

Assessment @ GFCMSU

Moving Forward

8/19/19



Workshop Goals

During these workshops, we will:

- Discuss the context for assessment at GFCMSU
- Articulate institutional learning outcomes
- Develop a draft assessment process focused on programs & CLOs
- Engage in curriculum mapping
- Make a plan to move forward with assessment

Today's (tentative) agenda

Setting context

- Where we've been
- Where we need to go

Break

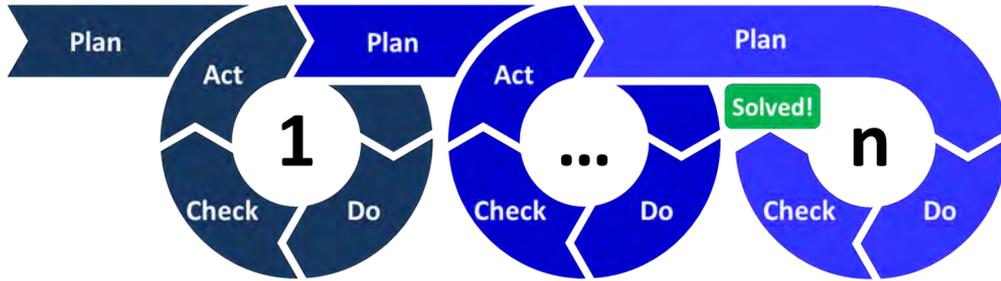
Institutional Learning Outcomes

Break

Establishing an Assessment Process

Wrap-up and debrief

Where we've been



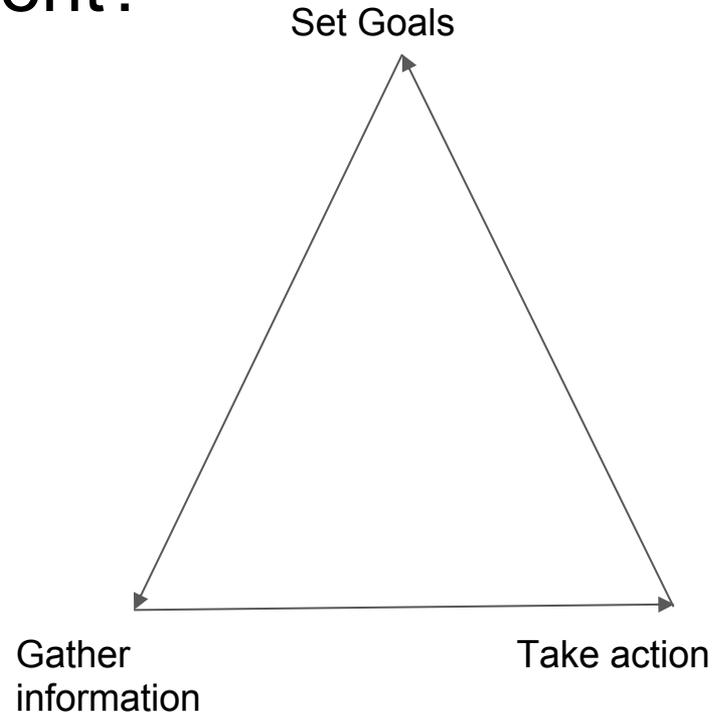
- Common terminology
- Brief history
- Changes to NWCCU standards
- Assessment data
- What we've learned

Terminology: What is assessment?

“The systematic collection of information about student learning [...] in order to inform decisions that affect student learning”

(Walvoord, 2010).

“Assessment is deciding what we want our students to learn and making sure they learn it” (Linda Suskie).



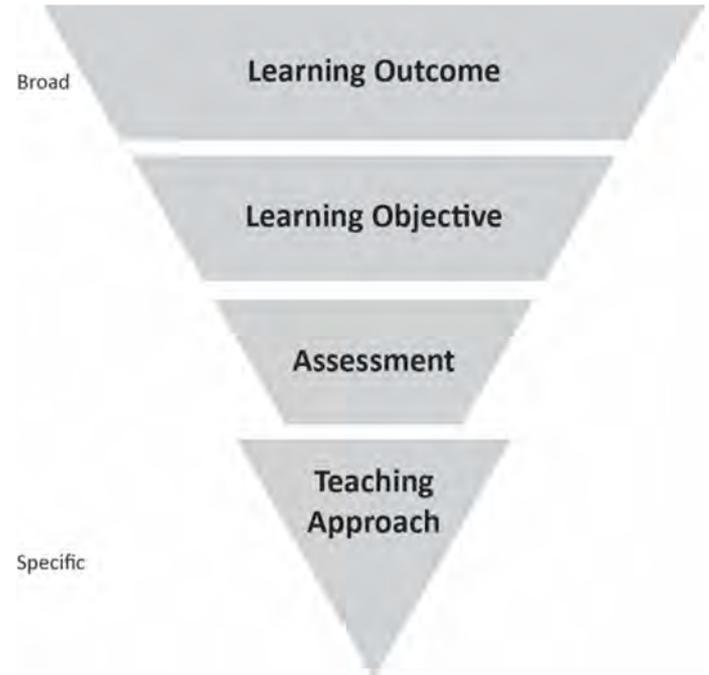
Terminology: Outcomes vs Objectives

Learning Outcomes: Express what a student can demonstrate upon completion of an academic program or course.

- Refers to course, program, and institutional learning

Learning Objectives: Describe specific, discrete units of knowledge and skill can be accomplished within a short timeframe

- Refers to learning goals within a course, specifically for an assignment or unit



Brief history of assessment at GFCMSU

- ~2007 college began engaging in outcomes assessment
 - 8 Abilities & Phase IV forms
- 2016: 8 Abilities became 5 CLOs
- 2018-2019: revised assessment process piloted in General Studies
- Spring 2019: CLO assessment process pilot
- March 2019-present: NILOA coach visit & ongoing consultations
- Summer 2019: NWCCU standards revision
- 2019-2020: update process and move forward

Changes to NWCCU Standards

- Moving from 5 standards to 2.
 - Each standard has multiple elements, but the overall document is concise and more specific.
- Standard One addresses student learning assessment and institutional improvement/effectiveness.
 - Previous standards were more general and it was difficult to anticipate what accreditors were looking for.

Standard One elements related to student learning

- 1.B.1: The institution demonstrates a continuous process of assessing institutional effectiveness, including assessment of student learning and other support services to facilitate student learning and achievement. The institution uses the **ongoing and systematic evaluation and planning to inform and refine its key processes, assign resources, and improve student learning.**
- 1.C.2: Awarding of credit, certificates, programs, and degrees is based on **student learning and learning outcomes that possess an appropriate breadth, depth, sequencing, and synthesis of learning.**
- 1.C.3 The institution **identifies and publishes expected course, program, and degree learning outcomes for all degrees, certificates, and credentials.** Information on expected student learning outcomes for all courses is provided to enrolled students.
- 1.C.5 The institution engages in an **effective system of assessment** to evaluate the quality of learning in its programs. The institution recognizes the **central role of faculty in establishing quality, assessing student learning, and improving instructional programs.**
- 1.C.6 Consistent with its mission, the institution **establishes and assesses institutional learning outcomes** or core competencies [...] that will be assessed across all associate and bachelors level programs or within a General Education curriculum.
- 1.C.7 The institution **uses the results of its assessment efforts to inform academic and learning- support planning and practices** that are used for continuous improvement of student learning.

Assessment data from 2018-2019 process

- During AY 2018-2019, 56 faculty completed self-evaluations for 1-3 courses
 - Of those reporting students who attained all course outcomes, 80% of students met all learning outcomes
- During AY 2018-2019, 20 courses were evaluated using new process
 - 582 students were assessed
 - Outcome 1: 89% of students assessed met benchmarks
 - Outcome 2: 80% of students assessed met benchmarks
 - Outcome 3: 87% of students assessed met benchmarks
 - 84% of all students assessed met all benchmarks

Making meaning of this data

- Our faculty care about student learning and work hard to promote rigor and support student success
- Qualitatively, common themes related to student success centered on attendance, motivation, and assignment completion
- Having the opportunity to reflect on student learning, how the course went, etc. is meaningful and important
 - Several instructors indicated specific changes they wanted to make to their courses in the future

What we've learned

- Previous and current processes resulted in “data rich/information poor” situation
 - Our assessment processes have been overly complicated and too narrowly focused on the course level and on reporting
- Assessment needs to be faculty-driven and meaningful
 - We “do” assessment regularly, but documentation and follow-up can be difficult
 - Current process results in useful data at the instructor level, but does not lead to information that can be used institutionally
- A clear institutional assessment process needs to be established
 - Program-level and CLO assessment should be our focus

Where we need to



- Assessment cannot be a top-down process--faculty should set the course for process and procedure.
- Find a balance between compliance and making assessment meaningful and purposeful for our institution.
- Reporting information is not enough. We need to use the information we gather to guide changes and improvements and document how we are using that information.

BREAK TIME!



Establishing Institutional Learning Outcomes (CLOs)

Why are we doing this???

We currently have 5 College Learning Outcomes—written by CLOAT in 2016

The CLOs should represent the college's educational values and help shape the decision-making processes of the college.

- Best practice is to review annually to ensure CLOs reflect current institutional values.
- Through feedback received during the assessment pilot process and during strategic plan listening sessions, it seems that the current CLOs may not be meeting our needs as a campus.
- Syllabus audit shows inconsistencies in aligning to CLOs—certain CLOs may be difficult to align to or assess.

Small group discussion

1. With your table partners, please discuss the “Institutional Learning Outcomes Discussion” questions provided on GDoc (on Chromebook)
2. Choose a recorder to enter ideas/answer questions on GDoc

****Online participants, please use WebEx chat feature to talk to each other**

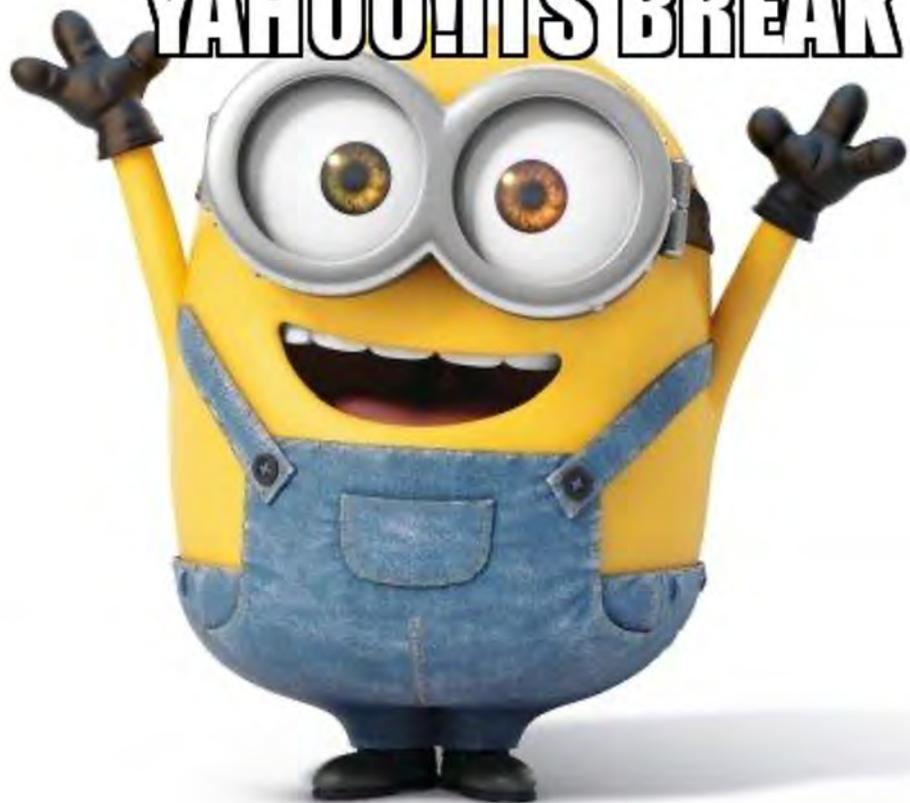
- Feel free to choose a recorder, or individually enter thoughts on the GDoc provided for you

Report out

Share the themes your group identified in question 5 by entering them into the word cloud.

How should we move forward with the CLOs?

YAHOO! ITS BREAK TIME



Establishing a Process

A good assessment process

- Is ongoing
- Demonstrates that students are able to DO what we say they should be able to once they have completed their learning experience
- Ensures sufficient opportunities to achieve those outcomes
- Includes a plan for gathering, analyzing, & interpreting evidence to determine how well student learning matches our expectations
- Uses the resulting information to understand and improve student learning
- Can demonstrate our decision-making and improvement process to stakeholders

Assessment vs Grading

Grades focus on the performance of individual students

Assessment focuses on groups of students and how effectively everyone is helping them learn

Grades alone are not sufficient evidence for student learning assessment

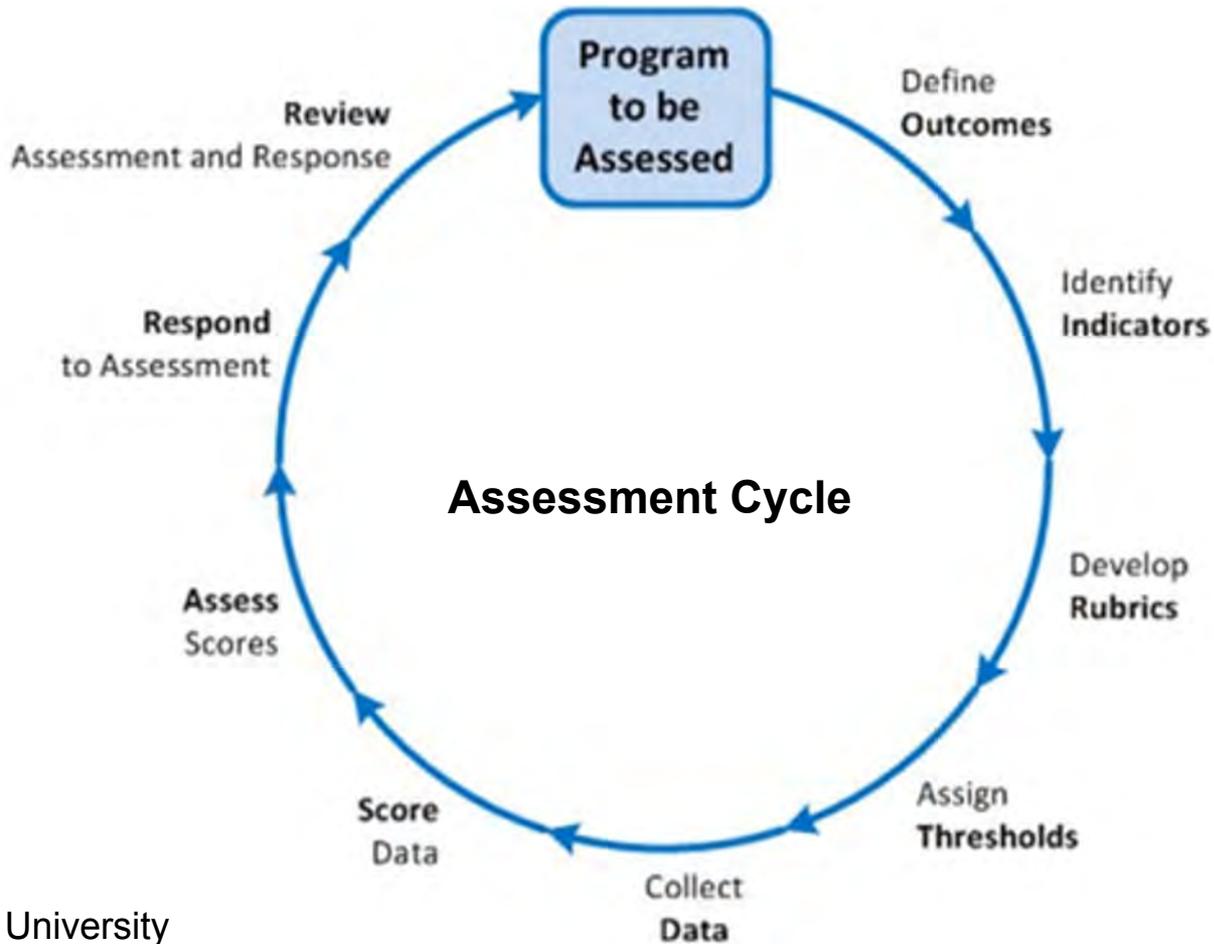
- May include behaviors (e.g. attendance, participation) that are not related to learning goals

Grades can serve as indirect evidence of student learning if assignments/tests are linked to learning goals

Reflect

With your group, discuss questions 1 & 2 on the GDoc under the section “Developing an assessment process“

1. What has been most useful in previous assessment processes?
2. What was least useful in the previous assessment processes?



Example process

1. Programs/departments create assessment schedule for program outcomes
2. Annual assessment plan submitted by each program/department
3. Departments/programs carry out assessments
4. Annually, departments/programs submit assessment [report](#)
5. Annual gathering to discuss assessment results, ideas, challenges, improvements

Assessment Cycle

- Ideally will follow Academic Program Review cycle of 5 years
 - Externally accredited programs may need alternative cycle

Program Assessment Plan

Plans will include:

- Program outcomes & curriculum map (noting any updates or corrections)
- Assessment schedule (of program outcomes)
- How the program outcomes will be assessed
 - In what courses the outcomes will be assessed
 - Learning activities used and type of evidence to be collected
 - Performance thresholds (exceeded/met/not met; benchmarks)
- Expected process for discussing, reporting, and using the data

Assessing

Departments/programs carry out assessment according to plan

1. Projects or assignments are collected from identified courses.
2. Random samples of these collected assignments are scored by a minimum of two faculty members using the prepared scoring rubrics. Faculty will not score assignments from their own courses.
3. Dept. tabulates the scores. Areas where the acceptable performance threshold has not been met will be highlighted.
4. The scores are presented to the faculty for discussion and evaluation.
5. The faculty review the assessment results, and decide how to respond.

Reporting

Dept/program faculty meet to discuss and share assessment results. Report is a summary of the year's assessment activities and faculty decisions.

One person from the dept/program completes and submits assessment report.

Report includes:

- what was done (assessed)
- what evidence/data was collected
- what was learned
- response to evidence—what will change moving forward

Annual gathering

Discuss previous year's assessment results

Share kudos, challenges, improvements, ideas

Opportunity to close the loop

Small group discussion

1. With your table partners, please discuss the “Developing an Assessment Process Discussion” questions provided on GDoc (on Chromebook)
2. Choose a recorder to enter ideas/answer questions on GDoc

****Online participants, please use WebEx chat feature to talk to each other**

- Feel free to choose a recorder, or individually enter thoughts on the GDoc provided for you

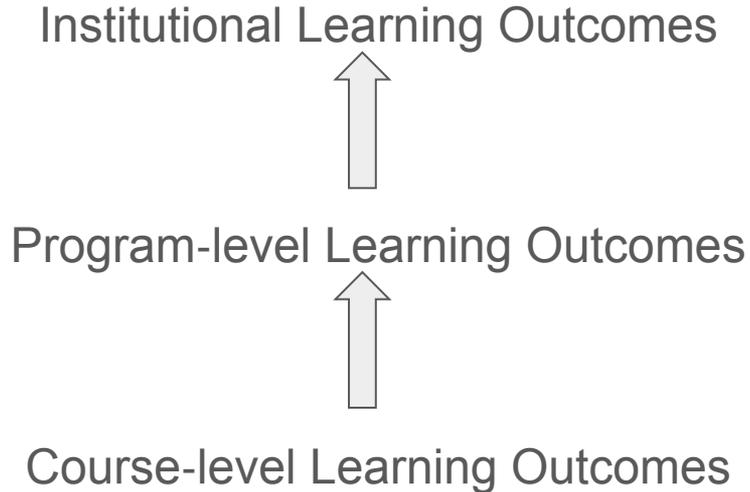
Next steps

- Mapping
- Expectations for tomorrow
- Quick survey

Mapping

- Provides visual representation of alignment between instruction and program outcomes.
- Ensures sufficient opportunities to learn every outcome
- Part of the assessment process
 - Identifies opportunities for learning and points for assessment (cornerstone vs capstone courses)
 - Reveals strengths, gaps, redundancies, misalignments
 - Provides evidence of meeting program and institutional learning goals

Mapping



- All program outcomes should be addressed throughout the entire program, not in every course
- Not all course outcomes need to align to a program outcome
- CLOs may not be addressed in every course—focus on ensuring they are met throughout the program

Expectations for tomorrow

Meet in B101 for instructions & questions

Break out by department/program to work on mapping

Mapping forms will be emailed to dept. chairs/program directors this afternoon

Return to B101 to debrief and discuss next steps

References

Iowa State University. Center for Excellence in Learning and Teaching.

<http://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/>

Suskie, L. (2018) *Assessing student learning: A common sense guide*. 3rd ed.

Walvoord, B. (2010) *Assessment clear and simple*. 2nd ed.

Subject: Documents for Tuesday's assessment workshop
Date: Monday, August 19, 2019 at 1:27:25 PM Mountain Daylight Time
From: Mandy Wright
To: Distribution - Faculty General Studies, Distribution - Faculty Health Sciences, Distribution - Faculty Trades
CC: Distribution - Division Directors, Becky M. Sullivan, Jeri Pullum
Priority: High
Attachments: Assessment Training August 2019_day 1.pptx, common course outline_map_revised.docx, Dept Program Map.xlsx, MSU_Example Assessment Report.pdf, MSU_Sample Program Assessment Plan Template.docx, MSU_Sample Program Assessment Report Template.docx, Program Assessment Schedule.xlsx, Program Checkin.docx

Hello everyone,

Thank you for your participation in today's workshop. Rather than sending these only to department chairs/program directors, I am sending these documents to everyone so that you all have copies.

If I missed anyone, please forward this email to them.

Attached you will find:

- Program check-in form (deliverable for Tuesday's workshop)
- Department/program map template (review during Tuesday's workshop)
- Department/program assessment schedule template (review during Tuesday's workshop)
- Revised common course outline template (review during Tuesday's workshop)
- MSU sample program plan template (review during Tuesday's workshop)
- MSU sample program report template (review during Tuesday's workshop)
- MSU sample program report example (review during Tuesday's workshop)
- Monday's workshop presentation

Remember, we are meeting in B101.

See you tomorrow!

Mandy

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Assessment @ GFCMSU

Mapping

8/20/19

Workshop Goals

During today's workshop, we will:

- Engage in curriculum mapping
- Make a plan to move forward with assessment

Today's agenda

Respond to questions

Mapping: program & course

Breakout

Report and debrief

Questions/Muddiest Points

If a program is meeting the established program standards for accreditation, why wouldn't this also be translated to the "institutional level"?

Showing alignment between program outcomes and CLOs can support this

The connection between CLO assessment and program assessment

Need to establish this, but mapping can help

For the third part, it was unclear when/why/how we moved on from CLO's.

We ran out of time! Also, needed to discuss program assessment. More to come.

Trying to figure out a working solution on how to close gaps evident in previous assessment schemes

That is part of what we are working to accomplish and will continue with assessment committee

Plan of action?

We'll address this at the end of our session today

Documents we will discuss

- Program check-in form (deliverable for Tuesday's workshop)
- Department/program map template (review during Tuesday's workshop)
- Department/program assessment schedule template (review during Tuesday's workshop)
- Revised common course outline template (review during Tuesday's workshop)
- MSU sample program plan template (review during Tuesday's workshop)
- MSU sample program report template (review during Tuesday's workshop)
- MSU sample program report example (review during Tuesday's workshop)

Program Check-In Document

- Please complete this document during your breakout session today
- Submit one completed form per program/department to mandy.wright@gfcmsu.edu by 5:00 p.m. today
- 7 questions focusing on program mapping and sample MSU assessment documents

Program Mapping

- Curriculum mapping shows where goals are being met and how they align programmatically and institutionally
- Program maps, at minimum, need to show in what classes program outcomes are being met
- If necessary or relevant for your program, you may want to also indicate at what level each outcome is being met: introductory, developed, mastery

Program Curriculum Map

Department/Program: Accounting							
Contact Person:							
Date:							
	ACTG 101		BGEN 105		ACTG 102		ACTG
	Accounting Procedures I		Introduction to Business		Accounting Procedures II		Pay Accou
Program Learning Outcomes	X	IDM	X	IDM	X	IDM	X
Prepare and interpret financial records for a business while applying generally accepted accounting principles and industry standards.	X	I					
Identify and explain common internal controls necessary in business organizations.			X	D	X	M	
Use computerized accounting software.							
Communicate professionally, both orally and in writing.							
Compute payrolls and prepare basic federal and state payroll tax forms.							

1. Department/program name, contact person, date submitted
2. Title of course in large box and the course prefix/number in the box immediately above.
 - a. Electives from other departments (e.g., General Studies) should not be included. Focus only on courses your program has control over.
3. Program Learning Outcomes: List all outcomes for your program or department. General Studies departments should list the appropriate MUS Core outcomes

Program Curriculum Map

Department/Program: Accounting							
Contact Person:							
Date:							
	ACTG 101		BGEN 105		ACTG 102		ACTG 103
	Accounting Procedures I		Introduction to Business		Accounting Procedures II		Payroll Accounting
Program Learning Outcomes	X	IDM	X	IDM	X	IDM	X
Prepare and interpret financial records for a business while applying generally accepted accounting principles and industry standards.	X	I					
Identify and explain common internal controls necessary in business organizations.			X	D	X	M	
Use computerized accounting software.							
Communicate professionally, both orally and in writing.							
Compute payrolls and prepare basic federal and state payroll tax forms.							

- First Block: Indicate if a course aligns to the program outcome. Check off a course only if a significant part of the grade is based on achieving the program outcome.
- Second Block: Level of Student Outcome Learning in course (I, D, M)—only use these indicators if relevant for the program/dept

- I = Outcome is presented at an introductory level in the course material. In the course design, there is minimal expectation that the student has prior knowledge or skill in the outcome area.
- D= Outcome is incorporated into and developed throughout the course. Some prior knowledge may be expected
- M= Outcome is the primary focus of the course and is an integral part of the course competencies. Students may be expected to attain or demonstrate proficiency at this level.

Aligning program outcomes with courses

- Alignment will vary depending on course type (Gen Ed vs programmatic)
 - Gen Ed areas should align to MUS Core outcomes
 - What about Gen Ed classes created specifically for a program? (e.g., WRIT 104, COMX 102, M 191)
 - What about courses like A&P—what outcomes should they align to? Should there be separate maps for A&P vs other BIO courses?
- Think broadly--in which courses will program outcomes be addressed?
 - Don't try to align program outcomes with course outcomes
- All program outcomes should be addressed within a program, but not within a course
- Programmatic accreditation requirements also affect alignment
 - If you need to show alignment to program competencies or meet other accreditation requirements, add what you need

Assessment Schedule

What

- Spreadsheet to create departmentally determined assessment rotation of program outcomes.

Why

- Supports departmental assessment planning.
- Creates a timeline and rotation.
- Supports institutional planning and assessment process.

How

- Departments should develop a rotation schedule that works logically for the number of program outcomes and any external requirements. 5 year rotation, or less.

Revised Program Assessment Schedule

Great Falls College MSU
Program Assessment Schedule

Program/Department:							
Submitted By:							
Date Plan Submitted:							
Program Outcomes	Year 1 (Indicate course prefix & number)	Year 2 (Indicate course prefix & number)	Year 3 (Indicate course prefix & number)	Year 4 (Indicate course prefix & number)	Year 5 (Indicate course prefix & number)	Data Source*	

***Data sources can be items such as randomly selected student essays or projects, specifically designed exam questions, student presentations or performances, or a final paper. Do not use course evaluations or surveys as primary sources for data collection.**

Student learning can be assessed on a rotating schedule and through population samples—everything does not have to be assessed annually, unless programmatic accreditation requires it.

Course Mapping

At the course level, we need to show the course outcomes and align to program outcomes and CLOs

State policy also requires courses that are common course numbered to use the FLOC outcomes

20% rule: all FLOC outcomes must be used and we can add departmental outcomes if desired, not exceeding 20% of the total outcomes

Common Course Numbering

What is it?

How does it affect me and my courses?

Finding CCN information on the MUS site

<https://ccn.mus.edu/search/>

- Blue = FLOC'd
- Black = Not FLOC'd
- Our column

Course Prefix / Rubric: LIT - Literature

Search for: Enter course number or title

Search Clear

General Ed. Designators:

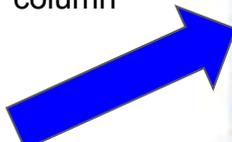
- Social Science / History
- Mathematics
- Oral and Written Communication
- Humanities/Fine Arts
- Cultural Diversity
- Natural Sciences
- Available Online
- Cultural Heritage of American Indians

Legend:

- Course available on campus
- Course has integrated lab
- Course available online
- Learning outcomes available
- Learning outcomes not available
- PREFIX** View FLOC outcomes for course

« Viewing 1 to 50 of 104 »

	Four Year Colleges							Two Year Colleges					C	
	TECH	UMW	UM	MSU	MSUB	MSUN	GFC	HCMT	CC	GC	HC	MC		DCC
LIT 110 Introduction to Literature														
LIT 112 Introduction To Fiction														
LIT 100														



Common Course Outlines & Curriculum Maps

Purpose of the form: why this instead of a syllabus?

- Serves as 'master document' for the course
- Not individualized--collaboration within department
- Focuses on learning outcomes and alignment at the course level, not on individual instructor grading and policies at the classroom level
- Inward and outward facing: faculty, departments, institution, and outside stakeholders
- Alignment with program outcomes and CLOs

Revised Common Course Outline

Common Course Outline			
Course Number:			
Course Title:			
Catalog Description:			
Topical Outline (topics/chapters/concepts covered):			

Course Outcomes Map			
Course Outcomes <i>*If course has been through common course numbering, the FLOC outcomes must be used.</i>	Course Content Alignment Or Working departmental definition of course outcome <i>*This column is optional.</i>	Program Outcomes Alignment <i>*List any program outcomes attained in the course.</i>	Great Falls College MSU College Learning Outcomes Alignment <i>*List any CLOs that will be assessed in the course and how they will be assessed.</i>

Breakout

Work with your department to start mapping and make a plan

During the breakout session:

- Work on draft of map to show how program outcomes are met across courses
- Review the sample MSU documents
- Complete check-in document to share departmental plans for completing mapping & planning work

Next Steps

Plan of Action

- Email Mandy your department/program's check-in document from today's session
- Mandy will aggregate responses from workshops to support planning & next steps
- Form new assessment committee to help
 - Finalize CLOs
 - Finalize program assessment process
 - Develop CLO assessment process
 - Set mapping completion timeline
 - Review maps
 - Set assessment timeline
 - Develop standards for quality
 - Develop policy

Common Course Outline

Course Number:

Course Title:

Catalog Description:

Topical Outline (topics/chapters/concepts covered):

Course Outcomes Map

Course Outcomes <i>*If course has been through common course numbering, the FLOC outcomes must be used.</i>	Course Content Alignment Or Working departmental definition of course outcome <i>*This column is optional.</i>	Program Outcomes Alignment <i>*List any program outcomes attained in the course.</i>	Great Falls College MSU College Learning Outcomes Alignment <i>*List any CLOs that will be assessed in the course and how they will be assessed.</i>

General Directions and Comments

*All courses should have a completed course curriculum map.

*Insert additional rows to accommodate the number of outcomes for the course.

Table Instructions

Course Information: Provide the course number, course title, and catalog description. Make sure that the description used here is the actual catalog description.

Topical outline: Include any relevant information that anyone teaching the course should know—e.g., chapters or content covered.

Column 1—List all of the outcomes for the course. If the course has been through Common Course Numbering, the FLOC outcomes must be used. Departments may add outcomes, but may not remove any FLOC outcomes.

Column 2—This column is optional. Health Sciences courses may want to use it to align course outcomes with competencies or course content. Other areas may want to include working definitions or understandings of FLOC outcomes that may not be written using assessable language.

Column 3—List any program outcomes attained in the course. Course outcomes do not need to individually align to program outcomes.

Column 4—list any CLOs that will be assessed in the course and how they will be assessed.

General Directions and Comments

1. General Information: Please complete the top section of the template by providing the name of your department program and the contact person for that area (department chair or program director); date submitted
2. Course Title, Prefix, and Number: Please place the title of the course in the large box and the course prefix/number in the box immediately above. Electives from other departments (e.g., General Studies) should not be included. Focus on courses your program has control over.
3. Program Learning Outcomes: List all outcomes for your program or department. General Studies departments should include the appropriate MUS Core outcomes

- First Block: Indicate if a course aligns to the program outcome. Check off a course only if a significant part of the course is based on achieving the program outcome.

- Second Block: Level of Student Outcome Learning in course (I, D, M)—only use these indicators if relevant for the course/program/department

I = Outcome is presented at an **introductory** level in the course material. In the course design, there is minimal expectation that the student has prior knowledge or skill in the outcome area

D = Outcome is incorporated into and **developed** throughout the course. Some prior knowledge may be expected

M = Outcome is the primary focus of the course and is an integral part of the course outcomes. Students may be expected to attain or demonstrate **mastery** or proficiency at this level.

Annual Program Assessment Report

Assessment reports are to be submitted annually by program/s. The report deadline is September 15th.

Academic Year Assessed: (year assessed)

College: College of Letters and Science

Department: Ecology

Submitted by: (Can be more than one person, but it will be the person who will receive the AOC report)

Program(s) Assessed: (Programs with minors and/or options with common learning outcomes can be submitted on one assessment report)

Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/Minors/Certificate	Options
BS Biological Sciences	Fish & Wildlife Ecology & Management
	Conservation Biology & Ecology
	Organismal Biology
	Biology Teaching

Annual Assessment Process (CHECK OFF LIST) – this is a quick check list to review your assessment processes.

- Data are collected as defined by Assessment Plan
 YES NO
 - Population or unbiased samples of collected assignments are scored by at least two faculty members using scoring rubrics to ensure inter-rater reliability.
 YES NO
 - Areas where the acceptable performance threshold has not been met are highlighted.
 YES NO NA
 - The scores are presented at a program/unit faculty meeting for assessment.
 YES NO
 - The faculty reviewed the assessment results, and responds accordingly (Check all appropriate lines)
 Gather additional data to verify or refute the result.
 Identify potential curriculum changes to try to address the problem
 Change the acceptable performance threshold, reassess
 Choose a different assignment to assess the outcome
 Faculty may reconsider thresholds
 Evaluate the rubric to assure outcomes meet student skill level
 Use Bloom's Taxonomy to consider stronger learning outcomes
 Choose a different assignment to assess the outcome
- OTHER: (If none of the above are appropriate, just describe briefly the results of faculty review – you will have the opportunity to provide more detail within the report)
- Does your report demonstrate changes made because of previous assessment results (closing the loop). YES NO

1. Assessment Plan, Schedule and Data Source.

a. Please provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data). (You may use the table provided, or you may delete and use a different format). This is a good example of putting all your information into a table format. It includes all the program learning outcomes, the course that will demonstrate the outcomes and when assessment will occur. You can use this model or make separate tables, but you need to include all the information. (Note: this example also includes assignment targets, it's nice to have all the information in one place, but this can be included separately).

ASSESSMENT PLANNING CHART. PROGRAM: Sociology/Criminology					
LEARNING OUTCOME	2015-2016	2016-2017	2017-2018	2018-2019	Data Source*
<i>Learning Outcome 1: Sociology as a Discipline.</i> Our students will demonstrate an understanding of the discipline of sociology and its role in contributing to our understanding of society and changes in society		SOCI 303			Essay Question
<i>Learning Outcome 2: Sociological Concepts.</i> Our students will demonstrate a knowledge, comprehension, and relevance of core sociological concepts.		SOCI 311			Final Project & Poster
<i>Learning Outcome 3: Sociological Theories.</i> Our students will demonstrate an understanding of the role of theory in sociology.			SOCI455/ SOCI 311		Essay Questions
<i>Learning Outcome 4: Sociological Application.</i> Our students will formulate research questions based on critical readings and understandings of sociological research.	SOCI 358				Final Project
<i>Learning Outcome 5: Oral Communication.</i> Our students will demonstrate the ability to present materially orally in an organized and effective manner.			SOCI 333		Discussion Leader
<i>Learning Outcome 6: Written Communication:</i> Our students will demonstrate appropriate writing practices and formats and effective written communication and editing skills.	SOCI 499			SOCI 499	Final Project
<i>Learning Outcome 7: Empiricism.</i> Our students will demonstrate an understanding of the roles and uses of evidence in qualitative and quantitative methods.				SOCI (upper division course)	Essay Question

***Data sources can be items such as randomly selected student essays or projects, specifically designed exam questions, student presentations or performances, or a final paper. Do not use course evaluations or surveys as primary sources for data collection.**

OR: List outcomes, then chart plan:

identified to evaluate based on skill level and outcomes met. Learning Outcomes:

1. Obtain the knowledge and skills to assess the needs, assets and capacities of communities.
2. Have the knowledge and skills to plan health programs.

3. Have the knowledge associated with health program implementation.
4. Obtain the knowledge and understanding of research methodologies associated with health programs.
5. Have the knowledge and skills to administer and manage health programs.
6. Have the knowledge and skills to act as health resource person.
7. Have the knowledge and skills to advocate for health and health education.
8. To develop cultural awareness and sensitivity
9. To develop and apply communication and professional skills.

(In the example below, the program assesses all their outcomes annually, so the assessment year does not need to be included, only a statement indicating these are annually assessed)

Courses	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
CHTH 210 Foundations of Community Health	X	X	X	X	X	X	X		X
FCS 371 Research Methods	X	X	X	X		X	X		
CHTH 317 Health Behavior Theories						X	X	X	X
CHTH 428 Health Disparities	X			X		X	X	X	X
CHTH 445 Program Planning & Evaluation	X	X	X	X	X	X	X		X
CHTH 498 Internship				X		X	X		X

If it were to be a rotational assessment, it could look like this:

Learning Objectives (LO)

Our students should be able to:

1. Use knowledge of the fundamental terms and concepts of microbiology
2. Design an experiment to test a hypothesis or microbiological concept
3. Perform basic microbiological lab techniques
4. Access and analyze bioinformatic data or large datasets
5. Verbally communicate about fundamental and modern microbiological concepts
6. Communicate in written form about fundamental and modern microbiological concepts

Year	LO	Course
2015-2016	1	BIOM 360
	2	BIOM 455
	3	BIOM 441
2016-2017	3	BIOM 360
		BIOM 432
2017-2018	4	BIOM 450
	5	BIOM 450
		BIOM 494
	6	BIOH 405
		BIOB 410
		BIOM 435
Then repeat cycle for closing the loop report		

In both of the above examples, the data source was not included in the tables. For these examples, the assessment (data) sources would need to be included separately.

**b. What are your threshold values for which you demonstrate student achievement?
(Example provided in the table should be deleted before submission)**

Threshold Values		
PROGRAM LEARNING OUTCOME	Threshold Value	Data Source
6) Communicate in written form about fundamental and modern microbiological concepts	The threshold value for this outcome is for 75% of assessed students to score above 2 on a 1-4 scoring rubric.	Randomly selected student essays

2. What Was Done

a) Was the completed assessment consistent with the plan provided? YES _____ NO X

If no, please explain why the plan was altered. Course that was originally planned to be assessed was not offered. We will review all course requirements and realign our assessment schedule. This year we assessed 2020's outcomes.

b) Please provide a rubric that demonstrates how your data was evaluated.

(Example provided below should be deleted before submission – your rubric may be very different, it just needs to explain the criteria used for evaluating student achievement).

Example: Rubric for outcome #6

Indicators	Beginning - 1	Developing- 2	Competent- 3	Accomplished- 4
Analysis of Information, Ideas, or Concepts	Identifies problem types	Focuses on difficult problems with persistence	Understands complexity of a problem	Provides logical interpretations of data
Application of Information, Ideas, or Concepts	Uses standard solution methods	Provides a logical interpretation of the data	Employs creativity in search of a solution	Achieves clear, unambiguous conclusions from the data
Synthesis	Identifies intermediate steps required that connects previous material	Recognizes and values alternative problem solving methods	Connects ideas or develops solutions in a clear coherent order	Develops multiple solutions, positions, or perspectives
Evaluation	Check the solutions against the issue	Identifies what the final solution should determine	Recognizes hidden assumptions and implied premises	Evaluates premises, relevance to a conclusion and adequacy of support for conclusion.

This type of rubric can be used for all levels of assessment (the anticipated evaluation score may vary according to the course level). Some rubrics/assessments may be more tailored for courses (e.g. designed to assess outcomes in upper division courses or for lower division) and therefore the scores might be similar across course levels. Or, if you are assessing more basic learning outcomes, you might expect outcomes to be established earlier in the academic career.

3. What Data Were Collected

a) How were data collected? (Please include method of collection and sample size).

Example 1: Outcome #3 assessment was conducted with a group assignment from identified course that had an oral and written presentation component, 17 students participated.

Example 2: Senior thesis conference in which students orally defend their final projects. Faculty and graduate students attend the conference, and are each asked to fill out an assessment on at least 3 different presentations. Questions on the assessment focused on research methodology (questions 7-9, **outcomes 2 & 6**), application of psychology (question 11, **outcome 4**), and information and technology literacy (questions 6 & 10, **outcome 6**). 30 students participated in the assessment.

Example 3: Three short answer essay questions that addressed outcomes 2, 4, 7 were given on course mid-term examination. All exams were assessed (32).

Example 4: Oral presentation was assessed using established rubric for assessment outcomes. 6 students were assessed – day of assessment was randomly chosen by assessment faculty.

NOTE: Student names must not be included in data collection. Totals of successful completions, manner of assessment (publications, thesis/dissertation, or qualifying exam) may be presented in table format if they apply to learning outcomes.

b) Explain the assessment process, and who participated in the analysis of the data.

This is the “how it was done and by whom” section. We highly recommend that assessment artifacts be reviewed by more than then one individual (two is good, three even better).

Example: Each group was assigned scores by two evaluators, using a total of 3 rubrics. A rubric for Assessment of Oral Communication Skills, and a rubric for Assessment of Written Communication Skills, and a rubric for Assessment of Problem Solving Skills. For the rubrics with a 1-5 scale, an average score that was below a 3 was considered to be below expectations, and any average score of 3 or above was considered to meet minimum standards. For the rubric with a 1-4 scale, an average score that was less than or equal to 2 was considered to be below expectations, and any average score of greater than 2 was considered to meet minimum standards. The threshold value for this outcome is for 75% of assessed student to score above 2.

Example: Apply critical thinking skills.

This outcome was evaluated in NUTR 422 Micronutrient Metabolism by Janet Gamble using the Clinical Correlate Panel Presentation assignment. Students select a disease condition, review the research literature and share the findings in terms of the appropriate vitamins and/or minerals that impact that condition. They also provide recommendations for use in future practice as a nutrition professional. The threshold was that 100% of the student earn a B or higher on the assignment. The

threshold was met N= 23/23 (100%) (Note: this is a single instructor evaluation – we would prefer to see a couple of faculty review these results)

Example: Each group had 8 to 10 student members, and there were 3 groups. Three faculty members participate in the review of the group projects, utilizing the provided rubric. (Ideally, in these types of assessments, having an outside evaluator rank student performance is ideal – please include who participates in these type of reviews)

Example: All assessments from students are evaluated by the 5 person program assessment committee.

Example: Short answer essays were scored by three faculty members within the department.

Example: The department head, and one additional faculty member were able to participate in the student’s presentations, along with the faculty of record. The number of assessments were based on the number of students that were presenting on the assessment day – 6 students total were assessed.

4. What Was Learned

Based on the analysis of the data, and compared to the threshold values provided, what was learned from the assessment?

a) Areas of strength: (Fairly straight forward – report on what students did well).

Example: On our assessment of learning outcome 3 (Students will demonstrate an understanding of the role of theory in sociology), we noted a marked improvement in areas of analysis of information, and synthesis of concepts. Students are able to clearly articulate these concepts, which is demonstrated across our curriculum.

b) Areas that need improvement

Example: Assessment based on student exit interview: primary findings from the interview were:

1) Students suggested combining 142 and 313. Take-away is that the 101-142-313 sequence still needs more work; and we need to improve 142 (which will address PLO number 5)

2) Some commented that they would like to see more writing in the curriculum (which will address PLO number 3).

(Note – in each example above the recommendation for improvement addresses a specific outcome – this is something to consider when identifying areas of improvement)

5. How We Responded

a) Describe how “What Was Learned” was communicated to the department, or program faculty. Was there a forum for faculty to provide feedback and recommendations?

This should be a brief description on the method of communication – we want to see faculty involvement in this process, so we are looking for more than “posting the report”. Documentation of faculty recommendations for curriculum or program improvements is a very important aspect to program assessment.

b) Based on the faculty responses, will there any curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?

YES _____ NO _____

If yes, when will these changes be implemented?

Noting areas for improvement is only part of the picture. We would like to see an actual plan for implementation for areas of improvement (which would include a timeline).

Please include which outcome is targeted, and how changes will be measured for improvement. If other criteria is used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

Example: After faculty/ department discussions, a number of changes will be made to the program assessment for the assessment year of 2019-2020.

- In place of a single test to measure learning outcome 1, specific questions will be incorporated into exams/assignments in the nine horticulture courses indicated in the curriculum map. While questions will be graded by the instructor for exam points, at least 2 faculty, not instructors in the course, will score the answers.

- Course-appropriate case study questions will be written to measure learning outcome 3. These questions will be incorporated into examinations in the six horticulture courses indicated in the curriculum map. While questions will be graded by the instructor for exam points, at least 2 faculty, not instructors in the course, will score the answers. Questions are being written in October for administration in the fall courses toward the end of the semester.

-We will be seeking out other programs that measure hands-on skills for examples (outcome 2)

Example: ECE&CS faculty conversation at our fall retreat discussed the existing assessment plan included careful reflection on the ECE&CS program options and identified gaps in coursework content and application in field experiences.

c) When will the changes be next assessed?

This can be in coordination with your existing planning schedule – OR if these are issues that will need to be assessed sooner, it should be recorded here (with the plan to update assessment schedule in next-year's report)

Example: We will reassess outcome 1 and 3 during fall semester 2020. We will review examples gathered over the next academic year to see if we can incorporate into our 2020-2021 assessment of outcome 2.

Example: We will be presenting the updated program learning outcomes, along with new assessment cycle and curriculum map in the 2019-2020 assessment report.

Remember: When outcomes (thresholds) are met, there is often no discussion on how to improve a program. Consider other assessment opportunities that can illustrate student success. Consider prerequisite courses, are they meeting program needs, do the courses align to your program outcomes,

and are your outcomes assessable. All of these are methods to demonstrate improving curriculum and/or student learning. Programs need to demonstrate continued quality improvement to meet the requirements of the NWCCU.

6. Closing the Loop

a) Based on assessment from previous years, can you demonstrate program level changes that have led to outcome improvements?

As we are starting out with a new process, there may not be closing the loop activity. However, if you have documentation from previous reports that demonstrate changes and how they have improved (or not) learning outcomes, this is a good location to document your activities.

Example: Concerns regarding Building Practices and Integrated Architecture respectively, that were introduced after the NAAB Accreditation Visit in 2014, have not been fully addressed. But, significant changes were made in the curriculum to include formal coordination between ARCH 535 Advanced Building Systems and ARCH 558 Advanced Building Studio. These changes took place in AY 2015-2016 and will be reviewed in AY 2018 and AY 2019.

Example: In last year's assessment we determined that modifications in PHSX 331 were required to more adequately reflect the computational needs of the students, that insufficient time was spent on coding in Mathematica compared to other program languages, and that a review of what other coding languages are needed should be made. This assessment concurs and represents the review of other coding needs. PHSX 331 has been changed to include PASCAL as the programming language.

Program Assessment Plan

Academic Years Assessed: 2016-2020

College:

Department:

Submitted by:

Program Assessed:

1. Assessment Plan, Schedule and Data Source.

a. Please provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data).

ASSESSMENT PLANNING CHART					
PROGRAM LEARNING OUTCOME	2016-2017	2017-2018	2018-2019	2019-2020	Data Source*
<i>Learning Outcome 1: Sociology as a Discipline.</i> Our students will demonstrate an understanding of the discipline of sociology and its role in contributing to our understanding of society and changes in society		SOCI 303			Essay question

***Data sources can be items such as randomly selected student essays or projects, specifically designed exam questions, student presentations or performances, or a final paper. Do not use course evaluations or surveys as primary sources for data collection.**

b. What are your threshold values for which you demonstrate student achievement? (Example provided in the table should be deleted before submission)

Threshold Values		
PROGRAM LEARNING OUTCOME	Threshold Value	Data Source
Example: 6) Communicate in written form about fundamental and modern microbiological concepts	The threshold value for this outcome is for 75% of assessed students to score above 2 on a 1-4 scoring rubric.	Randomly selected student essays

2. Assessment Process

a. Please provide an outline of the steps your program will follow in order to complete assessment.

1. Projects or assignments are collected from identified courses.
2. Random samples of these collected assignments are scored by a minimum of two faculty members using the prepared scoring rubrics. Faculty will not score assignments from their own courses.
3. The assessment coordinator tabulates the scores. Areas where the acceptable performance threshold has not been met will be highlighted.
4. The scores are presented to the faculty for assessment.
5. The faculty will review the assessment results, and decide how to respond.

SAMPLE

Annual Program Assessment Report

Academic Year Assessed:

College:

Department:

Submitted by:

Assessment reports are to be submitted annually by program/s. The report deadline is September 15th.

Program(s) Assessed:

Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/Minors/Certificate	Options

Annual Assessment Process (CHECK OFF LIST)

1. Data are collected as defined by Assessment Plan
 YES _____ NO _____
2. Population or unbiased samples of collected assignments are scored by at least two faculty members using scoring rubrics to ensure inter-rater reliability.
 YES _____ NO _____
3. Areas where the acceptable performance threshold has not been met are highlighted.
 YES _____ NO _____ NA _____
4. Assessment scores were presented at a program/unit faculty meeting.
 YES _____ NO _____
5. The faculty reviewed the assessment results, and responded accordingly (Check all appropriate lines)
 - Gather additional data to verify or refute the result. _____
 - Identify potential curriculum changes to try to address the problem _____
 - Change the acceptable performance threshold, reassess _____
 - Choose a different assignment to assess the outcome _____
 - Faculty may reconsider thresholds _____
 - Evaluate the rubric to assure outcomes meet student skill level _____
 - Use Bloom’s Taxonomy to consider stronger learning outcomes _____
 - Choose a different assignment to assess the outcome _____

OTHER:

6. Does your report demonstrate changes made because of previous assessment results (closing the loop)? YES _____ NO _____

2. What Was Done

a) Was the completed assessment consistent with the plan provided? YES _____ NO _____

If no, please explain why the plan was altered.

b) Please provide a rubric that demonstrates how your data was evaluated.

(Example provided below should be deleted before submission – your rubric may be very different, it just needs to explain the criteria used for evaluating student achievement).

Example: Rubric for outcome #6

Indicators	Beginning - 1	Developing- 2	Competent- 3	Accomplished- 4
Analysis of Information, Ideas, or Concepts	Identifies problem types	Focuses on difficult problems with persistence	Understands complexity of a problem	Provides logical interpretations of data
Application of Information, Ideas, or Concepts	Uses standard solution methods	Provides a logical interpretation of the data	Employs creativity in search of a solution	Achieves clear, unambiguous conclusions from the data
Synthesis	Identifies intermediate steps required that connects previous material	Recognizes and values alternative problem solving methods	Connects ideas or develops solutions in a clear coherent order	Develops multiple solutions, positions, or perspectives
Evaluation	Check the solutions against the issue	Identifies what the final solution should determine	Recognizes hidden assumptions and implied premises	Evaluates premises, relevance to a conclusion and adequacy of support for conclusion.

This type of rubric can be used for all levels of assessment (the anticipated evaluation score may vary according to the course level). Some rubrics/assessments may be more tailored for courses (e.g. designed to assess outcomes in upper division courses or for lower division) and therefore the scores might be similar across course levels. Or, if you are assessing more basic learning outcomes, you might expect outcomes to be established earlier in the academic career.

3. How Data Were Collected

a) How were data collected? (Please include method of collection and sample size).

b) Explain the assessment process, and who participated in the analysis of the data.

NOTE: Student names must not be included in data collection. Totals of successful completions, manner of assessment (publications, thesis/dissertation, or qualifying exam) may be presented in table format if they apply to learning outcomes.

4. What Was Learned

Based on the analysis of the data, and compared to the threshold values provided, what was learned from the assessment?

a) Areas of strength

b) Areas that need improvement

5. How We Responded

a) Describe how “What Was Learned” was communicated to the department, or program faculty. Was there a forum for faculty to provide feedback and recommendations?

b) Based on the faculty responses, will there any curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?

YES _____ NO _____

If yes, when will these changes be implemented?

Please include which outcome is targeted, and how changes will be measured for improvement. If other criteria is used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

c) When will the changes be next assessed?

6. Closing the Loop

a) Based on assessment from previous years, can you demonstrate program level changes that have led to outcome improvements?

Submit report to programassessment@montana.edu

General Directions and Comments

* Program outcomes should be assessed on a five year schedule, unless programmatic accreditation rec rotation

Table Instructions

Department Information: Please complete the top section of the template by providing the name of your program and the contact person for that area (department chair or program director), and the date the plan

Column 1--Program outcomes: List all program outcomes

Column 2-6--Years 1-5: In the header, change the year to the actual academic year in which the assessment place (e.g., 2019-202). In the subsequent cells, indicate the course prefix and number where the program assessed

Column 7--Data Source: indicate the type of tool that will generate data for the assessment

Department/Program Assessment Check-In

Department/Program Name:

Submitted by:

Please return one copy (per department/program) of this completed form to Mandy Wright by the end of Tuesday's workshop.

1. Was your department/program able to complete a program map today?
 - a. ___ yes—please email your completed map to mandy.wright@gfcmsu.edu
 - b. ___ no—by what date can you have your map completed? _____

2. Each program/department needs to create a schedule for program outcomes assessment. By what date can you have your assessment schedule completed? _____

3. We need a completed (or revised) common course outline/curriculum map for each course in your department/program.
By what date can you have your course maps completed? _____
Do you have any feedback or suggestions to change or improve this form?

4. What kind of support does your department/program need from Mandy in order to complete this mapping work?

5. After reviewing the sample program assessment plan and report documents from MSU, what comments or suggestions does your department have for implementing something similar on our campus?

6. Does your program have any external accreditation concerns that should be taken into account as we develop a program assessment process? If so, what are they?

7. Does your department/program have any additional unique factors or challenges that should be taken into account as we develop a program assessment process? If so, what are they?