
Subject: Assessment Reflection for Spring
Date: Tuesday, April 14, 2020 at 11:22:03 PM Mountain Daylight Time
From: Mandy Wright
To: Distribution - Faculty General Studies, Distribution - Faculty Health Sciences, Distribution - Faculty Trades
CC: Leanne Frost, Russell Motschenbacher, Joel Sims
Priority: High
Attachments: 2020 Faculty Reflection template.docx, example reflection.pdf

Dear Colleagues,

Back in December, I had sent an email regarding plans for reporting student learning assessment. In that email, I mentioned that faculty would need to reflect on their courses at the end of this spring semester.

Although we are working during unexpected conditions right now, we need to continue with the plan to reflect on student learning this spring. In order to meet this expectation, I am asking you to **choose one course on which to reflect. This can be any course you taught during the 2019-2020 academic year (fall 2019 or spring 2020).**

I want this process to be useful to you. Please use your best judgment in selecting a course and deciding how you want to think about it. For example, if you taught multiple sections of the same course during a block, you might find it most useful if you aggregate the information from each section into one reflection. Similarly, if you taught multiple sections of the same course in different modalities (online and face-to-face, for instance), you should decide what would be most useful for you in how you report that information.

The Assessment Committee and I will be meeting soon to finalize the campus-wide assessment process that will be fully implemented in fall 2020. The assessment process depends heavily on accurate, thoughtful faculty reflections, so beginning with that part of the process now will inform the full implementation moving forward.

Attached, you will find a revised reflection form and a completed example of the reflection form. I have also made a screencast walking you through the process of completing the document, available here: <https://youtu.be/T4R5lmy0tE8>.

Please email your completed reflections to me no later than 5:00 p.m. on May 22.

If you have additional questions about assessment, please visit the FAQ page on the assessment website: <http://gfcmsu.edu/about/assessment/FAQ.html> or send your questions to me. I am happy to answer them.

Take care,

Mandy

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**Student Learning Assessment
Faculty Reflection**

Instructor Name: Mandy Wright

Department/Program: English, General Studies

Course: WRIT 101—co-requisite sections 60P & 61P

Semester & Year Taught: Fall 2019

List the program outcomes to which this course aligns.

Montana University System Core—Written Communication

- Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process
- Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences
- Read texts thoughtfully, analytically, and critically in preparation for writing tasks
- Give and receive feedback on written texts
- Use documentation appropriately and demonstrate an understanding of the logic of citation systems

Please answer the following questions to reflect on your teaching experiences in this course, specifically in relation to student learning.

1. Overall, what went well in your course? Explain.

Beginning the class with the writing process unit was a helpful way to teach students to work through the process, setting the stage for the remainder of the course. Additionally, moving many of the assignments to in-class work gave me the opportunity to coach students through the work and answer questions as they

2. Overall, what might have gone better in your course? Explain.

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.

Using the Lumen study plans was also not as successful as I would have liked. Students didn't read the assigned sections when they were assigned and their attempts at the study plan quizzes resulted in low scores for many students. Because I used the study plans in place of much of the lecture I would have ordinarily done, some students did not learn the information as well as I would have liked.

3. Share a list of strengths and weaknesses you observed in student work in your course.

Based on results of the argument essay and revised essay for the portfolio:

- a. Strengths:
 - Ability to work through the writing process to create a final essay draft
 - Editing and proofreading
 - Ability to accept feedback and use it to revise a paper
 - Thesis—determining a relevant topic and articulating an effective argument
 - Organization
 - b. Weaknesses:
 - Evidence and development—the majority of students scored at the “approaching expectations” level on the argument essay, but higher (meets or exceeds) on the revised portfolio essay
 - Source integration and documentation—the majority of students scored at the “approaching expectations” level on the argument essay
4. Based on the strengths and/or weaknesses identified in question 3, share any will you changes you will make to your course in order to improve student learning.
 - a. What changes will you make and how will you implement them?

I plan to place more emphasis on source integration and documentation. Instead of leaving that instruction until the last part of the course, I will introduce it earlier and offer more practice opportunities.
 - b. How will you know if they are successful?

At least 60% of students will score at the “meets expectations” level for source integration on the argument essay

Student Feedback/Indirect Measures of Student Learning

1. What student feedback instrument(s) do you use to determine changes in your course? Indicate all that apply.
 - i. Anecdotal/informal conversations with students**
 - ii. Instructor-created feedback forms
 - iii. Institutional student course evaluations**
 - iv. Student success rates in your course
 - v. Other indirect measures of student learning

2. Based on student feedback from previous semesters, share any changes you implemented in your course this semester.
 - a. What changes did you make?
 - Students expressed that they wished they had known more about what the course would cover and how the co-requisite model worked.
 - I created a letter that was given to students on the first day of the course, explaining expectations and what “co-requisite” means.
 - Students asked for help with keeping track of due dates and assignments.
 - I created weekly checklists in D2L to help students keep track of their assignments.
 - b. Did the changes accomplish what you had hoped for? Explain.
 - So far, neither change has shown significant impact. The letter likely will not result in tangible changes but may help students to feel more secure in the purpose and focus of the course.
 - In both sections discussed in this reflection, submission of work (regardless of score) clearly correlates with a passing final grade. The students who had A and B grades submitted most, if not all, of their assignments. This tells me that, while a checklist may be helpful, students who struggle to keep track of and submit assignments may need more support or behavior modifications.
3. Based on student feedback, share any changes you plan to make to your course in the future.
 - a. What changes will you make and how will you implement them?
n/a
 - b. How will you know if they are successful?
n/a
4. Share any additional goals for improving student learning in this course.
 - a. What will you do?

I plan to implement a contract grading system. I expect this to impact student behavior (e.g., submitting assignments) and support students’ focus on learning rather than emphasizing grades.
 - b. What information or data led you to make this decision?

Academic research and observations of student behavior correlated with passing grades. Anecdotal information from students who “did the math” to determine how many assignments they could miss and still pass the class.
 - c. How will you know if these improvements are successful?

I expect to see a lower percentage of missing assignments and a better range of passing final grades. Of the 31 students (total), 16% failed and 13% earned a C-, barely passing the course. Approximately 70% (total) earned a B- or better. I would like to see that percentage increase.

College Learning Outcomes Assessment

**Not all courses will assess a CLO*

1. Do you assess a College Learning Outcome in this course? If so, indicate which one.

Communication

Critical Thinking

Professionalism

2. How do you assess the CLO referenced in item 1? What assessment tool do you use?
The argument essay and rubric.

3. On a scale of 1-4, with 1 being the lowest, how well did students meet the CLO assessed in your course?

4) Exceeded expectations

3) Met expectations

2) Approaching expectations

1) Did not meet expectations

4. Please explain your rationale for the rating you gave in item 3 and provide a list of strengths and weaknesses observed in the student work used to assess the CLO.

- a. Rationale for rating

The majority of students met the general requirements for the essay and were able to articulate an acceptable argument. A number of students did not, however, demonstrate proficiency in developing ideas and using sources. These are key parts of that assignment.

- b. Strengths

- Editing and proofreading
- Ability to accept feedback and use it to revise a paper
- Thesis—determining a relevant topic and articulating an effective argument
- Organization

- c. Weaknesses

- Evidence and development—the majority of students scored at the “approaching expectations” level
- Source integration and documentation—the majority of students scored at the “approaching expectations” level

5. What future changes, if any, will you make to CLO assessment in this course?

I don't think that the argument essay, in this semester, was an accurate measure of student attainment of the CLO. I think using an end of term assessment, like the portfolio self-assessment, would be a better tool.

6. How will you know if those changes are successful?

The total average score on the assessment will be at the “meets expectations” level, rather than “approaching expectations.”

Closing the Loop:

Please share the results of any changes or improvements you indicated on your last reflection. How did it go?

n/a

Resource Needs

Please share any needs you have for continued support in assessing student learning.

n/a

High Impact Practices—Completion of this section is optional

**Not all courses will include a HIP*

1. Please indicate which, if any, of the following High Impact Practices you have implemented in your course(s).

- 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

2. Please share how you integrated the HIP in your course(s)—what did you do?
3. What impact did the HIP have on student success in your course(s)? How do you know?
4. Will you make any changes regarding HIPs in the future? If so, what will you do?

**Student Learning Assessment
Faculty Reflection**

Instructor Name:

Department/Program:

Course: e.g., WRIT 101

Semester & Year Course Was Taught: e.g., Spring 2020

List the program outcomes to which this course aligns.

General Studies courses usually align to the relevant area of the Montana University System Core—see <http://catalog.gfcmsu.edu/academic-programs/montana-university-system-core/#outcomestext>

Program courses should align to the designated program outcomes—see your Program Director for assistance

Please answer the following questions to reflect on your teaching experiences in this course, specifically in relation to student learning.

1. Overall, what went well in your course? Explain.
2. Overall, what might have gone better in your course? Explain.
3. Share a list of strengths and weaknesses you observed in student work in your course.
 - a. Strengths:
 - b. Weaknesses:
4. Based on the strengths and/or weaknesses identified in question 3, share any changes you will make to your course in order to improve student learning.
 - a. What changes will you make and how will you implement them?
 - b. How will you know if they are successful?

Student Feedback/Indirect Measures of Student Learning

1. What student feedback instrument(s) do you use to determine changes in your course?
Indicate all that apply.
 - i. Anecdotal/informal conversations with students
 - ii. Instructor-created feedback forms
 - iii. Institutional student course evaluations
 - iv. Student success rates in your course
 - v. Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc.)

2. Based on student feedback from previous semesters, share any changes you implemented in your course this semester.
 - a. What changes did you make?

 - b. Did the changes accomplish what you had hoped for? Explain.

3. Based on student feedback, share any changes you plan to make to your course in the future.
 - a. What changes will you make and how will you implement them?

 - b. How will you know if they are successful?

4. Share any additional goals for improving student learning in this course.
 - a. What will you do?

 - b. What information or data led you to make this decision?

 - c. How will you know if these improvements are successful?

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1. Do you assess a College Learning Outcome in this course? If so, indicate which one.
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2. How do you assess the CLO referenced in item 1? What assessment tool do you use?

3. On a scale of 1-4, with 1 being the lowest, how well did students meet the CLO assessed in your course?
 - 4) Exceeded expectations
 - 3) Met expectations
 - 2) Approaching expectations
 - 1) Did not meet expectations

4. Please explain your rationale for the rating you gave in item 3 and provide a list of strengths and weaknesses observed in the student work used to assess the CLO.
 - a. Rationale for rating

 - b. Strengths

 - c. Weaknesses

5. What future changes, if any, will you make to CLO assessment in this course?

6. How will you know if those changes are successful?

Closing the Loop:

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 - Collaborative Assignments and Projects

- Undergraduate Research
 - Diversity/Global Learning
 - ePortfolios
 - Service Learning/Community-Based Learning
 - Internships
 - Capstone Courses and Projects
2. Please share how you integrated the HIP in your course—what did you do?
 3. What impact did the HIP have on student success in your course? How do you know?
 4. Will you make any changes regarding the use of HIPs in this course in the future? If so, what will you do?

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