working to update the handbook

regarding this as well. Also going to correct discrepancy in handbook regarding language about when coursework needs to be completed.

- There will be a spreadsheet for faculty to use to track their professional development to make it easier. If faculty are completing a new professional development plan, by the time you are ready to apply for promotion, it gets difficult to track what was completed. Our hope is the spreadsheet will help you track hours completed a little better.

**VI. Advising Update**

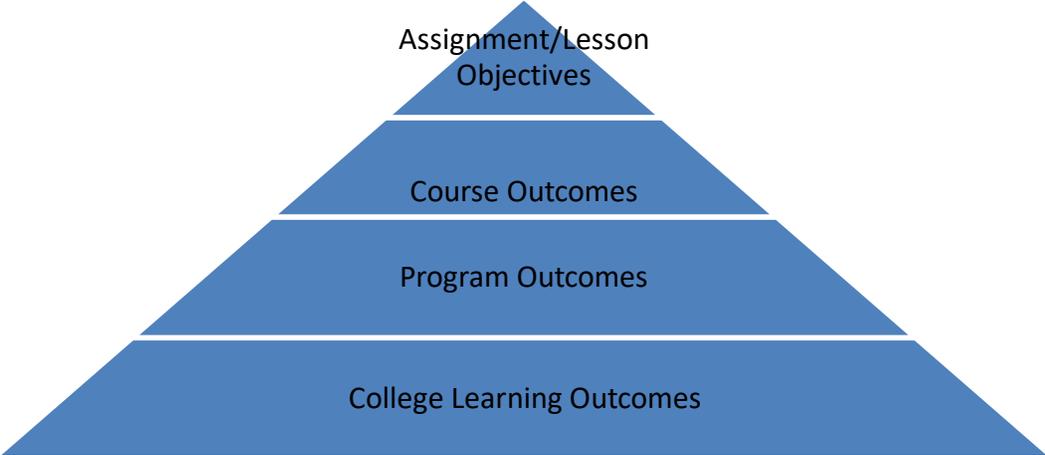
- Summer enrollment is low, but we have been talking to students this week wanting to register for Summer. Possibility of enrollment being low due to 8-week blocks. Students usually don't have a need to take Summer courses anymore as they have taken a full load for each Fall and Spring block.
- Summer courses will not look at being cancelled until week before they are set to begin.
- Dena sent out the form for the Pass/No Pass option. Advisors will have conversations with students who are considering this option.

**VII. New General Studies AA and AS Outcomes: Leanne Frost and Mandy Wright**

- The program outcomes were difficult for some classes to align to with the AS and AA program. They have been rewritten and submitted to curriculum committee. Program outcome column has been put back into course alignment chart as accreditation has realized the importance of it.
- You are encouraged to look at the common course outline documents you have completed and make sure what is on your syllabus is consistent with what is on those course outline documents. College learning outcomes alignment—if you align your course to a college learning outcome you will need to be prepared to assess and report on that outcome. We now have 3 CLOs. We want to make sure all 3 CLOs are addressed over the course of a program. Not every class has to align to a CLO. If you do align, you only have to align to one CLO. If you have an assignment that you use that would be indicative of one of the CLOs, use that assignment to assess the CLO.

<b>Associate of Arts</b>	
<b>Previous Program Outcomes</b>	<b>Revised Program Outcomes - Effective Summer 2020</b>
Demonstrate the outcomes achievable by completing the Montana University System Core	Demonstrate the outcomes of the Montana University System Core
Select and use appropriate technologies for personal, academic and career tasks	Use appropriate technologies for personal, academic and career tasks
Think critically in evaluating information, solving problems, and decision-making	Apply the Arts, Humanities, and Social Sciences in today's world
Consider the application of the natural and physical sciences and mathematics in the context of today's world	Value cultural diversity
	Value the distinct and unique heritage of American Indians

Associate of Science	
Previous Program Outcomes	Revised Program Outcomes - Effective Summer 2020
Demonstrate the outcomes achievable by completing the Montana University System Core	Demonstrate the outcomes of the Montana University System Core
Select and use appropriate technologies for personal, academic and career tasks	Use appropriate technologies for personal, academic and career tasks
Think critically in evaluating information, solving problems, and decision-making	Apply Mathematics and Science in today's world
Consider the application of the natural and physical sciences and mathematics in the context of today's world	Value cultural diversity
	Value the distinct and unique heritage of American Indians



**College Learning Outcomes:**

**1: Effective Communication**

The active expression and exchange of ideas through listening, speaking, reading, writing or other modes of non-verbal communication or artistic expression.

**2: Technical Literacy**

The ability to form strategies to locate, evaluate, and apply information, and know the ethical issues surrounding information and technology.

**3: Critical Thinking and Quantitative Reasoning**

The ability to analyze data, arguments, assumptions, and problems in order to draw conclusions

The following chart will be on the new syllabus template for fall.

The MUS General Education Core outcomes can be found at <https://www.mus.edu/transfer/MUScore.html>

Example: HSTA 101 American History I

<b>Course Outcomes</b> <b>(FLOC'd if available)</b> Here's what you should be able to do by the end of the course.	<b>Assessment Tools</b> Here's how your learning will be measured.	<b>Program Outcomes</b> <b>(MUS/AA/AS)</b> Here's how this course fits into your program of study at GFC MSU.	<b>College Learning Outcomes Alignment</b> Here's how this course fits into the big picture of your learning at GFC MSU.
Evaluate documents from early colonial to reconstruction		Recognize the distinction between primary and secondary sources, understand how each are used to make historical claims	<b>CLO 1</b>  <b>CLO 3</b> Remember that you will need to assess and report on any CLOs listed in this column.
Synthesize ideas & information focusing on the settlement of the colonies and formation of the United States		Analyze historical phenomena in appropriate context	
Understand and analyze the behaviors, ideas, and institutions associated with the Americas from the colonial era through reconstruction		Analyze historical phenomena in appropriate context	
Demonstrate an awareness of competing interpretations of the colonial era through reconstruction		Weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence	
Demonstrate proficiency in the fundamentals of historical writing, including constructing an historical argument supported by evidence		Weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence	

**Example: NASX 204 Introduction to Native American Beliefs and Philosophy**

<b>Course Outcomes</b> <b>(FLOC'd if available)</b> Here's what you should be able to do by the end of the course.	<b>Assessment Tools</b> Here's how your learning will be measured.	<b>Program Outcomes</b> <b>(MUS/AA/AS)</b> Here's how this course fits into your program of study at GFC MSU.	<b>College Learning Outcomes Alignment</b> Here's how this course fits into the big picture of your learning at GFC MSU.
Develop a comprehensive, personal appreciation and understanding of Native American (The People) religious traditions and beliefs		Value the distinct and unique heritage of American Indians	<b>CLO 1</b>  <b>CLO 3</b> Remember that you will need to assess and report on any CLOs listed in this column.

Achieve insight and understanding			
Describe the meaning, role, and function of sacred traditional practices and observances in the lives of The People, individually and collectively			

VIII. **Sharing Time:** Everyone share one thing they've learned since working/teaching remotely

IX. **Other**

- Leanne is on a task force discussing how to have a healthy Fall 2020. We are coming up with some guiding principles, but leaving it up to each campus. Hope is to have an active campus with face-to-face classes and activities come Fall semester.
- Office hours—are they antiquated? Should we do something different as long as you are available to your students?

X. **Next Division Meeting:** See you in August!

<b>Course Outcomes</b> Here's what you should be able to do by the end of the course.	<b>Assessment Tools</b> Here's how your learning will be measured.	<b>Program Outcomes</b> Here's how this course fits into your program of study at GFC MSU.	<b>College Learning Outcomes Alignment</b> Here's how this course fits into the big picture of your learning at GFC MSU.
List the course outcomes in this column. These will usually come from the MUS.	Indicate which assignment, test, or other assessment tool is used to assess the learning outcome.	<p>Courses that are part of a program should use the Program Outcomes.</p> <p>General Studies courses should use the MUS Core outcomes, if applicable.</p> <p>If a General Studies course does not fit with the MUS Core, align to the AA/AS program outcomes.</p>	<p>CLO 1 CLO2 CLO 3</p> <p>Align to any CLOs that you assess in your course. Not all courses will align with a CLO. Some courses will align with more than one CLO.</p> <p>Do NOT list any CLOs that are not actually assessed in your course.</p> <p>Remember that you will need to assess and report on any CLOs listed in this column.</p>

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**Subject:** Re: Division Directors Agenda | 6/25/20  
**Date:** Wednesday, June 24, 2020 at 10:07:41 PM Mountain Daylight Time  
**From:** Mandy Wright  
**Attachments:** Draft Assessment Process 6-24-20.docx, image001.png, image003.jpg

Hi all,

Attached is a document I will be referring to during our conversation about the assessment workshops tomorrow. This is my tentative plan going forward and I'm sharing it so you have some insight into my plan for assessment.

Thanks,

Mandy

Mandy Wright, MA, MEd  
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My pronouns are she, her, and hers

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**From:** Toni Quinn <toni.quinn@gfcmsu.edu>  
**Sent:** Wednesday, June 24, 2020 4:43:13 PM  
**To:** Shannon Marr <shannon.marr1@gfcmsu.edu>; Charla Merja <charla.merja@gfcmsu.edu>; Heather Palermo <heather.palermo@gfcmsu.edu>; Jeri Pullum <jpullum@gfcmsu.edu>; Joel Sims <joel.sims@gfcmsu.edu>; Laura Wight <laura.wight@gfcmsu.edu>; Leanne Frost <leanne.frost@gfcmsu.edu>; Mandy Wright <mandy.wright@gfcmsu.edu>; Russell Motschenbacher <r.motschenbacher1@gfcmsu.edu>; Scott Thompson <scott.thompson@gfcmsu.edu>; Susan Wolff <susan.wolff@gfcmsu.edu>; Toni Quinn <toni.quinn@gfcmsu.edu>  
**Subject:** Division Directors Agenda | 6/25/20

Attached is the agenda for tomorrow's Division Directors meeting. The meeting starts at 8:30. Shannon will join us about 8:45.

**Toni Quinn**

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MONTANA STATE  
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# Draft Assessment Process

## Tentative Timeline

### Spring 2020

- Conduct focus group (with assessment committee) to pilot draft process
- Seek volunteers to pilot reflection and obtain feedback from them
- Full-time faculty to complete course reflections for one AY 2019-2020 course

### Summer 2020

- Aggregate information from faculty reflections and create reports
- Draft curriculum maps for faculty review in August
- Create list of goals and recommendations for programs/depts based on assessment interviews (from December 2019)
- Develop workshops and instructional support videos based on identified needs from interviews and from reflections
  - Use assessment D2L shell to house workshops and videos; link to D2L course shell from assessment website
- Create classroom assessment “hot topics” videos (tentative)
- Update website with program maps, schedules, common course outlines
- Draft strategic plan/goals for assessment project implementation and continuation
- Aggregate and map HIPS responses from spring 2019 survey and faculty reflections
- Develop HIPS framing language and rubrics
- Develop HIPS training to include NASH online modules and relevant instructional support videos

### AY 2020-2021

- Implement new process
  - Training and workshops to take place online, synchronously and asynchronously
- Work with individual programs to address needs identified in interviews (e.g., creating curriculum map)
- Work with individual programs to create/update assessment plans
  - Faculty reflections will be in response to courses/outcomes identified in assessment plans
- Gather information through complete round of process—all faculty reflect on courses, based on program plans
- Ongoing training and support
- Draft assessment handbook and support materials (e.g., glossary of terms, acronyms)
- Write assessment policy and procedure
- Update website with reports, program maps, schedules, common course outlines

### AY 2021-2022

- Process fully implemented
- Ongoing training and support
- Evaluate process and make necessary changes

- TBD: Develop a rubric to offer feedback on assessment reports (Suskie, 2018, p. 134)
- Begin shifting emphasis to faculty & programs setting a goal or asking a research question to guide assessment

## Course level

Assessment of student learning occurs at the course level. Results are used to examine attainment of program or Gen Ed Core outcomes, as well as College Learning Outcomes.

### Purpose

- To support individual faculty in reflecting on teaching and learning in their courses
- To gather information for departmental/program assessment
- To gather information for CLO and HIPs assessment
- To learn more about faculty needs for continued support

### Information needed

- Alignment between course & program outcomes and CLOs (can come from syllabi)
- Course assessment rotation as determined by department—this will help faculty determine when and which courses to reflect on
- List of strengths and weaknesses observed in student work overall (direct measure)
- Discussion of planned changes based on identified strengths and weaknesses in student work
- Discussion of changes made based on student feedback and their results.
- Summary of student feedback (from anecdotal, instructor-created feedback forms, and/or course evaluations), student success rates in course(s), or other indirect measures of student learning, and plan to address any identified concerns/needs (indirect measure)
- Identify any CLOs assessed and how they were assessed (what tool was used)
  - How well CLOs were met (scale of 1-4)
  - Discussion of rating (e.g., why a 3 out of 5)—strengths and weaknesses
  - Any changes to implement in future
- Identify any HIPs used
  - How they were met and any impact they had on student success
  - Any changes to implement in future
- Report back on results of changes made from previous semester or year
- Identify needs for resources or support

### Data sources

- Indirect measures of student learning: student course evaluation reports, instructor-created feedback tools, anecdotal feedback, course success rates
- Classroom assignment results (based on rubrics or other assessment tools/criteria)
- Results of assignments used to assess CLOs
- HIPS evaluation tool (TBD)

### Process & Expectations

- All sections of the same course should be using the same learning outcomes and show the same curricular alignment to program outcomes and CLOs.
- Faculty may choose to reflect at the end of each block or do it all at the end of the semester. They may also choose to aggregate sections of the same course or separate, whatever is most useful to them.

- Faculty will submit reports to Director of Assessment for aggregation of responses based on course and department or program. That is, all responses for WRIT 101 will be aggregated and all English department course responses will be compiled.

## Program level

Program-level assessment is based on course-level results and information. This is determined through curriculum mapping to align program outcomes with courses and specific assessment tools. Program-level assessment should be based on what is already happening, focused on real programmatic challenges and goals, and support and improve student learning.

### Purpose

- To help programs/departments and students.
- To articulate what students should be able to do when they complete a credential (degree or certificate), including the Core.
- To gather and use information about student learning to drive decisions that impact student learning.

### Information Needed

- Curriculum maps showing alignment between program outcomes and courses, including assessment tools, CLOs, and HIPS
- Faculty reflections
- Changes made as a result of the previous year's assessment and their results
- Goal(s) for upcoming year and action items

### Data Sources

- Course success data from IR
- Faculty reflections
- Any other data required by programmatic accreditation
- Program/department collaborative meeting

### Process & Expectations

- Individual departments can decide whether they want to focus on all courses every year, or follow a rotation schedule to examine success in specific courses each year
- General Studies courses will map to the Gen Ed Core as their program. We will also create alignment between the Core and AA/AS program outcomes to make program assessment less complicated.
- Annually at beginning of fall semester, Director of Assessment will distribute previous year's assessment data to departments
  - Program curriculum map for review
  - Compiled, deidentified faculty reflections for each department/program (Including CLOs & HIPS)
  - Course success rates from IR (what range should be considered? Last 3 years?)—aggregated so instructors are not singled out
    - How to address areas like Cindy's where there are lots of different courses taught by adjuncts? E.g., aggregate all NASX classes? Will this give sufficient information?
- Departments/programs: Review program report with faculty during August assessment meeting

- Review program map and outcomes and share any changes or concerns that need to be addressed
- Reflect on changes made as a result of previous year's assessment and their results
- Set goal(s) for upcoming year and outline action items
- Share requests for support or resources
- Send plan to Director of Assessment by deadline (see template in Suskie, 2018, p. 136)
- Carry out plan and keep records of meetings, results, etc. to discuss at annual fall meeting

## Institutional level

### **Purpose**

- To examine how well students have achieved college-wide learning goals, regardless of program.

### **Information Needed**

- Aggregated examples of how each CLO was assessed
- Aggregated ratings of how well each CLO was met (1-5 scale)
- Aggregated list of strengths and weaknesses

### **Data Sources**

- Faculty reflections

### **Process and Expectations**

- Director of Assessment will aggregate all CLO data from faculty reflections and distribute at fall campus-wide assessment meeting
- Departments/programs should review curriculum maps to ensure CLOs are addressed at key points throughout program
- Faculty will discuss assessment results from previous year, in program and inter-departmental groups
  - Programs/departments will select artifacts to share as examples of successful CLO assessment
- Faculty will collaboratively set goals and identify any changes to implement in future

