Share your table’s themes
### Most useful part of previous assessment process?

<table>
<thead>
<tr>
<th>Instructor self-reflection</th>
<th>Phase IV forms because they provided a template to enter the information. It was also useful for individual reflection, helping the process be more efficient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection</td>
<td>Provided an opportunity to reflect on teaching practice.ấu</td>
</tr>
<tr>
<td>Discussion board with department</td>
<td>contemplate improvement</td>
</tr>
<tr>
<td>Reflection</td>
<td>Learning what works and doesn’t work and perfecting your teaching abilities from that assessment</td>
</tr>
</tbody>
</table>

---

**The most useful process has been to assess the quality of the course content**

*Overwhelming to meaningfully evaluate every course outcome every semester for every course taught.*
<table>
<thead>
<tr>
<th>_least useful part of previous assessment process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competing program accreditation requirements, curriculum requirements, and college requirements, challenges in making these things connect</td>
</tr>
<tr>
<td>Lack of application above course level</td>
</tr>
<tr>
<td>Ability to analyze information especially over time</td>
</tr>
<tr>
<td>Phase IV was oppressive</td>
</tr>
</tbody>
</table>
Question 20

Date: 2019-08-19
Session: 1
Type: wordcloud
Question: Share your table’s themes
Respondents: 15

Responses:
citizenship
work_ethic
Life-long_learning
diversity
Critical_Thinking
proficiency_-_work_skills
problem_solving
communication
creativity
problem_solving
service_learning
capability
Career_Readiness
Life_long_learning
Self_Assessment
Meets_Community
critical_thinking
Effective_Comunication
Citizenship
Life_long_learning
Citizenship
Technical_literacy
critical_thinking
leadership
Quantitative_reasoning
Workforce_readiness
service_learning
Workforce_Ready
Effective_Communication
Technical_Literacy
Critical_Thinking
Quantitative_Reasoning
Ethical_Citizens
Problem_Solving
Lifelong_learning
Leadership
analysis_of_information
Community_Service
Professional_Service
Hands_on_learning
Critical_Thinking
Respect
Responsibility
Empathy
career_readiness
Technical_Literacy
quality_education
low_cost
Dependability
Reliability
Professionalism
Workforce_Ready
Effective_Communication
Technical_Literacy
Critical_Thinking
Quantitative_Reasoning
Ethical_Citizens
Problem_Solving
Analysis_of_information
Leadership
Professional_Citizenship
Performance
Professional_Service
Reliability
Communication
Dependability
Mentorship
Accessibility
Critical_Thinking
Communication
Professionalism
Achievement
Self-efficacy
Independence
Humor
adaptability
critical_thinging
professionalism
responsibility
Dependability
efficiency
ethics
adaptability
critical_thinking
Integrity
Life_skills
Career_Skills
Skills_and_tools
Inquisitive
Informed_citizenry
Lifelong_learning
Analyze_Information
Productive_Citizen
Reflection

Question 21

Date: 2019-08-19
Session: 1
Type: open
Question: How should we move forward with the CLOs?
Respondents
1

Responses
The least useful part of the process was trying to figure out the best and most accurate way to assess the data.

---

### Question 27

**Date:** 2019-08-19  
**Session:** 1  
**Type:** open  
**Question:** Most useful part of previous assessment process?  
**Respondents:** 11

**Responses**
- Instructor self-reflection
- Phase IV forms because they provided a template to enter the information because it was useful for program accreditation, because the benchmarks were useful, and because they made it easy to look year to year
- Reflection
- Provided an opportunity to reflect on teaching practice.
- Forced Reflection
- Discussion board with department
- contemplate improvement
- Learning what works and doesn't work and perfecting your teaching abilities from that assessment
- The most useful process has been to assess the quality of the course content
- Overwhelming to meaningfully evaluate every course outcome every semester for every course taught.

---

### Question 28

**Date:** 2019-08-19  
**Session:** 1  
**Type:** open  
**Question:** Least useful part of previous assessment process?  
**Respondents:** 8

**Responses**
- Competing program accreditation requirements, curriculum requirements, and college requirements; challenges in making those things connect
- Lack of incentive
- Lack of accountability.
- Lack of application above course level
- Did not encourage collaboration among faculty
- Actually applying these suggested improvements to the course
- Ability to analyze information especially over time
- Phase IV was oppressive

---

### Question 37

**Date:** 2019-08-19  
**Session:** 1  
**Type:** open  
**Question:** Share 1-2 significant points from your table's assessment process discussion  
**Respondents:** 8

**Responses**
- Needing to get adjuncts involved in the process!
- Assessment results need to bolster and work in sync with outside accreditation.
- If it’s too complex, it won’t work. Because we have a great deal of turnover and other responsibilities, the process must be simple to work. Ongoing training and support for new faculty members and staff involved.
- A commitment on the part of the ins
- Would it be effective for all programs? Do program directors and dept. chairs have adequate release time to complete the process.
- Need common means of assessment of outcomes for general studies.
- The assessment should be used to close the gap between meeting objectives and producing self-confident students who are workforce ready
- Peer review process as described for MSU/Bozeman is problematic for small departments. Use results to drive professional and curriculum development
- When a change is proposed, it should be clearly communicated throughout a department so that other members of the department might adopt these changes for themselves.

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### Question 42

**Date:** 2019-08-19
<table>
<thead>
<tr>
<th>Definition of assessment</th>
<th>Plan of action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great cross-department collaboration!</td>
<td>The connection between CLO assessment and program assessment</td>
</tr>
<tr>
<td>Got some ideas flowing!</td>
<td>How all this relates to &quot;institutional&quot; assessment</td>
</tr>
<tr>
<td>Getting on the same page about assessment</td>
<td>It feels like we're assessing the assessment</td>
</tr>
<tr>
<td>Getting on the same page and better understanding</td>
<td>None</td>
</tr>
<tr>
<td>A better understanding of what is required for assessment</td>
<td>Straight forward</td>
</tr>
<tr>
<td>Collaborative brainstorming between people across multiple areas</td>
<td>Trying to figure out a working solution on how to close gaps evident in previous assessment schemes</td>
</tr>
</tbody>
</table>
Institutional Learning Outcomes Discussion

1. What do we value as an institution?

Making sure our students are ready for the workforce.
Supporting faculty and students by providing the tools and resources that are required to be successful.

Retention of students
Successful, productive students who leave here with the necessary tools to be successful
Meeting students’ academic needs whether it is completing one class, a certificate or a degree.
Flexibility of instruction to meet students needs
Willingness to adapt to changing needs of students.
Academic rigor
Support academic rigor with necessary tools

In the classroom/with students:
- Success (performance of competency; employment or strong foundation for transfer)
- Integrity
- Dedication
- The ability of our students to take what they learn here and transfer it into the workplace
- Attendance and active participation, regardless of modality

As an institution:
- Being responsive to community needs (as an institution)
- Professionalism
- Openness, being welcoming and inviting, fostering a sense of community among students and other constituencies
- Building relationships

Students
Nontraditional students and modes of delivery
The support of academic admin for programs/divisions
Student Success
Community Development
Inclusion

Student success and retention. Introduction, first steps for college. We are local, a good jumping off point or start for students.
Value variety, community needs. Well-rounded.

Variety in students and instruction.
Student effort, success, and job placement.
Community engagement.

Personal relationship between student and instructor
Student success
Mentorship
Creating a sense of community through learning
Affordable, high-quality education (literally the cheapest tuition rate in the state)
Academic rigor that satisfies competencies in the job field and/or at the next academic level
Future success
High-quality instructor education and experience
Dynamic programs that remain current

Student understanding of course specific education and success.

Quality education at a low cost.
Involvement in student success: Academic Success Center, Veteran’s Center, Native American Center.
Hands on learning: sim hospital, welding, etc.

Non traditional students, career readiness, rigor/transferability of student/program, lifelong learning, needs of community or area for careers, non academic needs for success,

Student learning, honesty, transparency, we currently value vocational training but should/could embrace a foundation of liberal arts education that supports the transfer mission and prepares vocational program students with a foundation to solve problems in the workplace. Community engagement, leadership.
2. For what role(s) are we as a college preparing our students? How do we impact these role(s)?

Working in healthcare organizations and other associated health fields. We do this by meeting or exceeding the programmatic standards set forth by the accreditation body.

Preparing students to either continue their education or enter a career
Job skills
Informed citizens who contribute to their community
Stimulate lifelong learning and curiosity

Developing a student awareness to professionalism in the fields for which students are training,
Contributors to society
Lifelong learners

We impact those roles by
Providing opportunities for students outside the traditional classroom,
Holding student accountable
modeling professionalism, our contributions to our communities, and our passion for lifelong learning.

Effective members of community, in a rural or urban setting
We impact them by meeting the course outcomes
Facilitate service learning

Employment
Civic Engagement
Continued Education/Lifelong Learning
Personal Growth

Effective Instruction
Practice
Mentoring

Transfer, trades, health care. Computer science.
Want to get students into community involvement and volunteer work.
Get the students to fit a career and their community. Advance beyond a job. Give back to their community.
Competent and confident employee (able to “produce” out of the gate)
Competent and confident student of higher education
Someone who values lifelong learning
A more mature and professional individual than whence they came

Impact:
Our campus culture, based on student success
Creating mentorship opportunities and other personal relationships
Remaining relevant

We’re preparing our students for life outside of the college, for example on the job. We impact them by preparing them for the job skills and help build up more professional confidence and knowledge.

Good employees; life-long careers; life-long learning; leadership; community members; appreciation for diversity

Work force readiness - provide hands on experience with career choice
Members of team - collaborative learning
Responsible citizen/professional - community service learning/ community ties

Leadership, lifelong learning (the ability to adapt), community members and citizens

3. What do learners at GFCMSU need to be able to DO out there that we are responsible for here as a college?

They need to be “professionals” in their field of study. We are responsible for teaching them about the “profession” and ensuring they know the “ethics” of the field of study. Students need to demonstrate competencies in areas that are measured and assessed at GFC MSU.

Provide skills to help students better function in society
Analyze validity of information

Soft skills (communication, following instructions, leadership, productive group participation, taking criticism)
Critical thinking (problem solving, able to act independently, determining a course of action)
Get and keep a job (the analog here is getting into college and sticking with it from semester to semester)

Enable students to be critical thinkers
Work on connecting real world scenarios with course concepts

Accountability
Critical Thinking
Assimilation and Application
Professionalism
Acceptance of Differences
Self Evaluation

Effective communication, problem solving. Tackle creative and logical problems.
Nurture a sense of self-worth, can-do-itivity, and the ability to be a success. Show that they can build skills, develop, and be proud in what they’ve done.

Critical thinking
Communication
Professionalism
Achievement
Self efficacy
Independence

Build confidence and skills

Good communication (writing well); perform well at what they do; on-going learning; proficient at their work; quality work; job skills; work ethic and respect for others; critical thinking and problem solving

Effective Communication
Competent in Field
Critical Thinking
Self Assessment for life-long learning
Qualitative Reasoning as ability to evaluate other research

Adapt to new ways of learning, engage in community and professional service, exercise critical thinking, lead by example, engage with technology
4. Review your answers above and look for similarities or common themes: what students should be able to do?

Should be able to enter the job market as professionals with the skills and knowledge they need to be successful.

Students should have tools and skills needed in life and their careers

Perform to a defined standard of competency
Dependability, reliability, and professionalism

Apply skills to real life and encourage critical thinking

Self Reflection and Action
Responsibility - to self and others

Be successful in their career. This is both the actual tasks and communication. They need to be able to encounter a problem, find a solution, articulate the solution, then have the confidence to execute it. Outside of problem solving, they need to present themselves professionally and be an asset to their community.

Mentorship
Accessibility
Critical thinking
Communication
Professionalism
Achievement
Self efficacy
Independence

Have confidence in themselves

Diversity and respect for others; on-going learning; problem solving; upstanding citizenship

Self assessment
Life long learning
Career Readiness
…..that meets the needs of the community
5. Compare the themes identified in question 4 to our current CLOs (Effective Communication, Technical Literacy, Critical Thinking and Quantitative Reasoning, Workforce Readiness, Citizenship). Which words best reflect the learning goals we want for our students?

Seems to me that it meets all five - Effective Communication, Technical Literacy, Critical Thinking and Quantitative Reasoning, Workforce Readiness, Citizenship.

- Workforce Ready (professional as well as knowledgeable)
- Critical Thinking
- Citizenship (ethical and responsible and dependable)
- Collaborative Thinking

Workforce readiness
Critical thinking

Critical Thinking, Workforce Readiness, and Citizenship

Responsibility
Empathy
Respect

We stressed communication, critical thinking/problem solving.
We did not cover technical literacy and quantitative reasoning.
Quantitative reasoning is less geometric proofs and more getting the correct answer out of the calculator.

Communication skills with the public “people skills”
Application of skills in the real world/workforce
Problem solving skills/Adaptability
Pride in what they worked for and accomplished

We feel that we have all of those, except for “Quantitative Reasoning” (no math teacher at our table ;)}
WE feel like these meet what our programs needs.

Our group approves of the current 5 CLOs as they are named, but would like to explore rewording of how they are defined.

6. Bonus question! What are the ideal college learning outcomes?

Workforce readiness (redefined as readiness for a next step, whether that’s entry into a workplace or transfer to another institution)
Critical thinking
Effective communication
Communication, Job Skills, Problem Solving, Contributing to Society

Instead of quan rea. and critical thinking - combine into problem solving
Workforce Readiness and Citizenship - combine into career readiness
These CLO relate to each other and add as layers to an overall package of what we want the students to obtain while here
Practice soft skills as a way to strengthen workforce readiness

Communication
Problem Solving/Distillation
Respect/Empathy
Responsibility

Effective Communication - listen, speak, read, write. Giving clear directions and articulating a point. Leadership skills.
Critical Thinking - overcoming problems, reviewing results, planning
Career Skills - for workforce programs this is being able to weld, for transfer programs this is developing skills in the transfer program, like calculus for an engineering degree.
Human Skills - adding numbers, reading literature, art appreciation, adaptability, following directions. Things that if we lack, we are less effective.

Problem Solving (in place of “critical thinking”)
Effective Communication
Adaptability/Independence
Professionalism

BIG FIVE:
Problem Solving
Effective Communication
Life-Long Learning
Leadership & Community
Moral and ethical citizenship
If you do all of these things, you should be workforce ready

Career Readiness
Citizenship
Critical Thinking
Communication
Self-assessment / Life-long learning

Lifelong learning
Leadership
Community Service
Professional Service
Critical Thinking
Technical Literacy
relationships, high-quality instruction, community, retention, professionalism, readiness, learning, foundation, leadership, future, integrity, transfer, success, students, dedication, affordable education, support, employment, inclusion.
confident

critical-thinking
dependable

achieve

competent

life-long-learner

mentor

communicate

professional

problem-solver

independent

respectful

achieve
Developing an Assessment Process Discussion

What has been most useful in previous assessment processes?

Most useful in assessing the quality of the course content.

Useful at the course level to analyze and reflect on outcomes
Having specific, measurable objectives.

Phase IV forms because they provided a template to enter the information because it was useful for program accreditation, because the benchmarks were useful, and because they made it easy to look year to year

Notes/Suggestions on ways you could improve how your outcomes were met

Forced Reflective Process

Being forced to reflect on how the semester went was helpful, especially for new instructors. Could find student shortcomings.

Reflection--taking stock of what did and didn’t work, having a record of what did and didn’t work
Improvement in light of that reflection

Good instructor level reflection/self-assessment, but not way to aggregate it to the broader Departmental outcomes. Student comments can be used to reflect on what can be done differently. At our table only two people have been involved in assessment.

Phase IV form passed accreditation with flying colors
Forced reflection

Instructor self-reflection, online form, having to pair assignments with CLOs

What was least useful in the previous assessment processes?

The least useful part of the process was trying to figure out the best and most accurate way to assess the data.

Did not encourage collaboration

Mapping to the CLOs
Time involved in data collection and aggregation
Competing program accreditation requirements, curriculum requirements, and college requirements; challenges in making those things connect
Missing mechanism for collaboration and reporting across multi-section courses

Most of the time, the notes from above were not referred back to drive change in course design/delivery. Would get lost in the electronic "dustbin"

No application

There was a lot of room to make things up. No accountability. Nothing was ever done with Phase IVs.

Length of time
Cumbersome
Knowing it went into a "never never land" -- which likely led to "going through the motions"
Lack of incentive

Narrow focus at the course level.

Too Short term, no follow through, not aggregated, didn’t close the loop, subjectively driven- not correctly taught how to use it, lack of discussion within program/ department

Phase IV felt tedious

What do you see working well with the example process?
Alternatively, what would be a different process that you want to see implemented (if applicable)?

This would help us with PCAP and APAR reports for program approval and accreditation.

It seems to be proven and a good model upon which we can build.

It seems like there’s more incentive to complete this process, esp. given the opportunity to collaborate with colleagues

Coming together to discuss pitfalls, results, changes is important. Difficult for adjunct to get involved, time to do it, etc.

Allows time to review program goals. Allows us to review our national standards and evaluate if meeting them.
The specific steps were clear, we can adapt it to our needs, pre-made rubrics

What might be potential pitfalls with the example process?

There may be some things missed with the example process as it seems very broad and not specific. We don’t know how directly related to what we are teaching the feedback gained from others would be

Extra work for Dept. Chair for which they are not compensated.  
Would this be an effective and useful process for all programs.  
Our school may be to small to randomly select assignments and faculty to do it.

Time commitment and deadlines for reporting

Whose is going to do the data collection and crunch  
If the process changes or with how responses are given by different faculty over the years  
Is this a way to truly assess if students are not only passing the course(s) but also meeting the objectives of the program  
The assessment should be used to close the gap between meeting objectives and producing self-confident students who are workforce ready

We are a different type of institution. We each bring a different aspect so its difficult for us to have just one process.

Some areas might lack enough faculty to complete the assessment as outlined  
Equitability in terms of which faculty must assess each course (e.g., CRWR 240, LIT 270) ;)

How to incorporate adjunct instructors.

Time, Still feels a little loopy goosy, struggle with assess whole program with one assignment.  
Goals are general so difficult to measure, benchmark, use self assessment of student also looked at. Being able to map it and also get it to the institution.

Peer Review from faculty outside of a program or course may be problematic, especially when there are only two instructors in the department. However, it could be incredibly useful to have outside input, in the name of collaboration.
How would you want to see the institution use assessment results?

Have no ideas on how well the institution can use this other than as some part of program review?

Use them to make institutional decisions such as which programs to close or implement.

A connection between program assessment and program review to link the program’s success with its outcomes fits within the evaluation of the program more obviously.

There’s a significant amount of programs that must must meet outside guidelines. There is little motivation for these programs outside of the guidelines. Assessment results need to bolster and work in sync with outside accreditation.

To improve it’s stuff
Reporting changes in programs to the campus at large

Identify shortfalls and make a way to fix it.

To inform curriculum development, professional development workshops, shape CLOs, inform budgetary decisions

How should the results of change be reported? That is, when a change is proposed in an assessment report, what should the follow-up look like?

No ideas here!

The solution should be decided from the bottom-up, including required approval
Make these changes without pointing fingers
When a change is proposed, it should be clearly communicated throughout a department so that other members of the department might adopt these changes for themselves.
Broadcast that change to the campus community

Report the reasoning behind the change, and does the change work; record the change so you con’t fall back to the old way.
How or where do you see assessment of the CLOs fitting in to this process?

We can see that some CLOs are definitely met more closely in certain classes versus others. So we could identify which CLO a particular course would meet. We are certain that we met all the CLOs but not all in the same course. Over the course of the program all CLOs are met.

The Assessment report could be useful in helping us evaluate the appropriateness of the CLO's

Create CLOs that can be assessed from the bottom-up (from course to program/department)

They should funnel up to the CLOs.

These program outcomes would mirror CLOs. So if met program outcomes or goals then would meet CLOs also.

If we adopted the example process, or one similar, what would you need in order to successfully implement it?

More time to complete this than we currently have.

Dept. chairs and program directors need additional release time.

If it's too complex, it won't work. Because we have a great deal of turnover and other responsibilities, the process must be simple to work. Ongoing training and support for new faculty members and staff involved. A commitment on the part of the institution to get a process and keep that process for a period of years before it's radically adjusted.

Faculty value a simple form or process that we can fill out.

Adjunct? Training, examples (what am I aiming for). Collaboration, feedback to know where you are.

WE would need to review program goals and ability to assess them.

Please share any other thoughts or ideas related to the program assessment process.
Still need ideas on exactly how this process can relate to “institutional” assessment. Lots of potential to improve programs.

The process should be clear and straightforward. Ideally, it is also quick.

Mandatory meetings but with flexibility; an on-line component (for adjuncts, especially).